



# SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



**CONTENT AREA(S): Chinese**

**COURSE/GRADE LEVEL(S): Chinese 3/9-12**

## **I. Course Overview**

This course is designed to take students deeper into the intermediate learner's range of the ACTFL proficiency guidelines. Students learn to use complex grammatical forms and gain a wider, more extensive vocabulary as they explore contemporary and historical Chinese culture. Linguistic and cultural competencies are developed through the sequential building of interpretive, interpersonal, and presentational skills. In particular, students read and discuss adapted authentic texts and routinely practice writing in simplified characters. Students are expected to communicate primarily in the target language in class.

## **II. Units of Study**

- Unit 1: Birthday Party
- Unit 2: Seeing a Doctor
- Unit 3: Dating
- Unit 4: Housing
- Unit 5: Sports
- Unit 6: Travel

## **III. Learning Objectives**

By the conclusion of this course, students should be able to:

### A. Interpretive Mode:

- Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
- Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- Use the target language to describe people, places, objects, and daily activities learned through oral or written descriptions.
- Demonstrate comprehension of conversations and written information on a variety of topics.
- Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.
- Infer the meaning of a few unfamiliar words in some new contexts.



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- Compare and contrast unique linguistic elements in English and the target language.

### B. Interpersonal Mode:

- Use digital tools to participate in short conversations and exchange information related to 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.
- Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

### C. Presentational Mode:

- Use knowledge about cultural products/practices to create a multimedia-rich presentation on targeted themes that will be shared virtually with a target language audience.
- Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- Use language creatively to respond in writing to a variety of oral or visual prompts.
- Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
- Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
- Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

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

### **Unit 1:** Birthday Party

- How does one verbally invite others to a birthday party in Chinese?
- How does one create an online event in Chinese in order to invite others to a birthday party?
- How does one offer/ask for a ride from others?
- How does one arrange a place and time for pick up?
- How does one thank others for a gift/invitation?
- How does one give a basic description of others' facial features?

### **Unit 2:** Seeing a Doctor

- How does one convey his or her symptoms to the doctor using Chinese?
- How does one ask for treatment (injection, medicine, etc.) from the doctor in Chinese?
- Can one understand as well as reiterate all instructions from the doctor?



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- How does one convey their symptoms (allergies, etc.) to others?
- How does one read a prescription drug bottle in Chinese?
- What is Yin and Yang and why do Chinese people believe that this balance keeps one's body as well as the universe in harmony?

### **Unit 3: Dating**

- What customs (level of directness, etc.) are used in order to invite a friend to a social gathering?
- How does one invite a friend to a social gathering, either on the phone or in person?
- How does one politely decline, either on the phone or in person, an invitation to a social gathering?
- How does one make arrangements in order to attend a social gathering?

### **Unit 4: Housing**

- How does one describe his or her current apartment, house, etc.?
- How does one describe his or her ideal apartment, house, etc.?
- How does one designate household rooms and furniture?
- How does one research rental information from authentic target language materials?
- How does one discuss the suitability of various living?
- How does one negotiate rent, utilities, and security deposits?

### **Unit 5: Sports**

- What sports are most popular in China?
- What sports are popular in the US?
- What are the exercise habits (frequency, time of day, suitable companions, etc.) of Chinese people and how do they differ from Americans?
- What are the main forms of exercise (Tai Ji Quan, Gong Fu, etc.) for Chinese people and what are the spiritual aspects of these exercises?
- What is the concept of "Qi" or life force in China and how do Chinese people believe it can be harnessed / controlled?

### **Unit 6: Travel**

- How does one arrange/convey a travel itinerary?
- How does one make plans for a summer vacation, etc.?
- How does one describe a city like Beijing, China?
- How does one inquire about travel discounts, compare airfares and routes, book airlines, etc.
- How does one inquire about seating assignments, request meals based on dietary restrictions, etc?

## **V. Key Performance and Benchmark Tasks**



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## Unit 1:

- Role Play:
  - can you come to my birthday party?
  - Making a phone call: Can you give me a ride or do you need a ride?
- Guided dialogue among students as well as between teacher and students.
- Presentation: I think she/he is the most beautiful/handsome
- Facebook event creation

## Unit 2:

- Role play conversation: go to see a doctor
- Group conversation: what are your allergies and what will happen to you when you have an allergic reaction?

## Unit 3:

- Group conversation: how was your weekend?
- Role play: Let's go watch a movie together!
- Story telling: Talking about one's best friend
- Writing assignment: your dream perfect date
- Speed dating: I like him/her best!
- Role play: Ask nicely!

## Unit 4:

- Describe and share: your current house/apartment as well as idea for an apartment/dorm when you go to the college
- Researching apartments: Find three suitable apartment listings from a publicly posted venue including website, , or newspapers, etc. Various scenarios will be provided.
- Role play: Call agent in order to inquire about the apartment and negotiate rental information.

## Unit 5:

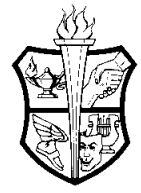
- Chart Making and Presentation: similarities and differences between soccer and American football
- Role Play: What happened to you?
- Group Conversation: Looking for a workout Queen/King
- Pair Conversation: Helping hands
- Debate: which sport is more interesting? American Football or soccer?

## Unit 6:

- Role Play:
  - What are your summer plans?
  - Don't leave any questions out.
- Presentation: Promote Chatham or NYC as a tourist city to a friend who is coming from China.



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- Making an itinerary of a trip to Chatham/NYC/ cities of China(scenarios will be provided by teacher )
- Fill out a form from the internet, in Chinese, about seating arrangements and dietary restrictions or preferences

### **VI. Instructional Materials**

#### A. Textbook:

1. Integrated Chinese, Level I Part 2, Textbook, 3<sup>rd</sup> Edition (Simplified)
2. Integrated Chinese, Level I Part 2, Character Workbook, Workbook (Simplified)

#### B. Teacher-designed materials.