

CHINESE 2: Unit 1- School Life

INTERPRETIVE MODE		INTERPERSONAL MODE (Spontaneous Person-to-Person)	
Listening	Reading	Speaking	Writing
<p>I can...</p> <ul style="list-style-type: none"> • understand other people describing the routine of his/her life on campus. • understand other people inviting friends to go on an outing • understand others talking about her/his school life • understand others talking about his/her classes and school schedule 	<p>I can...</p> <ul style="list-style-type: none"> • read a story about someone's school life. • read Chinese students' class schedules • read and understand a simple diary entry or article about a typical school day • a simple letter about studying Chinese and other school courses 	<p>I can...</p> <ul style="list-style-type: none"> • talk about my classes and school schedule, including times and days • talk about my school life • invite friends to go on an outing • describe the routine of my life on campus • express my modesty in terms of my Chinese ability (and talk about likes and dislikes of courses in general) 	<p>I can...</p> <ul style="list-style-type: none"> • write information about my class schedule • write a description of my classes and teachers • write a simple diary entry or article about a typical school day • write a simple letter about studying Chinese and other subjects

Unit Length/Unit theme/ Enduring understanding	Unit Guiding Questions	Assessment	Functions
<p>Unit length• About 5 weeks</p> <p>Unit theme • School Life</p> <p>Enduring understanding • School systems reflect their cultures</p>	<p>Big Idea: How do I go to school? What will my typical day be like?</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do I go to school? • Does every culture provide a free education? • How are school schedules different? • What is my school day like? • How do concepts of time differ culturally? • How do I succeed in school? 	<p>--Series of formative and summative assessments, both achievement and performance based</p> <p>--Describe schedules (written or oral)</p> <p>--Read about Chinese- speaking students</p> <p>--Book listening Assessments</p> <p>--Unit assessment that examines the five disciplines of reading, writing, speaking, listening, culture as well the vocabulary and structure of the unit</p>	<ul style="list-style-type: none"> • describe schedule • give opinions • sequence • tell times and lengths of classes • express likes and dislikes •

Context	Structure	Bloom's Taxonomy	Resources
<ul style="list-style-type: none"> • class subjects • school supplies • verbs and nouns for daily routines • time • verbs and nouns for school activities • adjectives for describing classes 	<ul style="list-style-type: none"> • The position of “time when” expressions • The adverb jiu • yibian... yi bian... • The Particle le • The Particle de • The Adverb zheng zai • Chu le... yi wai, hai... • neng and hui 		<ul style="list-style-type: none"> • Integrated Chinese Level 1 Part 1 • Integrated Chinese Level 1 Part 1 Workbook • Step by Step Chinese readers • Teachers material

Culture	Connections	Comparisons
<ul style="list-style-type: none"> • Chinese school life • Chinese New Year 	<ul style="list-style-type: none"> • daily school life • variations within different areas of China and U.S. • Length of attendance overall in school • Higher education opportunities 	<ul style="list-style-type: none"> • comparing school life with Chinese speaking countries • school schedule • Chinese students' daily routine and our daily routine • Length of attendance overall in school • Higher education opportunities •