

Mandarin Chinese 3	
<b>CURRICULUM/CONTENT AREA</b>	<b>COURSE LENGTH</b>
Mandarin Chinese 3	Two Terms
<b>GRADE LEVEL</b>	<b>DATE LAST REVIEWED</b>
9-12	6/2023
<b>PREREQUISITE(s) if applicable</b>	<b>BOARD APPROVAL DATE</b>
Chinese 2 or equivalent	6/2023
<b>PRIMARY RESOURCE if applicable</b>	
Go Far With Chinese 3 BY Cheng & Tsui 2021	
DESIRED RESULTS	
<b>COURSE DESCRIPTION AND PURPOSE</b>	
Chinese II(中文二) continues to focus on the introduction to the Chinese language and culture. Be prepared to leave your English language and identities behind when you enter the classroom. We will become immersed in a world of new sights, sounds and customs. Each day will bring new discoveries and a new appreciation for a different culture than your own. This semester you will continue to improve your language skills including listening, speaking, reading and writing. More characters will be introduced in the class. You will work with your partners on different kinds of projects as well.	
<b>ENDURING UNDERSTANDINGS</b>	<b>ESSENTIAL QUESTIONS</b>
Students will understand that...	Students will keep considering...
Comparing and contrasting one's own and other language and culture enables individuals to gain new insight about self and the world.	How do I describe myself with details?
Language learning provides opportunities to uncover big ideas about languages, cultures, and other disciplines.	How does learning another world language and culture change my view to the world?
Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretive and presentational modes of communication.	How do my past experiences enrich my competence?
Culture and language are inseparable; they influence and reflect each other.	What are my purpose on learning a world language
The study of world languages enables individuals to participate in multiple communities and enriches their experiences.	How do use what I learnt to communicate with native speaker?
<b>PRIORITY STANDARDS</b>	
Students will know and be able to...	
<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>	
Students will know and be able to...	
<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 我的亲戚 My Relatives		
STAGE 1: DESIRED UNIT RESULTS <i>What will students understand as a result of the unit?</i>		STAGE 2: ASSESSMENT EVIDENCE <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. Whom do I consider to be part of my extended family?	My Relatives	Novice High
2. What are my relatives like?	Chinese Family Tree	Standard-Based rubrics are used to assess students' growth.
3. How are relatives in China similar to/different from families in U.S.?	Who Do I look Like? My Childhood Memories	Rubric: <a href="#">Interpersonal-Speaking</a> <a href="#">Interpersonal-Writing</a> <a href="#">Interpretive</a> <a href="#">Presentational-Speaking</a> <a href="#">Presentational-Writing</a>
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</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.	1.a. I can <u>interpret, analyze, and demonstrate understanding</u> of authentic informational texts from diverse communities and contexts.	Students can demonstrate their understanding and interpretation of HSK level 2 storybooks including 我的爸爸, 我的妈妈, 敌人汤, 阿力的故事, ect
	1.b. I can <u>interpret, analyze, and demonstrate understanding</u> of authentic fictional texts from diverse communities and contexts.	Students can demonstrate their understanding of the novel Susan 有麻烦. They can annotate the text and write a summary of each chapter.
	1.c. I can <u>interpret, analyze, and demonstrate understanding</u> of authentic conversations and discussions from diverse communities and contexts.	Students can differentiate the formal Chinese and corresponding slangs. Students can then apply the formats to different scenarios.
<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 <u>exchange information, and ideas</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	Students can carry on conversation about their childhood experience. They can use their knowledge to create a skit with prompts provided on the scene.
	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 recreating a moment in their childhood with the vocabulary and structures learnt in this unit.
	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 make recommendations for emergencies and give step by step solutions.
<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 <u>present information and ideas</u> in linguistically and culturally responsive ways to describe their lives, experiences, and events.	Students can compare their childhood picture with their current picture and give detailed descriptions.
	3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument.	Students can write a detailed description about other's appearance and present to their peers.
	3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to inform, describe, or explain.	Students can capture the detailed description of a person's look and draw a sketch by completing "Police Sketch Artist".
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 <u>investigate, explain, and reflect on the relationship</u> between cultural practices and perspectives.	Students can explain the influence of the traditional Chinese temple by research Fujian Tulou Village building.
