

| Mandarin Chinese 2   |   |
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| <b>CURRICULUM/CONTENT AREA</b>   | <b>COURSE LENGTH</b>  |
| <i>World Lanugage: Mandarin Chinese 2</i>  | <i>TwoTerms</i>   |
| <b>GRADE LEVEL</b>   | <b>DATE LAST REVIEWED</b>   |
| 9-12   | 6/2023  |
| <b>PREREQUISITE(s) if applicable</b>   | <b>BOARD APPROVAL DATE</b>  |
| <i>Mandarin Chinese 1 or equivalent</i>  | 6/2023  |
| <b>PRIMARY RESOURCE if applicable</b>  |   |
| <i>Go Far With Chinese 2 BY Cheng &amp; Tsui 2021</i>  |   |
| DESIRED RESULTS  |   |
| <b>COURSE DESCRIPTION AND PURPOSE</b>  |   |
| <i>Mandarin Chinese 2 will build upon the skills and knowledge learned in Mandarin Chinese 1. Students will continue to develop speaking, reading, and writing skills within the language. Engaging graphics, videos, and authentic traditional practices such as Chinese calligraphy will keep students motivated and make learning Mandarin Chinese exciting and fulfilling.</i> |   |
| <b>ENDURING UNDERSTANDINGS</b>   | <b>ESSENTIAL QUESTIONS</b>  |
| <i>Students will understand that...</i>  | <i>Students will keep considering...</i>                                      |
| Comparing and contrasting one's own and other language and culture enables individuals to gain new insight about self and the world.   | What is the lifestyle I will choose to live in the future?                    |
| Language learning provides opportunities to uncover big ideas about languages, cultures, and other disciplines.  | How do I describe myself to others?   |
| Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretive and presentational modes of communication.  | How do I reflect on my past and make change for the future?                   |
| Culture and language are inseparable; they influence and reflect each other.   | Why should we celebrate festivals from other culture?                         |
| The study of world languages enables individuals to participate in multiple communities and enriches their experiences.  | How do I support the communities with the knowledge I learnt from this class? |
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| <b>PRIORITY STANDARDS</b>  |   |
| <i>Students will know and be able to...</i>  |   |
| <b>Standard 1 Interpretive Communication:</b>  |   |
| Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding</i> of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.   |   |
| <b>Standard 2 Interpersonal Communication:</b>   |   |
| Students use the target language and cultural knowledge to <i>negotiate meaning</i> through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.  |   |
| <b>Standard 3 Presentational Communication:</b>  |   |
| Students use the target language and cultural knowledge to <i>present information, concepts, and ideas</i> on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.   |   |
| <b>SUPPORTING STANDARDS</b>  |   |
| <i>Students will know and be able to...</i>  |   |
| <b>Standard 4 Intercultural Communication</b>  |   |
| Students use the target language and cultural knowledge to <i>investigate, compare, explain, interact, and reflect</i> on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.   |   |
| <b>Standard 5 Global Competence and Community Engagement</b>   |   |
| Students use the target language and cultural knowledge to <i>investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions</i> within their local and global communities.   |   |

| Unit 1: 度假和好天气 Weather, Season & Vacation   |   |   |
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| STAGE 1: DESIRED UNIT RESULTS<br><i>What will students understand as a result of the unit?</i>  |   | STAGE 2: ASSESSMENT EVIDENCE<br><i>By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?</i>  |
| UNIT ESSENTIAL QUESTION (s):  | THEME:  | PROFICIENCY TARGET:   |
| 1. How do you describe the weather conditions in Chinese?<br>2. How are the seasons different where you live compared to other places in China?<br>3. What is your favorite vacation place? Why?  | Me then and Now (Review)<br>Weather Forecast and my day<br>Best Seasons & Places for A Vacation   | Novice Low<br><br>Standard-Based rubrics are used to assess students' growth.<br><br>Rubric:<br><a href="#">Interpersonal-Speaking</a><br><a href="#">Interpersonal-Writing</a><br><a href="#">Interpretive</a><br><a href="#">Presentational-Speaking</a><br><a href="#">Presentational-Writing</a>                    |
| PRIORITY STANDARDS & LEARNING TARGETS   |   | Summative- Integrated Performance Assessment Tasks by Mode<br><i>Students may be given options to show their learning in varied ways.</i>   |
| <b>Standard 1 Interpretive Communication:</b><br>Students use the target language and cultural knowledge to interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.  | 1.a. I can interpret, analyze, and demonstrate understanding of authentic informational texts from diverse communities and contexts.  | Students can navigate weather website and Apps in Chinese to gather information of current weather in big cities in China.  |
