

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
Middle School Course of Study

Course Title	<i>Mandarin Chinese</i>	Course Code	<i>G0015</i>
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Content Area:	Mandarin Chinese	Grade Range:	7-8	Board Adoption Date:	May, 2014
Transcript Title:	Mandarin Chinese	What site wrote the course:			Costa Mesa
Recommend Skill(s):	None			Length of Course:	1 year

COURSE DESCRIPTION *(catalog summary):*

Mandarin Chinese will offer an introductory experience to learning the Mandarin Chinese language. The course will begin with foundational elements to learning any language: mastering common vocabulary terms and phrases, understanding unique grammar patterns, developing conversational abilities within the language, reading, and writing speaking and listening within the language. Beginning students will acquire the basic skills necessary to function in a variety of real-life situations they may encounter in Mandarin-speaking contexts, interactions, and environments. Students will acquire and develop beginning reading, writing, listening, and speaking skills to communicate information about themselves, others, and relevant experiences. Students will utilize the appropriate vocabulary, linguistic components, and grammatical structures necessary to achieve desired tasks. Throughout the course students will be exposed to the various Mandarin- speaking cultures and peoples which will include: Geography, History, Art, Traditions, & Current Events. Students are expected to participate in class activities using the target language as the course progresses. The course is a primer for a language sequence culminating with Mandarin 4AB or AP Mandarin Chinese.

GOALS *(expected performance outcomes for students):*

By the end of the course students will be able to understand the elements of Chinese phonetic structure, develop a repertoire of conversational Chinese phrases that would allow the students to dialogue about situational topics and issues, read in Mandarin Chinese daily, write in Mandarin Chinese. Additionally, students will develop, understand, and use the written and spoken language in a large range of situations & contexts including, but not limited to, the following:

- Expression of ideas, opinions, and feelings orally and in writing.*
- Development of basic reading and analysis skills in the target language (L2).*
- Understanding and use of a variety of linguistic and grammatical structures correctly.*
- Development of writing skills through various productive contexts in Mandarin and the use of various decoding strategies.*
- An awareness and familiarity with various Chinese speaking cultures and traditions.*

CALIFORNIA CONTENT STANDARDS *(how the course aligns with California and/or national curriculum standards):*

While current State guidelines are being completed for World Languages, the NMUSD will adhere to National standards & guidelines. Foreign languages and our ability to use them is an effective instrument for international understanding and allow students access into the global community. The World Languages program is dedicated to providing a comprehensive, competitive program for language learners that integrates the “five ‘C’s”

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of language acquisition which are aligned with the National Standards, ACFTL Proficiency Guidelines, and California Framework for World Languages and California Standards for the Teaching Profession:

COMMUNICATION - Students present information and exchange ideas about a variety of subjects

Standard 1.1- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2- Students understand and interpret spoken and written Mandarin on a variety of topics.

Standard 1.3- Students present information, concepts, and ideas in Mandarin to an audience.

CULTURES - Students acquire knowledge and develop understandings of cultures other than their own.

Standard 2.1- Demonstrate understanding between practices and perspectives of Chinese Cultures.

Standard 2.2- Demonstrate understanding of the relationship between the products and perspectives of Chinese cultures.

CONNECTIONS - Topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies.

Standard 3.1- Students reinforce and further their knowledge of other disciplines through Mandarin.

Standard 3.2- Acquire information and recognize the distinctive viewpoints that are only available through the Mandarin language and cultures.

COMPARISONS - Students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques.

Standard 4.1- Demonstrate understanding of the nature of language through comparisons between Mandarin and English.

Standard 4.2- Demonstrate understanding of the concept of culture through comparisons between Mandarin cultures and their own.

COMMUNITIES - Students learn to use the target language within and beyond the school setting

Standard 5.1- Use Mandarin both within and beyond the school setting.

Standard 5.2- Students show evidence of becoming life long learners by using Mandarin for personal enjoyment and enrichment.

