DE Mandarin Chinese 4	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
Mandarin Chinese 4	*2 terms*
GRADE LEVEL	**DATE LAST REVIEWED**
9-12	*6/2023*
PREREQUISITE(s) ***if applicable***	**BOARD APPROVAL DATE**
Chinese 3 or equivalent	*6/2023*
PRIMARY RESOURCE ***if applicable***	
Go Far With Chinese 3 BY Cheng & Tsui 2021	

DESIRED RESULTS

COURSE DESCRIPTION AND PURPOSE

中文四欢迎你！ Welcome to Chinese 4! This year you will study a variety of cultural festivals and activities in China in a full-immersion setting. This will be done via the three modes of communication-presentational, interpersonal, and interpretive. By the end of Chinese IV, you will be able to read authentic texts, comprehend authentic films/video clips, write and speak in multiple tenses, and participate in discussions in Chinese.

This course may be taken for dual credit through UW-Oshkosh CAPP.
WEIGHTED GRADE

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.	How do I make my expression more descriptive?
Language learning provides opportunities to uncover big ideas about languages, cultures, and other disciplines.	What does it mean to be a global citizen?
Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretive and presentational modes of communication.	How do I better prepare myself for future advantures?
Culture and language are inseparable; they influence and reflect each other.	How do language and culture influence and reflect each other?
The study of world languages enables individuals to participate in multiple communities and enriches their experiences.	How will learn another world language impact my life path?

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 天气 Weather		
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 is the weather here comparing to your hometown?	Weather	*Intermediate Low*
2. What is your plan this week since the weather is so good/bad?	Season	*Standard-Based rubrics are used to access students' growth.*
3. How does the 24 solar terms impack your daily life?	Lunar Calendar-24 solar terms Activities in different seasons	Rubric:
		Interpersonal-Speaking
		Interpersonal-Writing
		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 understand video clips about weather forcast by creating a 7-day weather forecast chart.* *Students can interpret and demonstarte their undestanding of chapter books including "二十四节气的旅行" through 6 panal story boards.* *Students can summarize the main idea and details from video clips from "武汉的四季. They can create a "Overlapping" conversation for the clips.*
	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 exchange information about the main character's trip to Mars based on the Moive "The Martian"* *Students can discuss their preferences on the best planet to live in a partner conversation quiz.* *Students can make recommendation for the best city to live in China" in a short speaking quiz."*
	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.*	*Welcome to Wuhan -Invitation Letter Assessment* *Students can describe the weather and seasons of the city they live in an letter to their pen pal in China.* *Students can describe their favorite seasons throughout the year, create a poster for a city in China* *Students can create a travel tips & trips in a city in China on the topic of seasons.*
	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 compare and contrast how people from China and America views the impact of seasons to people's diet.*
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 explain culture of 24 solar terms in China as well as the rirtuals created to celebrate those terms.*
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**	*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**
Talk about the weather in details	24 solor terms in Lunar Calendar	Perform a city introduction video focusing on weather & seasons
Present a weather report	Unit of Measurement in China	
Talk about what you can do in a bad weather or good weather	Place name Transliteration	
	重庆，武汉，南京(3 hottest cities in China)	
	Comparative senetences using "比... 更"	
	The partical "了"	
	Future tense "会"	
	Adjective + (一) 点儿	