|   | 1.b. I can interpret, analyze, and demonstrate understanding of authentic fictional texts from diverse communities and contexts.  | Students can read and comprehend the Chinese songs about seasons: such as "四季歌" and demonstrate understanding by creating graphics of 4 seasons.  |
|   | 1.c. I can interpret, analyze, and demonstrate understanding of authentic conversations and discussions from diverse communities and contexts.                                | Students can summarize seasons of the big cities in China and reflect their understanding on reading diagrams.  |
| <b>Standard 2: Interpersonal Communication (IP)—Students use the target language and cultural knowledge to negotiate meaning through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.</b>                                      | 2.a. I can exchange information, and ideas about relevant issues and diverse topics in linguistically and culturally responsive interactions.                                 | Students can respond to questions about the changes they have in the past year.<br>Students can describe the seasons and weather of their interested cities in China and get feedback from others.  |
|   | 2.b. I can meet my needs or address situations related to relevant issues and diverse topics in linguistically and culturally responsive interactions.                        | Students can describe their future vacation cities, including weather, seasons and places of interests.   |
|   | 2.c. I can express, react to, and support ideas, preferences, and opinions about relevant issues and diverse topics in linguistically and culturally responsive interactions. |   |
| <b>Standard 3: Presentational Communication (PS)—Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.</b>              | 3.a. I can present information and ideas in linguistically and culturally responsive ways to describe their lives, experiences, and events.                                   | Students can describe cities they have been lived, including their favorite weather and season by writing short paragraphs in Chinese.  |
|   | 3.b. I can present information and ideas in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument.                            | Students can present the 7-day weather forecast of the city they choose to have vacation.   |
|   | 3.c. I can present information and ideas in linguistically and culturally responsive ways to inform, describe, or explain.  | Students can describe their dream vacations in China and their plan of a 9 day trip.  |
| SUPPORTING STANDARDS AND LEARNING TARGETS   |   |   |
| <b>Standard 4: Intercultural Communication (IC)—Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.</b>                           | 4.b. I can investigate, explain, and reflect on the relationship between cultural practices and perspectives.   | Students can create a city overview for a city in China with highlights on its weather and season related festivals.  |
| <b>Standard 5: Global Competence and Community Engagement (GCE)—Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.</b> | 5.e. I can set goals and reflect on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community.       | Students can interview an American Chinese family to collect information about the weather & seasons of their home city. Students will then create a presentation to compare between Wisconsin and the home city. Students will deliver the presentation during Chinese New Year Celebration to the interviewed family. |
| Stage 3: PLAN LEARNING EXPERIENCES  |   |   |
| <i>A brief summary of the key learning activities: How will students build knowledge &amp; develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?</i>   |   |   |
| Students will be able to...<br><b>KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES</b>   | Students will know...<br><b>KEY CULTURAL AND LINGUISTIC KNOWLEDGE</b><br><i>(i.e.-Vocabulary, Grammatical Structures), Syntax)</i>  | Teachers will engage learners in the 3 modes and provide feedback with...<br><b>INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, &amp; AUTHENTIC RESOURCES/ OTHER RESOURCES</b>  |
| identify weather conditions   | vocabulary ( weather&season; making phone call)   | Daily Weather Report with chat mat activity   |
| discuss weather (present/past)  | Review past tense structure "了" & "过"   | Now and Then Photo Booth  |
| narrate seasons of a city   | make prediction with "会" "可能会"  | Wisconsin- Your Home State in China Presentation  |
| make predictions for future weather   | give suggestion with "应该"   | Storybook Retelling Skit  |
| use appropriate words to greet on the phone   | give examples with "有的...有的..."   | Season songs tournament   |
| persuade others to take vacation in a city  | question words to ask weather "怎么样?" "多少度?" "几度?"<br>"是...的" to emphasis the past action  |   |
|   | use "得" after verbs or adjectives to form a complement  |   |
|   | revie duration of time  |   |

| Unit 2 爱好 Hobbies   |  |  |
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| STAGE 1: DESIRED UNIT RESULTS<br><i>What will students understand as a result of the unit?</i>  |  | STAGE 2: ASSESSMENT EVIDENCE<br><i>By what criteria will performances of understanding be assessed?<br/>Through what authentic performance tasks will students demonstrate the desired unit results?</i>   |
