

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

Course Title		Mandarin Chinese 2AB				Course Code		G0402-G403	
Transcript Title:	Mandarin Chinese 2AB			Grades Levels:	9-12		Board Adoption Date:		
Content Area:	World Language			GPA Scale:	4.0		Date Course Submitted:		April 2014
Credential Req:	Foreign Language: Chinese		Graduation Subject Areas:		Humanities		Elective		
UC/CSU “A-G” Area Approvals:				School Site that wrote and submitted the course:			Costa Mesa High/Middle Schools		
Prerequisite(s):	Mandarin Chinese 1AB								
Next course(s):	Mandarin Chinese 3AB, AP Mandarin Chinese								

COURSE DESCRIPTION *(catalog summary):*

Mandarin 2 offers a more rigorous study of Chinese language and is ultimately designed to help prepare those students interested in pursuing AP Chinese. Students will be expected to learn supplementary vocabulary and will read chapter books in addition to the texts as well as newspaper headline translations. Moreover, students will produce a combination of essays and oral reports to help them consolidate their mastery of characters, sentence patterns, grammar, and cultural understanding

GOALS *(expected performance outcomes for students):*

By the end of the course students will be able to

- Communicate effectively orally and in writing using standard Chinese with an active vocabulary of 500 characters
- Compose clear, well organized, and culturally appropriate essays of up to 250 character in response to specific prompts
- Demonstrate respect for Chinese culture through an increasing understanding of Chinese traditions, thoughts and language
- Demonstrate an understanding of the relationship between practices and a perspective of individuals and society which is unique to a Chinese speaking culture
- Demonstrate lifelong learning skills by researching Chinese current events through the internet and other forms of media
- Demonstrate the ability to think critically by guessing the meaning of unknown vocabulary from the context in which it is heard or read
- Demonstrate evidence of becoming a life-long learner by using Mandarin for personal enjoyment and enrichment, cultivate relationships with native Chinese speakers

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Course Objectives

Speaking

- Students will converse in simple Chinese using correct tones and pronunciation
- Students will be able to respond to varied speakers
- Students will role play dialogues from prepared outlines, extemporaneously, and from memory
- Students will comprehend questions and statements and will respond meaningfully to them using standard Chinese
- Students will provide and obtain information, express feelings and emotions, and exchange opinions in Chinese
- Students will improvise short monologues and dialogues from a defined list of topics

Writing

- Students will write well-organized essays of up to 250 characters, as well as short paragraphs
- Students will write affirmative, negative and interrogative sentence
- Students will describe pictures/ photos or will respond to written and oral description using a variety of sentence structure, word orders and vocabulary

Listening

- Students will comprehend and accurately respond to authentic dialogue and narration
- Students will respond meaningfully to given statements and questions posed by varied speakers and/or video or oral recordings
- Students will translate spoken Chinese into Pinyin and will provide correct tone marks for the pinyin
- Students will transcribe spoken Chinese into Pinyin and characters

Reading

- Students will be able to read, comprehend and respond to the main ideas of selected authentic documents (newspaper, stories etc.)
- Students will be able to read and comprehend narrative for which they have been prepared with the appropriate vocabulary
- Students will be able to read narratives with correct pronunciation and tones
- Students will read and understand a total of 750 Chinese characters

Cultural Understanding

- Students will demonstrate an understanding of the relationship between individuals and society in China

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- Students will research and learn about Chinese culture in regarding to traffic, health, travel etc.
- Students will acquire information and recognize distinctive viewpoints that are only available through the Chinese language and culture
- Students will demonstrate an understanding of the concept of culture through the comparison of Chinese culture with their own
- Students will use the Chinese language both within and beyond school setting

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” 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.