EVALUATION *(how the effectiveness of the course will be monitored and assessed):*

Student achievement in all 4 receptive and productive language modalities (reading, writing, listening, speaking) will be measured using multiple formal and informal assessment tools, included but not limited to benchmark test results, final exams, end-of-unit tests, quizzes, informal oral/aural/written comprehension checks, homework, classwork, notebooks, portfolios, contextualized performance assessments, and written assessments using departmentalized rubrics.

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Unit 1	Lesson 1				
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts	
<i>Introduction & basic communication</i>	- Chinese language and dialects - PinYin (letters, syllable, initials, finals, tones, pinyin rules) - The Chinese writing system (stroke order and radicals) - Classroom phrases & expressions (shu,bi,kan,shuo,qing,hao, dui, bu etc.) - Greeting People - Introduce onself - Exchange names - Numbers 0-100 - Determine whether someone is a teacher or student - Ascertain someone’s nationality - Chinese moon festival	<u>Communication</u>: students present information and exchange ideas about a variety of subjects <u>Cultures</u>: students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons</u>: students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities</u>: students learn to use the target language within and beyond the school setting <u>Connections</u>: topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies	- Formal and casual greetings - Formal and casual introductions - Character practice - Dictation - Compare Chinese moon festival to Thanksgiving - Peer interviews - Map of world with country names - Short writing - Character practice - Translation	Integrated Chinese Level 1 Part 1 Workbook PowerPoint Videos Articles Online resources	
Differentiation	Support -- for students who are struggling with the content	<u>Content</u>: Present key terms and explanations of concepts and content vocabulary in contextual situations. <u>Process</u>: Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies.			

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		<u>Product</u> : Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction, partner tests.		
	Extension – for high achieving students.	<u>Content</u> : History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. <u>Process</u> : Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. <u>Product</u> : Presentations, projects, performances, group leadership.		
Evaluation	Formative Assessments (ongoing & mid-lesson): Written assignments, checking for understanding techniques, quizzes, oral communication, unit examinations			
	Summative Assessments (unit final evaluation): Chapter tests, research papers and essays, midterm and final exams.			

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Unit 2	Lesson 2			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Family & relationships	• Employ basic kinship terms • Describe a family photo (use the particle De for possessive) • Compare the verb You in To Have and To Exit • Introduce measure word (Ge) • Identify the difference between Er and Liang • Indicate profession (use question pronouns & the adverb Dou) • Chinese family song • One Child Policy in China	<u>Communication</u>: students present information and exchange ideas about a variety of subjects <u>Cultures</u>: students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons</u>: students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities</u>: students learn to use the target language within and beyond the school setting <u>Connections</u>: topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies	• <i>Family relationships</i> • <i>Family Tree</i> • <i>Short essay / describe family</i> • <i>Presentation / family tree</i> • <i>Reading / teacher's family background</i> • <i>Discussion: China's one child policy</i> • <i>Character practice</i> • <i>Translation</i>	Integrated Chinese Level 1 Part 1 Workbook PowerPoint Videos Articles Online resources
Differentiation	Support -- for students who are struggling with the content	<u>Content</u>: Present key terms and explanations of concepts and content vocabulary in contextual situations. <u>Process</u>: Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. <u>Product</u>: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, "second chance" teacher-monitored essay and test correction, partner tests.		
		<u>Content</u> : History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics.		

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	Extension – for high achieving students.	<u>Process</u> : Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. <u>Product</u> : Presentations, projects, performances, group leadership.		
Evaluation	Formative Assessments (ongoing & mid-lesson): Written assignments, checking for understanding techniques, quizzes, oral communication, unit examinations			
	Summative Assessments (unit final evaluation): Chapter tests, research papers and essays, midterm and final exams.			