Unit 2 吃饭 Dining		
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 do you usually order in a restaurant ?	Food	*Intermediate Low*
2. What is your dietary preference or restriction?	Order food in a restaurant	*Standard-Based rubrics are used to access students' growth.*
3. What is your recommendation on Chinese restaurant?	Traditioanl Chinese cooking method	Rubric:
	discuss a time to go out	Interpersonal-Speaking
		Interpersonal-Writing
		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. 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.	*Identify an authentic Chinese resturant by exploring its website* *Students can read the menu from authentic restaurant websites by create an order for a meal.* *Students can interpret and demonstarte their undestanding of Children's book "牙婆婆 " by creating a 2 minutes silent acting.* *Students can summarize the main idea and details from food making video clips from " 饮食男女". They can create a ""Overlapping"" conversation for the clips."*
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 i*n 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 exchange information about Chinese New Year Eve Banquet' by exchange post it note conversation.* *Students can discuss their preferences on food choices such as vegeterian and vegan by speed dating speaking quiz.* *Students can make recommendation for grocery shopping for a week.*
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 summarize what they learned about Chinese regional cuisines by presenting one of the 8 cuisines in China through slideshow.* *Students can present their knowledge of Chinese traditonal dishes by creating a menu for their future restaurant.* *Students can present a memorable shopping experience in written including locations, specials, barging tips and outfit suggestions."*
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 differences between the 8 cuisines of Chinese food in China.*
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 learn to make a Chinese dish based on the school of cuisine they researched from this unit.*
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**	*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**
ask if there are seats available at a restaurant	"一...也/都... 不/没...	Order food skits: video lip sync
order some Chinese dishes	多/少+ verb	Chinese restaurant menu project
describe your dietary preferences and restrictions	comparing 刚(just) and 刚才 (just now)	Chinese Night Market Virtual Tour
ask for recommendations	resultative complements: 好，完，懂，错，etc	Think-Pair-share
Rush your order	the verb "来"	gallery walks for menu project
pay for your meal and get change	adjective reduplication：美美的，长长的，暖暖的,etc	Clustering maps
	four major schools of cooking	
	Chinese traditional cooking utensils	
	vegetarianism in Chinese culture	

Unit 3 Let's go to Chinatown 来来往往		
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 to go around in Chinatown(Chicago)?	A Trip to Chinatown	*Intermediate Mid*
2. What impact does Chicago Chinatown bring to it's community？	Are We Lost? Oh No!	*Standard-Based rubrics are used to access students' growth.*
3. What should I get ready for traveling in big cities in China?		Rubric:
		Interpersonal-Speaking
		Interpersonal-Writing
		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 read informative text about a city overviewsfrom authentic website such as Hongkong, Chengdu and Xi'an by creating inforgraphics in English.*
	1.b. I can interpret, analyze, and demonstrate understanding of *authentic fictional texts* from diverse communities and contexts.	*Students can summarize the main events from the books including "This is Beijing" and "我在美国过大年" ".*
	1.c I can interpret, analyze, and demonstrate understanding of *authentic conversations and discussions* from diverse communities and contexts.	*Students can summarize the main events and key details from a chapter book "青蛙佛洛格"*
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 like to go most at the Chinatown in Chicago a short oral exam.*
	2.b I can meet *my needs or* address *situations* related to *relevant issues and diverse topics i*n linguistically and culturally responsive interactions.	*Student can discuss their favorite restaurant in Chinatown in a short oral exam.*
	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 ediscuss 青蛙佛洛格's decision on traveling with their partners based on their reading "青蛙佛洛格的旅行"*
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 travel iteneray for a city in China.* *Students can state their opinion on the topic of "Is 佛洛格 an experienced traveler?" by creating a persuasive one pager.*
	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 pros & cons of backpack traveling.*
	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 what to get ready for traveling in bigcities by researching its' weather, traffic and geographic locations.*
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 will choose a theme to create a map of food/restaurant/coffee shop,ect. to demonstrate their cultural competence of traveling a city in China.*
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**	*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**
ask for and give directions	direction and location words	Google Map Virtual Tour: Hongkong
identify locations by using landmarks as references	comparative sentences using 没(有)	Chinatown Landmarks Group Presentation
describe whether two places are close to or far away	indicating degree using 那么	Maze Running Pair Work
state where you are heading and the reason for going there	到+place+去+action	
	一...就... as soon as	
	the dynamic particle 过	
	resultative completements: 见，清楚，会	