<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 <u>set goals and reflect on my use of language and intercultural skills</u> to maximize life-long learning, personal enrichment, and benefit to self and community.	Students can showcase their competence in how the family-bonding rituals impact Chinese family values.  Students can summarize what they learn about fortune telling based on physiognomy and apply their learning on an "相面" activity
<i>Students will be able to...</i> <b>KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES</b>	<i>Students will know...</i> <b>KEY CULTURAL AND LINGUISTIC KNOWLEDGE</b> (i.e.-Vocabulary, Grammatical Structures), Syntax)	<i>Teachers will engage learners in the 3 modes and provide feedback with...</i> <b>INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, &amp; AUTHENTIC RESOURCES/ OTHER RESOURCES</b>
exchange family information with others	use reduplicated adjectives for emphasis	Listen to audios and mark correct tones
address relatives in Chinese properly	understand and use neutral tones	rearrange words to form sentences
ask and answer dates and time	identify and write radicals: 人, 禾, 广, 土, 穴, 厂	Family Tree project
write a letter to grandparents about the celebration of a festival	use "过" to indicate past experience & spent time	<a href="#">Police Sketch Artist Activity</a>
describe the appearance of a person	"跟...一起" do...with	"Noodles" vocabulary activity
	"又...又..." both...and...	Mark the Text Reading Activity
	"有点儿+ adjective" somewhat...	"Guess Who" interpersonal skill activity
	Vocabulary: body parts, relatives	
	"是...的" emphasis a detail in a sentence	
	"...的时候" the moment when	

	别+verb' negative commend	
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Unit 2 约时间 Making Appointment		
STAGE 1: DESIRED UNIT RESULTS <i>What will students understand as a result of the unit?</i>		STAGE 2: ASSESSMENT EVIDENCE <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 communicate with others when help needed?	Making Phone Call	Novice High-Intermediate Low
2. How do you set up an appointment with a teacher on the phone/email?	Make an appointment A letter/Email from a friend	Standard-Based rubrics are used to assess students' growth. Rubric: <a href="#">Interpersonal-Speaking</a> <a href="#">Interpersonal-Writing</a> <a href="#">Interpretive</a> <a href="#">Presentational-Speaking</a> <a href="#">Presentational-Writing</a>
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i>
Standard 1 Interpretive Communication: 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 an authentic information pamphlets such as Shanghai City Museum and Forbidden City Museum. They can plan a touring plan based on the pamphlets and describing the touring timeline.
	1.b. I can interpret, analyze, and demonstrate understanding of authentic fictional texts from diverse communities and contexts.	Students can demonstrate their understanding of letters written in Chinese such as “一封家书”; “徐志摩家书” and selected sections from 《朗读者》 and 《见字如面》.
	1.c. I can interpret, analyze, and demonstrate understanding of authentic conversations and discussions from diverse communities and contexts.	Students can summarize the definition of the traditional letter writing terms.
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.	2.a. I can exchange information, and ideas about relevant issues and diverse topics in linguistically and culturally responsive interactions.	Students can exchange information about appointments from the past and the future by taking notes from phone dialogues.
	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 talk about dining experience by asking their partner out for a dinner on the phone.
	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 make an appointment with their teacher by calling on the phone and ask for the teacher's availability.
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.	3.a. I can present information and ideas in linguistically and culturally responsive ways to describe their lives, experiences, and events.	Students can present a letter they read from 徐志摩家书 that make them feel connected and explain why in a speak quiz.
	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 letter in responding to the letter they picked from 徐志摩家书 by write a letter.
	3.c. I can present information and ideas in linguistically and culturally responsive ways to inform, describe, or explain.	Students can deonstrate their skill on letter writing skills by writing an email in responding to a email about a job interview.
SUPPORTING STANDARDS AND LEARNING TARGETS		
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.	4.b. I can investigate, explain, and reflect on the relationship between cultural practices and perspectives.	Students compare and contrast on the letter writing etiquettes between China and America. They demonstrate their understanding by using compare & contrast diagram. Students can demonstrate their understanding on appointment-making etiquette between China and American by create "Do & Don't" infographic.
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.	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 write a letter/email to their pen pal in China and schedule a vido chat to meet their pen pal virtually.