Unit 3	Lesson 3			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts

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Date & time	- Numbers from 1-100 - Month, Day - Days of the week - Time and dates (Recognize Chinese time expression from the largest to the smallest unit) - Talk about age and birthday (pron. as modifiers and usage of De) - Happy Birthday song in Chinese - Invite someone to dinner using structure Wo Qing Ni Chi Fan - Arrange a dinner date(Use alternative questions / HaiShi or affirmative +Nnegative (A-not-A) questions)	<u>Communication</u>: students present information and exchange ideas about a variety of subjects <u>Cultures</u>: students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons</u>: students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities</u>: students learn to use the target language within and beyond the school setting <u>Connections</u>: topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies.	- Mini dialogs- Partner/ Whole class. - Compare birthday celebration in China and in the US - Skit / invite friends to birthday party - Describe daily routine / verbally & in writing - Dictation - Character practice - Translation	Integrated Chinese Level 1 Part 1 Workbook PowerPoint Videos Articles Online resources
Differentiation	Support -- for students who are struggling with the content	<u>Content</u>: Present key terms and explanations of concepts and content vocabulary in contextual situations. <u>Process</u>: Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. <u>Product</u>: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction, partner tests.		
	Extension – for high achieving	<u>Content</u>: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics.		

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	students.	<u>Process</u> : Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. <u>Product</u> : Presentations, projects, performances, group leadership.		
Evaluation	Formative Assessments (ongoing & mid-lesson): Written assignments, checking for understanding techniques, quizzes, oral communication, unit examinations			
	Summative Assessments (unit final evaluation): Chapter tests, research papers and essays, midterm and final exams.			

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Unit 4	Lesson 4			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Hobbies (Chinese New Year)	- Identify basic vocabulary for popular hobbies (VO as detachable compound) - Basic syntax & words order in Chinese (time +place+activity) - Set up plan for the weekend (use conjunction NaMe and verb Qu +action) - Invite friends to a movie (Use modal verb Xiang & tag ending HaoMa, ZenMeYang, A bu A)	<u>Communication</u> : students present information and exchange ideas about a variety of subjects <u>Cultures</u> : students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons</u> : students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities</u> : students learn to use the target language within and beyond the school setting <u>Connections</u> : topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies.	- Create a Facebook profile - Present profile - Develop a weekend plan / small group - Short essay: respond to a movie invitation - dictation - Compare popular leisure-time activities in China and in the US - Chinese New Year Celebration (zodiac , calligraphy for ChunLian & red envelope) - Character practice - Translation	Integrated Chinese Level 1 Part 1 Workbook PowerPoint Videos Articles Online resources
Differentiation	Support -- for students who are struggling with the content	<u>Content</u> : Present key terms and explanations of concepts and content vocabulary in contextual situations. <u>Process</u> : Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. <u>Product</u> : Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes		

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		for poor spellers, “second chance” teacher-monitored essay and test correction, partner tests.
	Extension – for high achieving students.	<u>Content</u> : History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. <u>Process</u> : Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. <u>Product</u> : Presentations, projects, performances, group leadership.
Evaluation	Formative Assessments (ongoing & mid-lesson): <i>Written assignments, checking for understanding techniques, quizzes, oral communication, unit examinations</i>	
	Summative Assessments (unit final evaluation): <i>Chapter tests, research papers and essays, midterm and final exams.</i>	

Unit 5	Lesson 5			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>Visiting friends</i>	• Welcome a visitor • Introduce friends	<u>Communication</u> : students present information and exchange ideas about a variety	• Role play / being a host & guest • Essay/ Describe the visit	Integrated Chinese

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	(use YiXia to moderate tone of voice) • Compliment on the house (use adjectives as predicates) • Offer beverages to a visitor (use particle Ba for suggestion) • Describe a visit to a friend’s house (compare adverbs Jiu & Cai) • (use preposition Zai to indicate location & particle Le for past tense)	of subjects <u>Cultures</u>: students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons</u>: students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities</u>: students learn to use the target language within and beyond the school setting <u>Connections</u>: topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies.	• Compare gifts to bring when visiting friends in China and in US • Cultural etiquette & FengShui • Dictation • Character practice • Translation	Level 1 Part 1 Workbook PowerPoint Videos Articles Online resources
Differentiation	Support -- for students who are struggling with the content	<u>Content</u>: Present key terms and explanations of concepts and content vocabulary in contextual situations. <u>Process</u>: Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. <u>Product</u>: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction, partner tests.		
	Extension – for high achieving students.	<u>Content</u>: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. <u>Process</u>: Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. <u>Product</u>: Presentations, projects, performances, group leadership.		