| UNIT ESSENTIAL QUESTION (s):  | THEME:   | PROFICIENCY TARGET:  |
| What are your favorite pastimes?<br>What do people usually do on weekends?  | Hobbies<br>Make daily plan   | Novice Low<br>Standard-Based rubrics are used to assess students' growth.<br>Rubric:<br><a href="#">Interpersonal-Speaking</a><br><a href="#">Interpersonal-Writing</a><br><a href="#">Interpretive</a><br><a href="#">Presentational-Speaking</a><br><a href="#">Presentational-Writing</a> |
| PRIORITY STANDARDS & LEARNING TARGETS   |  | Summative- Integrated Performance Assessment Tasks by Mode<br><i>Students may be given options to show their learning in varied ways.</i>  |
| Standard 1 Interpretive Communication:<br>Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.</i>  | 1.a. I can <u>interpret, analyze, and demonstrate understanding of authentic informational texts</u> from diverse communities and contexts.  | Students can understand the information about sport course selection from a Chinese summer School Course Selection.  |
|   | 1.b. I can <u>interpret, analyze, and demonstrate understanding of authentic fictional texts</u> from diverse communities and contexts.  | Students can collect information about their classmates' hobbies and group them with similar hobbies.  |
|   | 1.c. I can <u>interpret, analyze, and demonstrate understanding of authentic conversations and discussions</u> from diverse communities and contexts.                                | Students can understand the hours of practice for those common after school activities.  |
| Standard 2: Interpersonal Communication (IP)—Students use the target language and cultural knowledge to <i>negotiate meaning</i> through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.                                      | 2.a. I can <u>exchange information, and ideas</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.                                 | Students can describe daily routines including class schedules and what they enjoy most.   |
|   | 2.b. I can <u>meet my needs or address situations</u> related to relevant issues and diverse topics in linguistically and culturally responsive interactions.                        | Students can give suggestions to course selections and explain the reason that they choose them.   |
|   | 2.c. I can <u>express, react to, and support ideas, preferences, and opinions</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions. | Students can express how they feel about their choices at high school.   |
| Standard 3: Presentational Communication (PS)—Students use the target language and cultural knowledge to <i>present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate</i> for diverse audiences within and beyond the learning environment.              | 3.a. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>describe their lives, experiences, and events.</i>                            | Students can describe their passions on learning and what makes them happy at school in a speaking quiz.   |
|   | 3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>convey a preference, opinion, or persuasive argument.</i>                     | Students can describe their favorite sports games throughout the year, create a poster for the game and persuade their classmates to be a fan of their favorite team.  |
|   | 3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>inform, describe, or explain.</i>   | Students can create a daily plan for the school's career day, pretending they get to spend a whole day to visit different sessions.  |
| SUPPORTING STANDARDS AND LEARNING TARGETS   |  |  |
| Standard 4: Intercultural Communication (IC)—Students use the target language and cultural knowledge to <i>investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.</i>                           | 4.b. I can <u>investigate, explain, and reflect on the relationship between cultural practices and perspectives.</u>   | Students can compare their daily schedule with students from China and summarize pros and cons.  |
| Standard 5: Global Competence and Community Engagement (GCE)—Students use the target language and cultural knowledge to <i>investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.</i> | 5.e. I can <u>set goals and reflect on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community.</u>       |  |
| Stage 3: PLAN LEARNING EXPERIENCES  |  |  |
| <i>A brief summary of the key learning activities- How will students build knowledge &amp; develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?</i>   |  |  |
| Students will be able to...   | Students will know...  | Teachers will engage learners in the 3 modes and provide feedback with...  |
| KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES   | KEY CULTURAL AND LINGUISTIC KNOWLEDGE<br><i>(i.e.-Vocabulary, Grammatical Structures), Syntax)</i>   | INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES   |
| name common hobbies   | word order   | Summer School Course Selection in Chinese  |
| ask about someone's hobbies   | equivalent "吗"question: affirmative+negative questions   | A Day in My Life Video project-Chinese High School Students  |
