Mandarin Chinese 1	
CURRICULUM/CONTENT AREA	COURSE LENGTH
World Language: Mandarin Chinese	*2 terms at high schools, 2 years alternating days at middle schools*
GRADE LEVEL	DATE LAST REVIEWED
7-12	*6/2023*
PREREQUISITE(s) *if applicable*	BOARD APPROVAL DATE
None	*6/2023*
PRIMARY RESOURCE *if applicable*	
Go Far With Chinese 1 BY Cheng & Tsui 2021	

DESIRED RESULTS

COURSE DESCRIPTION AND PURPOSE

Discover Mandarin Chinese, one of the most widely spoken languages in the world! This beginner-friendly course introduces you to the basics of everyday conversation through engaging, story-based lessons.
You'll develop skills in speaking, listening, reading, and writing as you build a strong foundation in the language. No prior knowledge of Chinese is needed—this course is perfect for anyone eager to start from scratch. Along the way, you'll uncover fascinating insights into Chinese culture and traditions. Embark on this exciting linguistic journey today!

ENDURING UNDERSTANDINGS *Students will understand that...*	ESSENTIAL QUESTIONS *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.	Why should I take another language? How does learning another culture help me understand my heritage? (Who am I?)
Language learning provides opportunities to uncover big ideas about languages, cultures, and other disciplines.	What does it like to be a global citizen?
Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretive and presentational modes of communication.	What are the actions I can do to prepare myself to be a global citizen?
Culture and language are inseparable; they influence and reflect each other.	In what way I can use my knowledge of the language and culture to help me deepen my understanding of its' history

The study of world languages enables individuals to participate in multiple communities and enriches their experiences.	How will the study of Mandarin Chinese help me to explore the world?

PRIORITY STANDARDS
Students will know and be able to...

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.

Standard 2 Interpersonal Communication:
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.

Standard 3 Presentational Communication:
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.

SUPPORTING STANDARDS
Students will know and be able to...

Standard 4 Intercultural Communication
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.

Standard 5 Global Competence and Community Engagement
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.

Unit 1: 自我介绍Self-Introduction		
STAGE 1: DESIRED UNIT RESULTS *What will students understand as a result of the unit?*		**STAGE 2: ASSESSMENT EVIDENCE** *By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?*
UNIT ESSENTIAL QUESTION (s):	**THEME:**	**PROFICIENCY TARGET:**
What is Mandarin Chinese? Who am I?	Chinese Four Tones/Pinyin/Typing;	*Novice Low* *Standard-Based rubrics are used to access students' growth.*
	Chinese Writing System(Radical/Stroke order/Hanzi);	Rubric:
		Interpersonal-Speaking
	Greetings/Self-introduction;	Interpersonal-Writing
	Numbers	Interpretive
		Presentational-Speaking;
		Presentational-Writing
PRIORITY STANDARDS & LEARNING TARGETS		**Summative- Integrated Performance Assessment Tasks by Mode** *Students may be given options to show their learning in varied ways.*
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 compare the differences between Chinese Pinyin and English* *Students can create a poster about themself about their passions.* *Students can create a video about how to greet in a cultural appropriate way*
	1.b. I can interpret, analyze, and demonstrate understanding of *authentic fictional texts* from diverse communities and contexts.	
	1.c I can interpret, analyze, and demonstrate understanding of *authentic conversations and discussions* from diverse communities and contexts.	
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 interview their classmates about their names.* *Students can introduce themselves to classmates about their basic information through 3-buddies chat activity.* *Student can discuss their favorite celebrities in United States.*
	2.b I can meet *my needs or* address *situations* related to *relevant issues and diverse topics* in linguistically and culturally responsive interactions.	
	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.	
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 introduce themselves to their pen pal in the other high school by creating a short video message.*
	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 favorite celebrities' name card.*
	3.c. I can present information and ideas in linguistically and culturally responsive ways to *inform, describe, or explain.*	*Students can retell a story in a 6 panel comic book with narration.*