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Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): <i>Written assignments, checking for understanding techniques, quizzes, oral communication, unit examinations</i>
	Summative Assessments (<i>unit final evaluation</i>): <i>Chapter tests, research papers and essays, midterm and final exams</i>

Unit 6	Lesson 6			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Making appointments	Initiate and answer a phone call (use preposition Gei) Set up an appointment over	<u>Communication</u> : students present information and exchange ideas about a variety of subjects <u>Cultures</u> : students acquire knowledge and develop understandings of cultures	<i>Schedule an appointment via phone & email</i> <i>Leave a message on the phone</i> <i>Short writing</i> <i>Character practice</i>	Integrated Chinese Level 1 Part 1 Workbook

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	- the phone (Use modal verb Yao to indicate a future action) - Ask for a favor (use adverb Bie & modal verb Dei) - Leave a message (use time expressions & directional complement HuiLai)) - Chinese telephone etiquette	other than their own. <u>Comparisons</u> : students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities</u> : students learn to use the target language within and beyond the school setting <u>Connections</u> : topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies.	Translation	PowerPoint Videos Articles Online resources
Differentiation	Support -- for students who are struggling with the content	<u>Content</u> : Present key terms and explanations of concepts and content vocabulary in contextual situations. <u>Process</u> : Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. <u>Product</u> : Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction, partner tests.		
	Extension – for high achieving students.	<u>Content</u> : History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. <u>Process</u> : Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. <u>Product</u> : Presentations, projects, performances, group leadership.		

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Evaluation	Formative Assessments (ongoing & mid-lesson): <i>Written assignments, checking for understanding techniques, quizzes, oral communication, unit examinations</i>
	Summative Assessments (unit final evaluation): <i>Chapter tests, research papers and essays, midterm and final exams</i>

Unit 7	Lesson 7			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Studying Chinese	• Comment on one's performance on an exam • (Use particle De to describe the degree) • Comment on one's character writing (use adverbs Tai & Zhen)	<u>Communication</u> : students present information and exchange ideas about a variety of subjects <u>Cultures</u> : students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons</u> : students gain	• <i>Essay/ describe experience learning Chinese</i> • <i>Research & share suggestions /tips on how to improve speaking & writing</i> • <i>Studying habits</i> • <i>Character practice</i>	Integrated Chinese Level 1 Part 1 Workbook PowerPoint

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	• Share experience in learning Chinese (use YouYiDianr, ZenMe questions) • Talk about study habits (use Jiu for earliness & Cai for tardiness) • Describe your Chinese class (use double objects)	insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities</u>: students learn to use the target language within and beyond the school setting <u>Connections</u>: topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies.	• <i>Translation</i> Videos Articles Online resources
Differentiation	Support -- for students who are struggling with the content	<u>Content</u>: Present key terms and explanations of concepts and content vocabulary in contextual situations. <u>Process</u>: Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. <u>Product</u>: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction, partner tests.	
	Extension – for high achieving students.	<u>Content</u>: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. <u>Process</u>: Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. <u>Product</u>: Presentations, projects, performances, group leadership.	

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Evaluation	Formative Assessments (ongoing & mid-lesson): <i>Written assignments, checking for understanding techniques, quizzes, oral communication, unit examinations</i>
	Summative Assessments (unit final evaluation): <i>Chapter tests, research papers and essays, midterm and final exams</i>

Unit 8	Lesson 8			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
School life	Subjects Homework Describe the routine of daily activity at school (time +activity) Write a simple dairy entry (use Jiu to connect two actions immediately following	<u>Communication</u> : students present information and exchange ideas about a variety of subjects <u>Cultures</u> : students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons</u> : students gain insights into languages as they compare their respective use	<i>Describe class schedule</i> <i>Difficulty level of courses</i> <i>Workload</i> <i>Diary / short writing</i> <i>Compare to students' life in China</i> <i>Dictation</i> <i>Character practice</i>	Integrated Chinese Level 1 Part 1 Workbook PowerPoint Videos