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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 11			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>Weather</i> Cultural link: - Employ basic terms for weather patterns and phenomena - Discuss climate conditions in China	- Describe simple weather changes (use the particle “Le 了” or adverb “You 又”) - Compare the weather of two places (with “Bi 比”) - Talk about different activities in different weather condition - Present a simple weather forecast (use the Modal verb “Hui 会”) - Use Adj+ “YiDianr 一点儿” (indicating slight change) - Use “Adj/V+Shi 是+Adj/V, +KeShi 可是/ DanShi 但是” (validating a point of view but also offer an alternative perspective)	<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>PowerPoint presentation /weather report on a major city</i> <i>Essay / describe local weather and activities</i> <i>Dictation</i> <i>Writing / character practice</i> <i>Translation</i>	<i>Integrated Chinese Level 1 Part 2</i> <i>Workbook</i> <i>PowerPoint</i> <i>Videos</i> <i>Articles</i> <i>Online resources</i> <i>Map of China</i>
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		

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		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, dictations, unit examinations			
	Summative Assessments (unit final evaluation): Chapter tests, essays, midterm and final exams, project presentations.			

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Unit 2	Lesson 12			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Dining Make reservation Order food Cultural link: Food culture in China Chinese dining etiquette	- Ask if there are seats available in a restaurant - Use “Yi 一...Ye 也/Dou 都...Bu 不/Mei 没”...(emphasizing “not all all”) - Order Chinese dishes (use verb “Lai 来”) “Gang 刚/recent change” vs. “GangCai 刚才/ just now - Tell the waiter dietary preferences and restrictions (Using “Adverb Duo 多/Shao 少 +V” to express the idea of doing something “more” or “less”) - Ask the restaurant to recommend dishes (reduplication of Adjectives) - Rush the order and pay for the meal(use “Hao 好” as a resultative complement) - Get the correct change (numbers and currency exchange)	<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	- Creating a menu - Role play waiter /customer - Writing/speaking: describe recent restaurant visit <i>Dictation</i> <i>Writing / character practice</i> <i>Translation</i>	<i>Integrated Chinese Level 1 Part 2</i> <i>Workbook</i> <i>PowerPoint</i> <i>Videos</i> <i>Articles</i> <i>Online resources</i>
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		

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		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, dictations, unit examinations		
	Summative Assessments (unit final evaluation): Chapter tests, essays, midterm and final exams, project presentations.		

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Unit 3	Lesson 13			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Asking Directions	- Ask for and give directions (use “Yi 一...Jiu 就...” and dynamic particle “Guo 过”) - Identify locations by using landmarks as references (use direction and location words “QianBian 前边, HouBian 后边, ZuoBian 左边, YouBian 右边, PangBian 旁边, LiBian 里边, WaiBian 外边...”) - Describe whether two places are close to or far away from each other (Use comparative sentences with “Mei 没{You 有}”, and “NaMe 那么” indicating degree) - State where you are heading and the purpose of going there (Use “Dao 到 +place +Qu 去 +action”) - Reduplication of verbs requesting action “Kankan 看看, Yongyong 用用, Zouzou 走走...” - More resultative complements: Wan 完, Dao 到, Dong 懂, Cuo 错	<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>Design and describe your ideal campus / project</i> <i>Invite friends to your house & provide verbal & written directions</i> <i>Map out directions given by partner</i> <i>Essay: Introduce L.A. by describing location of landmarks</i> <i>Dictation</i> <i>Writing / character practice</i> <i>Translation</i>	<i>Integrated Chinese Level 1 Part 2</i> <i>Workbook</i> <i>PowerPoint</i> <i>Videos</i> <i>Articles</i> <i>Online resources</i>
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		

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		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): <i>Written assignments, checking for understanding techniques, quizzes, oral communication, dictations, unit examinations</i>		
	Summative Assessments (unit final evaluation): Chapter tests, essays, midterm and final exams, project presentations.		