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... <b>KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES</b>	Students will know... <b>KEY CULTURAL AND LINGUISTIC KNOWLEDGE</b> <i>(i.e.-Vocabulary , Grammatical Structures), Syntax)</i>	Teachers will engage learners in the 3 modes and provide feedback with... <b>INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, &amp; AUTHENTIC RESOURCES/ OTHER RESOURCES</b>
Answer a phone call and initiate a phone conversation	answer phone calls in culturally appropriate manner	Noval theatre reading activity: 想要长高
set up an appointment with a teacher on the phone	Question words: 什么时候, ...的时候	Phone conversation practice
write an email to schedule an appointment	identify and write radicals: 土, 西, 女, 电, 左, 广	A letter to my pen pal
ask a favor	preposition: 给	15 minutes video chat with pen pals in China
ask someone to return your call/email	the modal verb 要	Song Dubbing: “一封家书” by 李春波
	Time expressions	朗读者 Video clips project
	“得” express “have to” or “must”	见字如面 threatre read
	direction complements: 来, 去,	
	Beijing Time	
	No.1 Messaging App in China: 微信Weixin	

Unit 3 School Life 学校生活		
STAGE 1: DESIRED UNIT RESULTS <i>What will students understand as a result of the unit?</i>		STAGE 2: ASSESSMENT EVIDENCE <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. What is your typical school day like?	School facilities	Novice High-Intermediate Low
2. What is your favorite subjects?	Subjects of Study	Standard-Based rubrics are used to assess students' growth.
3. How to balance school and social life?	My study groups	Rubric:
		<a href="#">Interpersonal-Speaking</a>
		<a href="#">Interpersonal-Writing</a>
		<a href="#">Interpretive</a>
		<a href="#">Presentational-Speaking</a>
		<a href="#">Presentational-Writing</a>
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</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.	1.a. I can <a href="#">interpret, analyze, and demonstrate understanding</a> of authentic informational texts from diverse communities and contexts.	Students can read informative text about school introduction from authentic website such as Beijing University, Henshui High School by creating infographics in English.
	1.b. I can <a href="#">interpret, analyze, and demonstrate understanding</a> of authentic fictional texts from diverse communities and contexts.	Students can summarize the main events from the books including “我要上学了”, “我太小, 我不能上学” and “鸽子必须要上学”。
	1.c. I can <a href="#">interpret, analyze, and demonstrate understanding</a> of authentic conversations and discussions from diverse communities and contexts.	Students can summarize the main events and key details from a chapter book “米小圈上学记”
<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 exchange information about what school facilities they like to go most in the building in a short oral exam.
	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.	Student can discuss their learning with their study group partners in a short oral exam.
	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 ediscuss 小圈's behavior issues at school with their partners based on their reading “米小圈上学记”
<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 present a day of their life in High School.
	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 state their opinion on the topic of “Is 小圈 a good student?” by creating a persuasive one pager.
	3.c. I can <a href="#">present information and ideas</a> in linguistically and culturally responsive ways to inform, describe, or explain.	Students can present pros & cons of having a study group in Chinese.
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 explain why Gaokao is necessary for Chinese education system by researching the history of Chinese Imperial Examination and its impact on the educational philosophy.
<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 difference on how students from China and U.S prepare for their college entrance exam.
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 <i>(i.e.-Vocabulary, Grammatical Structures), Syntax)</i>	INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
Describe a high school student's daily routine	vocabulary: sports activities, subjects, school facilities	School Map poster
write a simple diary entry or blog post	the position of time-when expressions	School Tour video project
write a brief letter or formal email applying appropriate conventions	identify and write radicals: 耳, 儿, 白, 京, 为,	A school day vlog Word Cafe
update a friend on recent activities	describe simultaneity using “一边...一边..”	9 Years of schooling in China Costa's 3 levels of questioning
express hope that a friend will accept your invitation	the particle 了	"A day in high school" Sentence Frames
	the particle 的	
	the 正在+verb structure (be doing...)	