| make plan for the weekend with friends  | conjunction "那么" (then, in that case)  |  |
| make appointment with someone   | 去 + action   |  |
| understand and talk about the experience of learning hobbies  | questions with "好吗"  |  |
| express an action in the process  | verb "想, 要, 想要"  |  |
| discuss future plan   | verb+ object as a detachable compound  |  |
|   | equivalent "吗"question: affirmative+negative questions   |  |
|   | present tense: 在, 正在   |  |
|   | express additional possibilities with "除了...以外"  |  |

| Unit 3 一日三餐 Meal of A Day  |   |  |
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| STAGE 1: DESIRED UNIT RESULTS<br><i>What will students understand as a result of the unit?</i>   |   | STAGE 2: ASSESSMENT EVIDENCE<br><i>By what criteria will performances of understanding be assessed?<br/>Through what authentic performance tasks will students demonstrate the desired unit results?</i>   |
| UNIT ESSENTIAL QUESTION (s):   | THEME:  | PROFICIENCY TARGET:  |
| What do you eat for 3 meals a day?<br>How are my daily meals different from high school students in China?<br>What are the eight major cuisine in China? How they are different?   | Three meals a day<br>Fast food in China<br>Order food in an restaurant or online  | Novice Low -Novice Mid<br>Standard-Based rubrics are used to assess students' growth.<br>Rubric:<br><a href="#">Interpersonal-Speaking</a><br><a href="#">Interpersonal-Writing</a><br><a href="#">Interpretive</a><br><a href="#">Presentational-Speaking</a><br><a href="#">Presentational-Writing</a> |
| PRIORITY STANDARDS & LEARNING TARGETS  |   | Summative- Integrated Performance Assessment Tasks by Mode<br><i>Students may be given options to show their learning in varied ways.</i>  |
| <b>Standard 1 Interpretive Communication:</b><br>Students use the target language and cultural knowledge to interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.   | 1.a. I can interpret, analyze, and demonstrate understanding of authentic informational texts from diverse communities and contexts.  | Students can read short text about food descriptions from the Chinese recipe App 下厨房, compare the Chinese food they know about.  |
|  | 1.b. I can interpret, analyze, and demonstrate understanding of authentic fictional texts from diverse communities and contexts.  | Students can annotate authentic childrenbooks about Chinese New Year Eve Dinner with strategies such as marking the text, quote statements from the text and paraphrase.   |
|  | 1.c. I can interpret, analyze, and demonstrate understanding of authentic conversations and discussions from diverse communities and contexts.                                | Students can pick out the dishes from children book and create timeline/story board, ect.  |
| <b>Standard 2: Interpersonal Communication (IP)</b> —Students use the target language and cultural knowledge to negotiate meaning through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.                                      | 2.a. I can exchange information, and ideas about relevant issues and diverse topics in linguistically and culturally responsive interactions.                                 | Students can describe the representative dishes in Beijing China and what those dishes are made from.  |
|  | 2.b. I can meet my needs or address situations related to relevant issues and diverse topics in linguistically and culturally responsive interactions.                        | Students can request information about authentic dishes and match them with others' preferences.   |
|  | 2.c. I can express, react to, and support ideas, preferences, and opinions about relevant issues and diverse topics in linguistically and culturally responsive interactions. | Students can state the dishes they want to order on a menu.  |
| <b>Standard 3: Presentational Communication (PS)</b> —Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.              | 3.a. I can present information and ideas in linguistically and culturally responsive ways to describe their lives, experiences, and events.                                   | Students can describe a dinner experience at a Chinese restaurant in Hanzi and pictures.   |
|  | 3.b. I can present information and ideas in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument.                            | Students can present their opinion on eating fast food and give suggestions on how to eat healthier.   |
|  | 3.c. I can present information and ideas in linguistically and culturally responsive ways to inform, describe, or explain.  | Students can create a personalized menu with Chinese fusioned dishes.  |
| SUPPORTING STANDARDS AND LEARNING TARGETS  |   |  |
| <b>Standard 4: Intercultural Communication (IC)</b> —Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.                           | 4.b. I can investigate, explain, and reflect on the relationship between cultural practices and perspectives.   | Students can explain differences between Chinese fast food and American fast food.   |