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Unit 4	Lesson 14			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Birthday Party Cultural link: Birthday celebration in US and China Chinese zodiac signs	- Invite a friend to a party (“Ne 呢” indicating an action in progress:做什么呢?) - Suggest things to take - Offer someone a ride and arrange a time and place to meet (Use verbal phrases as attributives “ ZhuDeDiFang 住的地方”) - Thank people for their gifts(TaiKeQiLe 太客气了) - Describe a duration of time (Subject+ Verb+(Object +Verb)+ “Le 了” +Duration of time) - Talk about birth year and Chinese zodiac sign (use “Shi 是...De 的” to describe something that already happened) - Give a simple description of someone’s facial features or personality (Use “You 又..You 又...)	<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>Planning on birthday party (Chinese style)</i> <i>Create an invitation including activities for the party</i> <i>Write a thank you note after the party</i> <i>Skit: giving gifts, accepting gifts, arrange transportation</i> <i>Dictation</i> <i>Writing / character practice</i> <i>Translation</i>	<i>Integrated Chinese Level 1 Part 2</i> <i>Workbook</i> <i>PowerPoint</i> <i>Videos</i> <i>Articles</i> <i>Online resources</i>
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		

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		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, dictations, unit examinations			
	Summative Assessments (unit final evaluation): Chapter tests, essays, midterm and final exams, project presentations.			

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Unit 5	Lesson 15			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Doctor Visit Cultural Link: - Chinese medicine - Medical insurance in China	- Talk about basic symptoms of a cold (Use “QiLai 起来” for beginning of action and Si 死” to indicate an extreme degree) - Describe common symptoms of allergies (use preposition “Dui”对) - Understand instructions on when and how often to take medication (Use “Ci 次” to indicate times of action, “Ba 把” construction) - Talk about why you do or don’t want to see a doctor (Use “ZaiShuo 再说” for additional reasons) - Urge others to see a doctor when they are not feeling well (use “YueLaiYuege 越来越...” to denote a progressive change over time)	<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	- Describe body parts - Role play doctor /patient - Essay: write a sick note to teacher - Compare medical insurance in China and in US - Dictation - Writing / character practice - Translation	<i>Integrated Chinese Level 1 Part 2</i> <i>Workbook</i> <i>PowerPoint</i> <i>Videos</i> <i>Articles</i> <i>Online resources</i>
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		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.	
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Unit 6	Lesson 16			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Dating Cultural link: dating & marriage in China	- Describe how long you have known someone (Use “Le 了”: 认识半年了) - Invite someone to go on a date (Use “Jiu 就” to indicate “only”) - Make necessary arrangements to go out with friends - Accept a date courteously (YiYanWeiDing 一言为定) - Decline a date politely (Use directional complements for excuses “BanChuQu 搬出去”) - Use “De 得” for descriptive complements and potential complements	<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	- Describe one’s favorite celebrity’s facial features/ verbally & in writing - Ask someone out on a date via phone & email - Accept the invite politely - Dictation - Writing / character practice - Translation	<i>Integrated Chinese Level 1 Part 2</i> <i>Workbook</i> <i>PowerPoint</i> <i>Videos</i> <i>Articles</i> <i>Online resources</i>
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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Unit 7	Lesson 17			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>Renting an apartment</i> Cultural link: college dorms & housing in China	- Describe current and ideal living quarters (Use intensifier“Lian 连...Dou 都 /Ye 也”and potential complement with “verb+不下” to suggest that a location does not have the capacity: “FangBuXia 放不下”) - Name common pieces of furniture - State how long you have been living at your current residence (Verb +Le 了+numeral +measure words +noun+ Le 了) - Comment briefly on why a place is or isn’t good for someone (Use “Dui 对...HeShi 合适 /BuHeShi/ 不合适”) - Discuss and negotiate rent, utilities and security deposits (Question pronouns with Dou 都/Ye 也: 什么都/也不要)	<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>Compare/contrast housing situation in China and in US</i> <i>Describe one’s current room/house and ideal living quarters / verbally & in writing</i> <i>Design an Ad for an extra room/project</i> <i>Essay: write an application letter for your favorite room/Ad.</i> <i>Role play landlord & tenant- negotiate price</i> <i>Dictation</i> <i>Writing / character practice</i> <i>Translation</i>	<i>Integrated Chinese Level 1 Part 2</i> <i>Workbook</i> <i>PowerPoint</i> <i>Videos</i> <i>Articles</i> <i>Online resources</i>
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, dictations, unit examinations		
	Summative Assessments (unit final evaluation): Chapter tests, essays, midterm and final exams, project presentations.		