	indicate inclusiveness: 除了...以外, 还/也	
	compare 能&会	
	the conjunctions: 要是, 因为, 就	

Unit 4 买东西 Shopping		
STAGE 1: DESIRED UNIT RESULTS <i>What will students understand as a result of the unit?</i>		STAGE 2: ASSESSMENT EVIDENCE <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. What is shopping like in a Chinese-speaking country?	Clothes & accessories	<i>Intermediate Low</i>
2. How is shopping here in the U.S. different than shopping in a Chinese-speaking country?	Bargaining	<i>Standard-Based rubrics are used to assess students' growth.</i>
3. What is the Chinese "Black Friday" and how it changes people's lifestyle?	Chinese currency	Rubric:
		<a href="#">Interpersonal-Speaking</a>
		<a href="#">Interpersonal-Writing</a>
		<a href="#">Interpretive</a>
		<a href="#">Presentational-Speaking</a>
		<a href="#">Presentational-Writing</a>
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i>
<b>Standard 1 Interpretive Communication:</b> 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.	<i>Students can read the map of Beijing City and create a shopping trip itinerary.</i>
	1.b. I can interpret, analyze, and demonstrate understanding of authentic fictional texts from diverse communities and contexts.	<i>Students can interpret and demonstrate their understanding of Children's book "第一次上街买东西" by creating 10 picture presentation with "speech bubbles".</i>
	1.c. I can interpret, analyze, and demonstrate understanding of authentic conversations and discussions from diverse communities and contexts.	<i>Students can summarize the main idea and details from video clips from "天生购物狂". They can create a "Overlapping" conversation for the film.</i>
<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.	<i>Students can exchange information about Meiyi's shopping trips to the grocery store by exchange post it note conversation.</i>
	2.b. I can meet my needs or address situations related to relevant issues and diverse topics in linguistically and culturally responsive interactions.	<i>Students can discuss their preferences on shopping locations such as mall, flea market, online stores etc by "mysterious box" activity.</i>
	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.	<i>Students can make recommendation for shopping locations and bargaining tips.</i>
<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.	<i>Students can summarize what they learned about Chinese currency by presenting a shopping experience through "Here is my shopping receipt" presentation.</i>
	3.b. I can present information and ideas in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument.	<i>Students can present their shopping preference by writing a google site post named "MOA一日游"</i>
	3.c. I can present information and ideas in linguistically and culturally responsive ways to inform, describe, or explain.	<i>Students can present a popular shopping place in Shanghai in short presentation, including locations, specials, bargaining tips and outfit suggestions.</i>
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.	<i>In this unit, students learn about the Evolution of Chinese currency, especially the meaning behind the tongqian in each dynasty.</i>
<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.	<i>By observing the night market in China, students increase their knowledge about how to behavior culturally appropriate in a shopping trip in China/Chinatown, including bargaining, paying with wechat, giftwrapping,ect.</i>
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>		
<i>Students will be able to...</i> <b>KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES</b>	<i>Students will know...</i> <b>KEY CULTURAL AND LINGUISTIC KNOWLEDGE</b> <i>(i.e.-Vocabulary , Grammatical Structures), Syntax)</i>	<i>Teachers will engage learners in the 3 modes and provide feedback with...</i> <b>INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, &amp; AUTHENTIC RESOURCES/ OTHER RESOURCES</b>
describe the color, size and price of a purchase	vocabulary: shopping	Little did I know: Chinese Currency Fun Facts Parking Lots
pay in cash, with a credit card or with app	measure words: 块, 件, 条, 双	Bargaining in China: Do & Don't
determine the proper change you should receive	use 多 interrogatively	Cashless in China One Pager
ask/give recommendations	denominations of currency	"天生购物狂" Overlapping activity
ask for merchandise in a different size or color	compare by using"跟/和...(不)一样"	"第一次上街买东西" sort & unsort
exchange merchandise	the conjunctions:虽然...,可是/但是...	\$2 summaries
	Pay with Wechat, Ailipay or Apply Pay ?	Inside-outside circles

Unit 5 Travel and Transportation 旅游和交通		
STAGE 1: DESIRED UNIT RESULTS <i>What will students understand as a result of the unit?</i>		STAGE 2: ASSESSMENT EVIDENCE <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 to navigate public transit in big cities?	Means of Transportation	<i>Intermediate Low</i>
2. What is the role of public transportation in daily life?	Travel	<i>Standard-Based rubrics are used to assess students' growth.</i>