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 can explain the differennces between Mandarin Chinese Vs English language.*
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 describe how Chinese culture impact their daily life.*
Stage 3: PLAN LEARNING EXPERIENCES *A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unforld in a natural flow?*		
Students will be able to.. KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES (What do we want them be able to do)-Key Language Functions	*Students will know...* KEY CULTURAL AND LINGUISTIC KNOWLEDGE *(i.e.-Vocabulary , Grammatical Structures), Syntax)*	*Teachers will engage learners in the 3 modes and provide feedback with...* INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES (WICR strategies)
explain the difference between traditional Chinese & simplified Chinese	use Verb “叫” to introduce names.	Short readings of Doudou Cat.
pronounce Chinese Pinyin	unique pronounciation include: " e,i,ü q, z, c,s.zh,ch,sh"	Catch Me If You Can: Tricky Pronounciation Listening Game
greeting others and farewell	appropriate greeting in the different time throughout a day （早上， 上午，中午，晚上）	3 minutes speed date
tell others about my likes and dislikes	pronouns“ 他，她，它”	Hear-Say
follow directions on basic classroom commands	discuss the difference between traditional Chinese & simplified Chinese	Pair-share
say numbers(1-20) in Chinese and use them in simple conversation	basic classroom commands: " 好了吗？好了。好，不好，非常好； 对，不对；站起来，坐下，拍拍手；	TPR, Mirrior Buddies
agree & disagree with statements	connecting nouns with “是”	Thumbs up & Thumbs down
describe daily weather	Yes or no Question word: “吗”	inside outside circle
tell the day/date	use " 爱 “ & ”不爱" to tell persoanl preference	

Unit 2: 我的家 My family		
STAGE 1: DESIRED UNIT RESULTS *What will students understand as a result of the unit?*		**STAGE 2: ASSESSMENT EVIDENCE** *By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?*
UNIT ESSENTIAL QUESTION (s):	**THEME:**	**PROFICIENCY TARGET:**
1. How many people in your family? Who are they?	My family members	*Novice Low* *Standard-Based rubrics are used to access students' growth.*
2.Where do your family like to go?	My hometown	*Rubric:*
3. What is your school grade?	Countries & Nationalities	*Interpersonal-Speaking*
4. Where do you like to live/work in the future?	School	*Interpersonal-Writing*
5. What is Chinese family value?		*Interpretive*
6. How do you identify family kinship?		*Presentatonal-Speaking*
7. Is Chinese Education the same as ours?		*Presentational-Writing*
PRIORITY STANDARDS & LEARNING TARGETS		**Summative- Integrated Performance Assessment Tasks by Mode** *Students may be given options to show their learning in varied ways.*
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. 1.b. I can interpret, analyze, and demonstrate understanding of *authentic fictional texts* from diverse communities and contexts. 1.c I can interpret, analyze, and demonstrate understanding of *authentic conversations and discussions* from diverse communities and contexts.	*Students can recognize the roles of family memebers from printed Chinese family tree.* *Students and read the lryics of the song "我爱我家" and demonstrate understanding by matching the pictures with the provided family tree.* *Students can retell the family relationships in Chinese after watch video clips of "我爱我家"。*
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. 2.b I can meet *my needs or* address *situations* related to *relevant issues and diverse topics* in linguistically and culturally responsive interactions. 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 respond to questions about their family members in their group chat activity.* *Students can describe their family members in a Guess Who activity* *Students can describe their hometown, including location, favorite place and years they live.*
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.* 3.b I can present information and ideas in linguistically and culturally responsive ways to *convey a preference, opinion, or persuasive argument.* 3.c. I can present information and ideas in linguistically and culturally responsive ways to *inform, describe, or explain.*	*Students can describe the country/states they lived in the past and explain if they like or not.* *Students can make a wishlist about the top 3 countries they would like to go and what interest them.* *Students can express which country they want to live and explain why it's a good place to live.*