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	each other, and YiBian...YiBian...to indicate two ongoing actions) • Talk about your favorite classes • (use ZhengZai for present progressive and ChuLe..YiWai for In Addition To)	of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities</u>: students learn to use the target language within and beyond the school setting <u>Connections</u>: topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies.		Articles Online resources
Differentiation	Support -- for students who are struggling with the content	<u>Content</u>: Present key terms and explanations of concepts and content vocabulary in contextual situations. <u>Process</u>: Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. <u>Product</u>: Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction, partner tests.		
	Extension – for high achieving students.	<u>Content</u>: History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. <u>Process</u>: Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. <u>Product</u>: Presentations, projects, performances, group leadership.		
Evaluation	Formative Assessments (ongoing & mid-lesson): Written assignments, checking for understanding techniques, quizzes, oral communication, unit examinations			

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	Summative Assessments (unit final evaluation): <i>Chapter tests, research papers and essays, midterm and final exams</i>
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Unit 9	Lesson 9			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Shopping	- Describe color , size and price of a purchase (use Duo interrogatively for degree) - Recognize Chinese currency (Yuan, Jiao, Fen) - Pay in cash or with a credit card - Measure words for clothing (Jian, Tiao, Shuang etc.) - Exchange merchandise (Use Gen...(Bu)YiYang for (not) the Same as...) - Bargaining in China	<u>Communication</u>: students present information and exchange ideas about a variety of subjects <u>Cultures</u>: students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons</u>: students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching	- Role play customer & salesman - Design an Ad for merchandise - Clothing Project/ ethnic groups in China & history - Presentation - Short essay - Character practice - Translation	Integrated Chinese Level 1 Part 1 Workbook PowerPoint Videos Articles Online resources

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	(use conjunctions SuiRan...KeShi/DanShi)	approaches and techniques. <u>Communities</u> : students learn to use the target language within and beyond the school setting <u>Connections</u> : topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies.		
Differentiation	Support -- for students who are struggling with the content	<u>Content</u> : Present key terms and explanations of concepts and content vocabulary in contextual situations. <u>Process</u> : Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. <u>Product</u> : Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, "second chance" teacher-monitored essay and test correction, partner tests.		
	Extension – for high achieving students.	<u>Content</u> : History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. <u>Process</u> : Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. <u>Product</u> : Presentations, projects, performances, group leadership.		
Evaluation	Formative Assessments (ongoing & mid-lesson): Written assignments, checking for understanding techniques, quizzes, oral communication, unit examinations			
	Summative Assessments (unit final evaluation): Chapter tests, research papers and essays, midterm and final exams			

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Course Title	<i>Mandarin Chinese</i>	Course Code	<i>G0015</i>
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Unit 10	Lesson 10			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Transportation	- Identify basic means of transportation - Explain how to travel from one place to another (HuoZhe vs. HaiShi) - Describe a traffic route (HaiShi...Ba for making a selection) - Topic –Comment sentence structure for established conversation - Describe a place you have travelled to (MeiTian...Dou emphasizing Every Single Day) - Public transportation in China	<u>Communication</u>: students present information and exchange ideas about a variety of subjects <u>Cultures</u>: students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons</u>: students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities</u>: students learn to use the target language within and beyond the school setting <u>Connections</u>: topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies.	- Compare popular modes of transportation in China and US - Local map & direction - Dictation - Short essay - Character practice - Translation	Integrated Chinese Level 1 Part 1 Workbook PowerPoint Videos Articles Online resources
Differentiation	Support – for students who are struggling with the content	<u>Content</u>: Present key terms and explanations of concepts and content vocabulary in contextual situations. <u>Process</u>: Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies.		

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		<u>Product</u> : Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction, partner tests.		
	Extension – for high achieving students.	<u>Content</u> : History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. <u>Process</u> : Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. <u>Product</u> : Presentations, projects, performances, group leadership.		
Evaluation	Formative Assessments (ongoing & mid-lesson): Written assignments, checking for understanding techniques, quizzes, oral communication, unit examinations			
	Summative Assessments (unit final evaluation): Chapter tests, research papers and essays, midterm and final exams			