3. How do I travel from one point to another?	Book A Hotel	Rubric: <a href="#">Interpersonal-Speaking</a> <a href="#">Interpersonal-Writing</a> <a href="#">Interpretive</a> <a href="#">Presentational-Speaking</a> <a href="#">Presentational-Writing</a>
<b>PRIORITY STANDARDS &amp; LEARNING TARGETS</b>		<b>Summative- Integrated Performance Assessment Tasks by Mode</b> <i>Students may be given options to show their learning in varied ways.</i>
<b>Standard 1 Interpretive Communication:</b> <i>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.</i>	1.a. I can <u>interpret, analyze, and demonstrate understanding of authentic informational texts</u> from diverse communities and contexts.	<i>Students can read the transportation map of Shanghai City and create a subway transition plan.</i>
	1.b. I can <u>interpret, analyze, and demonstrate understanding of authentic fictional texts</u> from diverse communities and contexts.	<i>Students can interpret and demonstrate their understanding of Children's books including "花婆婆" 开车去旅行, 小船的旅行" through 6 panel story board.</i>
	1.c. I can <u>interpret, analyze, and demonstrate understanding of authentic conversations and discussions</u> from diverse communities and contexts.	<i>Students can summarize the main idea and details from video clips from "泰囧". They can create a "Overlapping" conversation for the clips.</i>
<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 <u>exchange information, and ideas</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	<i>Students can exchange information about the main character's trip based on the change of transportation tools and create a comic strip.</i>
	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.	<i>Students can discuss their preferences on means of transportation by "Would you rather" speaking quiz.</i>
	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.	<i>Students can make recommendation for the transportation in Shanghai in a short speaking quiz.</i>
<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 describe their lives, experiences, and events.	<i>Students can summarize what they learned about the history of Chinese transportation by recreating one of the places of interest, including 子午道, 丝绸之路, 都江堰, 京杭大运河.</i>
	3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument.	<i>Students can present their preference by creating a persuasive one pager about traveling in China nowadays.</i>
	3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to inform, describe, or explain.	<i>Students can present a famous landmark in China in an oral presentation, including locations, best way to travel there and travel time.</i>
<b>SUPPORTING STANDARDS AND LEARNING TARGETS</b>		
<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 <u>investigate, explain, and reflect on the relationship between cultural practices and perspectives.</u>	<i>In this unit, students learn about the history of Chinese transportation tools and explore the modern way on getting around in China.</i>
	<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 <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>		
<i>Students will be able to...</i> <b>KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES</b>	<i>Students will know...</i> <b>KEY CULTURAL AND LINGUISTIC KNOWLEDGE</b> <i>(i.e.-Vocabulary, Grammatical Structures), Syntax)</i>	<i>Teachers will engage learners in the 3 modes and provide feedback with...</i> <b>INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, &amp; AUTHENTIC RESOURCES/ OTHER RESOURCES</b>
discuss different means of transportation	vocabulary: transportation, emotions	
explain how to use public transportation to get to a destination	indicate alternatives: 或者 and 还是	High Speed Rail in Asian Countries Infographic
ask for help when lose direction	indicating sequence: 先...再..., 然后, 最后	Movie Talk: 人在囧途
express gratitude after receiving a favor	pondering alternatives: 还是...吧	"Cashless in China" Socratic seminar
express emotions	indicating sequence: 先...再...	Quick Writes
	different names on transportation in Taiwan & Mainland China	Content-based gallery walks
	春运Spring Festival Commute in China	Speed solving
		Brainstorming,K-W-L

Priority Standards & Learning Target Unit Reference		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<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.	1.a. I can <u>interpret, analyze, and demonstrate understanding</u> of <i>authentic informational texts</i> from diverse communities and contexts.	x	x	x	x	x
	1.b. I can <u>interpret, analyze, and demonstrate understanding</u> of <i>authentic fictional texts</i> from diverse communities and contexts.	x	x	x	x	x
	1.c. I can <u>interpret, analyze, and demonstrate understanding</u> of <i>authentic conversations and discussions</i> from diverse communities and contexts.	x	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	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	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	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				
	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				
	3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>inform, describe, or explain</i> .					