| <b>Standard 5: Global Competence and Community Engagement (GCE)</b> —Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities. | 5.e. I can set goals and reflect on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community.       | Students can tell the different between authentic Chinese food and American Chinese food and write a letter to Panda Express to propose new dishes.  |
| Stage 3: PLAN LEARNING EXPERIENCES   |   |  |
| <i>A brief summary of the key learning activities- How will students build knowledge &amp; develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?</i>  |   |  |
| Students will be able to...<br><b>KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES</b>  | Students will know...<br><b>KEY CULTURAL AND LINGUISTIC KNOWLEDGE</b><br><i>(i.e.-Vocabulary , Grammatical Structures), Syntax)</i>   | Teachers will engage learners in the 3 modes and provide feedback with...<br><b>INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, &amp; AUTHENTIC RESOURCES/ OTHER RESOURCES</b>   |
| name commonly seeing fruits and vegetables   | vocabulary ( vegetable, meat, order food)   | Grow up with Chinese: Chinese food in U.S.   |
| ask and answer eating preference   | use proper measure word: 家, 份, 顿, 斤, 种  | Menu Project   |
| recognize Chinese currency   | make statement with "或者"  | A letter to Panda Express  |
| ask and answer price   | give options with "还是"  | School Meal in China & U.S. infographics   |
| ask about how often things happen  | differences between "块" & "元"   | Vocabulary Quiz, Reading Quiz  |
| introduce family dinning preference throughtout a week   | question word:" 多少钱? 几块钱"   |  |
| engage in conversation about ordering food   | frequency words: 一般, 通常, 每, 有时候, 很少   |  |
| make comments on dishes and restaurant   | express "may, can" using "可以"   |  |
|  | express "be likely to" using "会"  |  |
|  | form a complement using "得"   |  |
|  | traditional Chinese breakfast food  |  |

| Unit 4 左邻右舍 My family house & neighborhood   |   |   |
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| STAGE 1: DESIRED UNIT RESULTS<br><i>What will students understand as a result of the unit?</i>   |   | STAGE 2: ASSESSMENT EVIDENCE<br><i>By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?</i>  |
| UNIT ESSENTIAL QUESTION (s):   | THEME:  | PROFICIENCY TARGET:   |
| What is your family's house like?  | House<br>Furniture<br>Neighborhood  | Novice Low-Novice Mid<br>Standard-Based rubrics are used to assess students' growth.<br>Rubric:<br><a href="#">Interpersonal-Speaking</a><br><a href="#">Interpersonal-Writing</a><br><a href="#">Interpretive</a><br><a href="#">Presentational-Speaking</a><br><a href="#">Presentational-Writing</a> |
| PRIORITY STANDARDS & LEARNING TARGETS  |   | Summative- Integrated Performance Assessment Tasks by Mode<br><i>Students may be given options to show their learning in varied ways.</i>   |
| <b>Standard 1: Interpretive Communication:</b><br>Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding</i> of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.   | 1.a. I can <a href="#">interpret, analyze, and demonstrate understanding</a> of authentic informational texts from diverse communities and contexts.  | Students can navigate a house hunting website in Chinese to find a house with furnitures they like.   |
|  | 1.b. I can <a href="#">interpret, analyze, and demonstrate understanding</a> of authentic fictional texts from diverse communities and contexts.  | Students can read house selling street posters that are common in China and create a drawing about the structure of the apartment.  |
|  | 1.c. I can <a href="#">interpret, analyze, and demonstrate understanding</a> of authentic conversations and discussions from diverse communities and contexts.                                | Students can provide outline of video clips about Chinese residences in the Chinese documentaries.  |
| <b>Standard 2: Interpersonal Communication (IP)</b> —Students use the target language and cultural knowledge to <i>negotiate meaning</i> through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.                               | 2.a. I can <a href="#">exchange information, and ideas</a> about relevant issues and diverse topics in linguistically and culturally responsive interactions.                                 | Students can respond to interview questions about their house from a real estate agent in an imitated house selling survey.   |
|  | 2.b. I can <a href="#">meet my needs or address situations</a> related to relevant issues and diverse topics in linguistically and culturally responsive interactions.                        | Students can describe their chorse and homes in an inforation-gap activity.   |
|  | 2.c. I can <a href="#">express, react to, and support ideas, preferences, and opinions</a> about relevant issues and diverse topics in linguistically and culturally responsive interactions. | Students can describe their future apartment if live in China.  |
| <b>Standard 3: Presentational Communication (PS)</b> —Students use the target language and cultural knowledge to <i>present information, concepts, and ideas</i> on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.       | 3.a. I can <a href="#">present information and ideas</a> in linguistically and culturally responsive ways to describe their lives, experiences, and events.                                   | Students can describe their duties at home in Hanzi.  |