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 can explain the love between parents & child(ren) in Chinese traditional culture, and compare between China and United States on how parents express their love to their children.* *Students can create window paint to showcase their undesteading of Mid-Autumb Festival.*
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 reflect on how they show their love to their families, and choose one Chinese way to show their love to their family.*
Stage 3: PLAN LEARNING EXPERIENCES *A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unforld in a natural flow?*		
Students will be able to.. KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES (What do we want them be able to do)-Key Language Functions	*Students will know...* KEY CULTURAL AND LINGUISTIC KNOWLEDGE *(i.e.-Vocabulary , Grammatical Structures), Syntax)*	*Teachers will engage learners in the 3 modes and provide feedback with...* INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES (WICR strategies)
introduce family members (name, age, grade)	family members vocabulary	Family Photo Galary Walk
introduce family location and birth place	"This is 这是", "That is 那是"	Birth Certificate Project
ask and answer questions about family members	Question words " 谁 who, 哪where"	Family Tree Infographic
exchange information about their family	pronouns" 他，她，它"	Wish list
discuss family preference about places to go	" to go 去"; like & dislike: 喜欢 & 不喜欢	Assessment: weekly writing, vocabulary quiz, speaking quiz
say numbers(21-100) in Chinese and use them in simple conversation	express possession with "的"	
exchange information about heritage background (countries of origins)	Location indicator: 在	
discuss places to live/work	use "想要" to indicate future plan	
describe daily weather	use "在...做..." to indicate present tense	
tell the day/date	use "...了" to indicate past tense	
compare school settings in U.S & China		

Unit 3: 我的一天 A Day of My Life		
STAGE 1: DESIRED UNIT RESULTS *What will students understand as a result of the unit?*		**STAGE 2: ASSESSMENT EVIDENCE** *By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?*
UNIT ESSENTIAL QUESTION (s):	**THEME:**	**PROFICIENCY TARGET:**
1. What time is it now?	Time & Time duration	*Novice Low*
2. What is my daily routine?	Daily routine	*Standard-Based rubrics are used to access students' growth.*
3. How to you go to school?	Transportation	*Rubric:*
		Interpersonal-Speaking
		Interpersonal-Writing
		Interpretive
		Presentatonal-Speaking
		Presentational-Writing
PRIORITY STANDARDS & LEARNING TARGETS		**Summative- Integrated Performance Assessment Tasks by Mode** *Students may be given options to show their learning in varied ways.*
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 the bell schedule of a typical Chinese high school.*
	1.b. I can interpret, analyze, and demonstrate understanding of *authentic fictional texts* from diverse communities and contexts.	*Students can summarize the daily routine of a given student' schedule.*
	1.c I can interpret, analyze, and demonstrate understanding of *authentic conversations and discussions* from diverse communities and contexts.	*Students can read and match the time duration in Chinese with most approaprate activties.*
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 what they did in the past week and give comments on how they like it.*
	2.b I can meet *my needs or* address *situations* related to *relevant issues and diverse topics i*n linguistically and culturally responsive interactions.	*Students can give suggestions on what transportation to take in different scenarios.*
	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 what time they would like to start their daiy routines. Students can also state their preferences to a typical Chinese high school student's daily schedule.*
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 describe a day of their life using 6-7 short sentences.*
	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 resperach on the traditional Chinese transportation and provide equivalents to their own culture.*
	3.c. I can present information and ideas in linguistically and culturally responsive ways to *inform, describe, or explain.*	*Students can create a short dialouge based on a well known Chinese children book " The Dinner That Cooked Itself"*

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 can observe video clips related to phone conversation, and explain what appropriate phone etiquettes are in Chinese Culture.*
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 create a phone dialogue that related to set meeting date with others with appropriate phone manners.*
Stage 3: PLAN LEARNING EXPERIENCES *A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unforld in a natural flow?*		
Students will be able to.. KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES (What do we want them be able to do)-Key Language Functions	*Students will know...* KEY CULTURAL AND LINGUISTIC KNOWLEDGE *(i.e.-Vocabulary , Grammatical Structures), Syntax)*	*Teachers will engage learners in the 3 modes and provide feedback with...* INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES (WICR strategies)
tell time in proper order	vocabulary (time & time duration; daily routine; color & clothes)	"Experts for 30 seconds"
describe a past experience	express past experience "verb + 过"	"I've got 6!" Vocabulary Activity
describe when to do daily activites	ask about time with "几点？" & "什么时候？"	"Flashback when I was little" Childhood pictures project
exchange information about daily routines	talk about events that happened at or during a particular time "的时候"	"喂, 请问成龙在吗？" skits
ask & answer questions about transportation to school	use verb: to talk/ride/drive/walk	
	say phrase: time 的时候+transportation+ verb and apply it into sentence pattern	
	say /write comparative dgree in sentenece pattern（比)	
	"喂"	

