



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



CONTENT AREA(S): Chinese

COURSE/GRADE LEVEL(S): Chinese 2/ 9-12

I. Course Overview

This course is designed to

- achieve proficiency at the ACTFL Novice Mid to Novice High level
- develop interest in the Chinese language and culture
- further the process of language acquisition by focusing on the skills of speaking, listening and reading
- develop proficiency in Chinese to function in daily life
- build language and communication skills in the interpretive, interpersonal, and presentational modes
- reinforce a positive attitude toward learning a language

II. Units of Study

- A. School Life
- B. Go Shopping
- C. Dining
- D. Weather
- E. Asking Directions

III. Learning Objectives

7.1 World Languages (Novice High)

A. Interpretive Mode:

- Recognize familiar words and phrases, understand the main ideas, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
- Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.



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- Recognize some common gestures and cultural practices associated with the target culture(s).
- Identify people, places, objects and activities in daily life based on oral and written descriptions

B. Interpersonal Mode:

- Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.
- Imitate appropriate gestures, intonation, and common idiomatic expressions of the target cultures/language during daily interactions.
- Ask and respond to questions, make requests, and express preferences in various social situations.
- Converse on a variety of familiar topics and/or topics studied in other content areas.

C. Presentational Mode:

- Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
- Create and present brief messages, poems, rhymes, songs, and short plays, or role-plays using familiar vocabulary orally or in writing.
- Describe in writing people and things from the home and school environment.
- Tell or retell stories from age- and level- appropriate, culturally authentic materials orally or in writing.
- Tell or write about cultural products associated with the target cultures, and simulate common cultural practices.

IV. Essential Questions (The open-ended, provocative questions that help frame inquiry)

School Life

- Can I describe my daily routine at school?
- Can I write a simple diary entry?
- Can I write a simple letter in the proper format?

Go Shopping

- Can I name my favorite color and other common colors?
- Can I talk about clothing and shoe sizes?
- Can I count money and determine the proper change?
- Can I return or exchange items at store?
- Can I estimate the price of regular items in RMB?
- Can I speak about all common means of transportation?
- Can I discuss the most/least convenient way to get to a destination?
- Can I say if someone's driving makes me nervous?



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Dining

- Can I ask if there are seats available?
- Can I name some Chinese dishes and place an order?
- Can I discuss the menu with people?
- Can I tell my meal preferences and dietary restrictions?
- Can I ask to recommend dishes and to rush the order if I am in a hurry?
- Can I comment the food?
- Can I ask for the bill?

Weather

- Can I describe the weather?
- Can I tell the climate in the place where I live?
- Can I describe the changes of the weather?
- Can I compare the weather in different places?
- Can I suggest activities according to the weather?

Asking Directions

- Can I ask for directions?
- Can I give directions?
- Can I describe distances?
- Can I locate places using landmark references?
- Can I tell people where I am going and why?

V. Key Performance and Benchmark Tasks

School Life

- Pair conversation
- Unit test
- Writing assignments
- Student participation
- Student performance in class
- Worksheets
- Homework
- Character workbook
- Quizzes

Go Shopping

- Can Group conversation
- Catalog design & presentation
- Conversation practice
- Imaginary trip to the world
- Unit test
- Writing assignments
- Student participation



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- Student performance in class
- Worksheets
- Homework
- Character workbook
- Quizzes
- Class activities

Dining

- Pair/Group conversation
- Short Play
- Story telling
- Writing assignments
- Lab activities
- Student participation
- Student performance in class
- Worksheets
- Homework
- Character workbook
- Quizzes
- Class activities

Weather

- Group conversation
- Weather forecast presentation
- Unit test
- Story telling
- Writing assignments
- Email exchange
- Student participation
- Student performance in class
- Worksheets
- Homework
- Character workbook
- Quizzes
- Class activities

Asking Directions

- Group conversation
- Short Play
- Unit test
- Writing assignments
- Student participation
- Student performance in class
- Worksheets
- Homework



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- Character workbook
- Quizzes
- Class activities

VI. Instructional Materials

A. Textbook:

1. Integrated Chinese, Level 1 Part 1 Textbook, 3rd Edition (Simplified)
2. Integrated Chinese, Level 1 Part 2 Textbook, 3rd Edition (Simplified)
3. Integrated Chinese, Level 1 Part 1 Character Workbook, 3rd Edition (Simplified and Traditional)
4. Integrated Chinese, Level 1 Part 2 Character Workbook, 3rd Edition (Simplified and Traditional)

B. Other materials

1. Integrated Chinese Level 1, Part 1 DVD
2. Integrated Chinese Level 1, Part 1 CD
3. PowerPoint
4. Poster for Vocabulary
5. Worksheets for class activities
6. Readings and listening materials
7. Props for TPRS and class activities
8. Authentic materials
9. On-line materials