|  | 3.b. I can <a href="#">present information and ideas</a> in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument.                            | Students can describe their neighbourhood including their favorite places to be in the neighbourhood.   |
|  | 3.c. I can <a href="#">present information and ideas</a> in linguistically and culturally responsive ways to inform, describe, or explain.  |   |
| SUPPORTING STANDARDS AND LEARNING TARGETS  |   |   |
| <b>Standard 4: Intercultural Communication (IC)</b> —Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.                           | 4.b. I can <a href="#">investigate, explain, and reflect on the relationship</a> between cultural practices and perspectives.   | Students can present a day life in China after research the popular community activities, including morning exercise, 711 right in the corner and night market,ect.   |
| <b>Standard 5: Global Competence and Community Engagement (GCE)</b> —Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities. | 5.e. I can <a href="#">set goals and reflect on my use of language and intercultural skills</a> to maximize life-long learning, personal enrichment, and benefit to self and community.       | Students can explain the main stream house hunting preference in China and create solutions for the problems they spot.   |
| Stage 3: PLAN LEARNING EXPERIENCES   |   |   |
| <i>A brief summary of the key learning activities- How will students build knowledge &amp; develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?</i>  |   |   |
| Students will be able to...  | Students will know...   | Teachers will engage learners in the 3 modes and provide feedback with...   |
| KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES  | KEY CULTURAL AND LINGUISTIC KNOWLEDGE<br><i>(i.e.-Vocabulary, Grammatical Structures), Syntax)</i>  | INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES  |
| identify different rooms in a house  | vocabulary ( house, furnitures, facilities)   | Gallary Walk  |
| describe the layout of a house and things in it  | direction words   | Running Dictation   |
| identify local business ( grocery store, gas station, etc)   | measure words: 间, 层, 个,   | Guess Who activity  |
| discuss what are important for a good neighborhood   | ordinal numebrs with: 第+number  | Telepathy for sentence structures.  |
| ask informational questions about others' house & neighborhood.  | express location of things with "A在 B的 + direction word).   |   |
| give extimation on distance between two locations  | indicate where a person or thing is using "在"   |   |
|  | express existence using "有"   |   |
|  | express "may, can" using "可以"   |   |
| i  | describe distance using "verb +time duration"   |   |
|  | make estimation using "大约, 大概"  |   |

| Priority Standards & Learning Target Unit Reference  |  | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|--|--------|--------|--------|--------|
| <b>Standard 1: Interpretive Communication:</b><br>Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding</i> of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.   | 1.a. I can <u>interpret, analyze, and demonstrate understanding of authentic informational texts</u> from diverse communities and contexts.  | x      | x      | x      | x      |
|  | 1.b. I can <u>interpret, analyze, and demonstrate understanding of authentic fictional texts</u> from diverse communities and contexts.  | x      | x      | x      | x      |
|  | 1.c. I can <u>interpret, analyze, and demonstrate understanding of authentic conversations and discussions</u> from diverse communities and contexts.                                | x      | x      | x      | x      |
| <b>Standard 2: Interpersonal Communication (IP)—Students use the target language and cultural knowledge to <i>negotiate meaning</i> through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.</b>                  | 2.a I can <u>exchange information, and ideas</u> about <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.                           | x      | x      | x      | x      |
|  | 2.b I can <u>meet my needs or address situations</u> related to <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.                  | x      | x      | x      | x      |
|  | 2.c. I can <u>express, react to, and support ideas, preferences, and opinions</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions. | x      | x      | x      | x      |
| <b>Standard 3: Presentational Communication (PS)—Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.</b> | 3.a I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>describe their lives, experiences, and events</i> .                            | x      | x      | x      | x      |
|  | 3.b I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>convey a preference, opinion, or persuasive argument</i> .                     | x      | x      | x      | x      |
|  | 3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>inform, describe, or explain</i> .  | x      | x      | x      | x      |