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Unit 8	Lesson 18			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Sports Exercise habits - Cultural link: morning exercises in China	- Name some popular sports (Use duration of action: repetition of verb OR “verb +time +De 的 +object”: 每天游泳四十分钟=每天游四十分钟的泳 --Use non-action “Mei 没+V+ Le 了”:三天没跑步了) - Discuss your feelings about various sports (“Hao 好/ Nan 难 +V”) - Compare popular sports in China and in America - Use “V+ XiaQu 下去” to indicate continuation of an action: 说下去) - Use particle “Zhe 着” to signify the continuation of an action: 坐着听课 - Passive-Voice sentences with “Bei 被/Jiao 叫/Rang 让” (receiver+ Bei 被/Jiao 叫/Rang 让 +agent of action+ verb +other element)	<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>Comparing / contrasting sports</i> <i>Describe your exercise routine & health habits / verbally & in writing</i> <i>Discuss popular sports in different countries</i> <i>Dictation</i> <i>Writing / character practice</i> <i>Translation</i>	<i>Integrated Chinese Level 1 Part 2</i> <i>Workbook</i> <i>PowerPoint</i> <i>Videos</i> <i>Articles</i> <i>Online resources</i>
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		

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		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, dictations, unit examinations			
	Summative Assessments (unit final evaluation): Chapter tests, essays, midterm and final exams, project presentations.			

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Unit 9	Lesson 9			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Travel Cultural link: travel destinations in China	- Talk about summer vacation plans (Use question pronouns “Naer 哪儿, Shei 谁, ” ...as indefinite references) - Describe what kind of city Beijing is (Use “Adj. +De 得 +BuDeLiao 不得了” to indicate a high degree) - Describe your travel itinerary - Numbers over a thousand - Ask for discounts, compare airfares and routes, and book a plane ticket (Use “Bi 比” to compare: A 比 B+Adj. +Numeral+ MW+Noun) - Ask about seat assignments and request meal accommodations	<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>Plan a trip /create an itinerary</i> <i>Compare air ticket prices and book tickets</i> <i>Research & Describe popular travel destinations in China</i> <i>Dictation</i> <i>Writing / character practice</i> <i>Translation</i>	<i>Integrated Chinese Level 1 Part 2</i> <i>Workbook</i> <i>PowerPoint</i> <i>Videos</i> <i>Articles</i> <i>Online resources</i>
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, dictations, unit examinations			
	Summative Assessments (unit final evaluation): Chapter tests, essays, midterm and final exams, project presentations.			

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Unit 10	Lesson 10			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
At the Airport Cultural link: Dos & Don'ts in China	- Check in at the airport - Compare the 3 De --的(attributive): 妈妈做的蛋糕 --得(descriptive): 跑得很快 --地(adverbial): 高兴地说 - Wish friends a safe journey - Compare“DeShiHou 的时候”to “YiHou 以后” (“DeShiHou 的时候” indicates 2 actions take place simultaneously) - Greet guests at the airport (Kinship Terms: 叔叔, 阿姨) - Compliment someone on his or her language ability - Ask about someone's health (Use “Hai 还 +positive adjective”)	<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	- Role play seeing a friend off / greeting guests at the airport “Tour guide” guests to one's hometown / verbally & in writing - Design a simple brochure on an assigned tour location / presentation - Compare the Dos & Don'ts in China and in US - Dictation - Writing / character practice - Translation	<i>Integrated Chinese Level 1 Part 2</i> <i>Workbook</i> <i>PowerPoint</i> <i>Videos</i> <i>Articles</i> <i>Online resources</i>
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, dictations, unit examinations		
	Summative Assessments (unit final evaluation) Chapter tests, essays, midterm and final exams, project presentations.		