Unit 4: 我的长相和健康饮食 You are What You eat		
STAGE 1: DESIRED UNIT RESULTS *What will students understand as a result of the unit?*		**STAGE 2: ASSESSMENT EVIDENCE** *By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?*
UNIT ESSENTIAL QUESTION (s):	**THEME:**	**PROFICIENCY TARGET:**
1. How does he/she look like?	Physical appearance	*Novice Low-Novice Mid*
2. What does he/she likes to wear	Healthy Food vs Unhealthy Food	*Standard-Based rubrics are used to access students' growth.*
3. What is your favorite food/beverage?	Color & Clothes	*Rubric:*
4. What diet is a healthier? ... or...?		*Interpersonal-Speaking*
		Interpersonal-Writing
		Interpretive
		Presentatonal-Speaking
		Presentational-Writing
PRIORITY STANDARDS & LEARNING TARGETS		**Summative- Integrated Performance Assessment Tasks by Mode** *Students may be given options to show their learning in varied ways.*
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 a comparsion chart between healthy food vs Unhealthy food with visual aid. Students can also match pictures of food with Chinese Hanzi and categorize them to the two categories.* *Students can create 6-panel story boards to story books by authors such as Leslie Patricelli.* *Students can summarize the main events, problems, and solutions to the story of Geogre想吃牛肉包子。*
	1.b. I can interpret, analyze, and demonstrate understanding of *authentic fictional texts* from diverse communities and contexts.	
	1.c I can interpret, analyze, and demonstrate understanding of *authentic conversations and discussions* from diverse communities and contexts.	
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 describe their appearance and clothes to others and collect information about others.* *Students can also create pictures about a person with descriptions in Chinese.* *Students can ask a friend about their preference on color and clothes. Students can also offer suggestions on others' choices, such as food, clothes.*
	2.b I can meet *my needs or* address *situations* related to *relevant issues and diverse topics* in linguistically and culturally responsive interactions.	
	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.	
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 others' physical appearance in a magazine cut up poster.* *Students can express which color fits others better based on their physical appearance.* *Students can suggest others appropriate attirs to wear in important occasions.*
	3.b I can present information and ideas in linguistically and culturally responsive ways to *convey a preference, opinion, or persuasive argument.*	
	3.c. I can present information and ideas in linguistically and culturally responsive ways to *inform, describe, or explain.*	
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 can explain the meaning behind each colors in Chinese culture.*
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 also apply the color knowledge to their real ilfe on the big events such as Chinese New Year celebration, Weddings and funerals.*

Stage 3: PLAN LEARNING EXPERIENCES

A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unforld in a natural flow?

Students will be able to.. **KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES** (What do we want them be able to do)-Key Language Functions	*Students will know...* **KEY CULTURAL AND LINGUISTIC KNOWLEDGE** *(i.e.-Vocabulary , Grammatical Structures), Syntax)*	*Teachers will engage learners in the 3 modes and provide feedback with...* **INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES** (WICR strategies)
narrate one's physical appearance	vocabulary (body parts; color & clothes; food)	
discuss food preferences	say/write comparative degree （比）& superlative degree （最） in sentence pattern	My Favorite Painting Project
make suggestions on what clothes to wear	make suggestion with ”应该“	
identifiy different types of food	"想要want to"	
compare school lunches from different countries	”哪个 which one"	
describe colors and clothes	"什么What”	
give compliment to others' look/choice/food		