	Feng Shui in Chinese culture	
	Urban planning in China	

Unit 4 生日派对 Birthday Party		
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. Would you like to come to my birthday party?	The Life of A Famous Fortune Teller	*Intermediate Mid*
2. What should you bring to a party?	You Are Invited to My Birthday party!	*Standard-Based rubrics are used to access students' growth.*
3. What is your Chinese zodiac sign?	Giftgiving in Chinese Culture	Rubric:
4.What's the character traits behind it？	A perfect guest	Interpersonal-Speaking
		Interpersonal-Writing
		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 read an birthday invitation letter written in traditional format by creating the English version of the letter.* *Students can interpret and demonstarte their undestanding of Children's book "月亮，生日快乐" by creating 10 picture presentation with "speech bubbles".* *Students can summarize the main idea and details from video clips from "青蛙佛洛格-特殊的日子". They can create a "Overlapping" conversation for the clips.*
	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 exchange information about birthday wishes in a 3 minutes speed date quiz.* *Students can discuss their preferences on birthday celebrations such as shopping, travel, money etc by "would you rather" group conversation.* *Students can make recommendation for locations to host birthday party.*
	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 summarize what they learned about birthay party by presenting their favorite birthday parties through ""My birthday now and then" presentation.* *Students can present their gift preference by writing a google site post named "我的生日礼物可以是 ..."* *Students can present a past birthday video clips by describing the video clip in Chinese, including presents, food and people who attended.*
	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 summarize what they learnt about Chinese giftgiving ettiquette through an inforgraphic project.*
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 demonstrate their increased cultural competence on giftgiving ettiquette by creating skits*
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**	*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**
Ask a friend to go to a party with you	indcating an action in progress using "呢"	design a birthday party invitation
suggest things to bring to a get-together	verb +Time duriation	Inforgraphic project: Chinese
show appreciation while receiving gifts	Sentence with "是...的"	Perform an One Year Old Catch birthday ceremony
describe a duration of time	还 still/also	Chinese Fortune Teller
talk about the year of your birthday and your Chinese Zoidac sign	又...又... both...and...	Giftgiving Do & Don'ts Video Project
	Chinese Zoidac & Character Traits	
	Karaoke	
	Giftgiving/receiving etiquette	
	Party etiquette	
	Traditional Chinese birthday ritual: One Year Old Catch	

Unit 5 看医生 Seeing a doctor		
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 are the differences between Chinese hospital and Chinese medicine similar and U.S. ?	Symptons of the common health problems	*Intermediate Mid*
	Feelings	*Standard-Based rubrics are used to access students' growth.*
	Doctor Appoinmment	Rubric:
	Medication Instruction	Interpersonal-Speaking
		Interpersonal-Writing
		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. 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 read the doctor instuction and create a personal recovery plan in English.* *Students can interpret and demonstarte their undestanding of Children's books including "如果拉肚子了，你会怎么 样？", "我也想生病" through 6 panal story board with speech bubbles* *Students can summarize the main idea and details from"我也想生病" . They can create a "Overlapping" conversation for the book.*
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 i*n 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 exchange information about the main character's trip based on the sickness symptoms listed and create a medication instruction.* *Students can discuss their preferences on keeping healthy in flue season through a socratic seminar.* *Students can make recommendation for the best way to recover from a severe cold in a speaking quiz.*
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 summarize what they learned about the history of Chinese transportation by recreating a personal profile for one of the famous Chinese doctors in the history, including 扁鹊, 华佗, 孙思邈 and李时珍。* *Students can present their medicine preference by creating a persuasive one pager about Chinese medication Vs Western Medication .*
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.*	*In this unit, students learn about the history of Chinese herbal medicine practice and explore the evolvtion of Chinese medicine practice in the world.*
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.*	*By researching Chinese proverbs related to Chinese medicine, students gain increased competence on the impact that the traditional Chinese medicine made to the world.*

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**	*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**
describe allergy symptons and the causes	vocabulary related to body parts, physical appearance, symptoms of common health problems and medicines	Read labels and directions on a bottle or packet of medicine in Chinese
understand instructions on when and how often to take medications	indicating the beginning of an action using 起来	Videos about Chinese hosptial and traditional Chinese medical treatment
talk about why you do or don't want to see the doctor	次 for frequency	Write a letter to a student who cann't come to school because of illness
urge others to see a doctor when they are not feeling well	把 sentence structure	Interactive games: What's the problem? (ask & answer questions about symptoms
	the preposition 对	Perform skids and a short play on the topic of visiting doctors
	越来越... more and more	Guess who: physical appearance of celebrities
	indicating an extreme degree using 死	leave voice message to the teacher about miss a class
	the conjunction:再说 moreover	
	Chinese medicine	

	seeing the doctor	
	Medical care in China	
	famous historical figures in the field of traditional Chinese medicine, such as 李时珍，华佗，张仲景	