



BRIDGEPORT PUBLIC SCHOOLS

Department of World Languages

COURSE CURRICULUM – Chinese Level III

Recommended Textbooks:

2009

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Curriculum Introduction -



The **World Languages Curriculum** represents the most current thinking and research in the field with an emphasis on communicative competency. It reflects the goals and content objectives of the **National Standards of Foreign Language Learning**, and the **Connecticut World Languages Curriculum Framework**.

The core curriculum content; goals, content standards, performance standards, sample student learning activities, exemplars of students' work, and prototype assessments, directly reflects the **Connecticut World Language Curriculum Framework**. In addition, grade and language specific learning activities, and student exemplars, are represented by Bridgeport's World Language students. This format will precede every language in the World Language Curriculum: **Spanish, French, Portuguese, Italian, Japanese, and Chinese**.

The World Languages Curriculum is student-centered. It describes the goals for learning language not in terms of what teachers or textbooks will do or can put into the learning process, but rather what students should know and be able to do, and at what level of skill and sophistication, at various ages and proficiency stages along the language learning continuum.

Bridgeport's students are comprised of a very high percentage of speakers of other languages; as a result, this curriculum includes social and cultural performance standards as well as, content standards. It recognizes that learning a second language is a challenging and complex process. Thus, this curriculum serves as a valuable tool that will assist teachers in facilitating the learning process for second language acquisition, which will prepare our students to be future bilingual leaders, business people and citizens who can function successfully in languages other than English.



DEPARTMENT OF WORLD LANGUAGES
- Mission Statement -

It is our mission to develop proficiency in a World Language and appreciation of its related culture. We provide educational programs and opportunities which enable students to communicate in at least one language other than English, to understand other cultures, to make connections and comparisons with other areas of study, and to participate in multilingual communities.

GOALS

- Improve the social and intellectual growth of the student
- Increase the student's understanding of how language functions
- Broaden the cultural horizons of the student
- Provide the student with additional and viable skills in the new language
- Enhance skills in the student's own language

WORLD LANGUAGE CURRICULUM COMMITTEE

Yvette J. DeFeo
Director of World Languages

Migdalia Bisch
Assistant Director of World Languages
Chairperson

Committee Members

Miguel Alicea
Nash Arbid
Ricardo Baires
Sonia Burns
Maria Conroy
Anna del Cegno
Carrie Erhard
Josephina Ferreiro-Morodo
Michiko Kim
Yu Lian
Jorge Lopez
Mazie Muñiz
Niralee Patel
Odette Van Marter

BRIDGEPORT PUBLIC SCHOOLS
Department of World Languages
Themes

<p>Theme I: School Life</p> <ul style="list-style-type: none">• Courses, school activities, sports, part time experience• Comparison among courses this year/last year• After school life• Ask permission to borrow things• Talk about length of time learning something	<p>Theme II: Making Phone Calls</p> <ul style="list-style-type: none">• Ask someone's phone number• Ask who is speaking on the phone• Ask to talk with someone on the phone• Ask if someone is back• Set up an appointment on the phone
<p>Theme III: Visiting Friends</p> <ul style="list-style-type: none">• Ask if someone is available• Ask where someone lives• Tell address• Ask where someone works• Express prefer drink- tea/ coffee/ soda...	<p>Theme IV: Sickness:</p> <ul style="list-style-type: none">• Describe different types of sickness• Hospital situations• Medicine instruction• Asking days off• Change of plan due to sickness

<p>Theme V: My Leisure Time</p> <ul style="list-style-type: none"> • Music/ songs/ Dance • Museum/ Art • Movie/ TV • Ask if there is anything good on TV/ Movie • Talk about what to do in spare time • Ask about interests 	<p>Theme VI: My Clothes</p> <ul style="list-style-type: none"> • Talk about what to wear • Identify all types of clothes • Describe how clothes fit • Ask opinions- how about/ how something looks • Chinese clothes culture- different history, different ethnic groups, different clothes • Know the color culture- different colors may indicate different meanings- know the right color to wear in different occasions
<p>Theme VII: Shopping</p> <ul style="list-style-type: none"> • Ask price • Ask if something is for sale in the store • Express degree- not at all, not so, so so, very, very much • Express currency • Express an opinion on goods or asking for a choice 	<p>APPENDICES</p> <ul style="list-style-type: none"> • Level II Vocabulary • Literacy Activities • Exemplars Criteria Charts, Rubrics • Exemplars of Student Assessments • CAPT Support Activities

I School Life

GOAL 1: COMMUNICATION- in at least one language other than English

Standard 1: Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.

Standard 2: Students will understand and interpret spoken and written language on a variety of topics.

Standard 3: Students will present information, concepts and ideas to listeners or readers on a variety of topics.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> • Describe the memories of summer • Describe different courses, school activities and sports • Compare courses by using adj. comparison. • School and classroom expressions • Describe after school life <p>(E.g. study in the library, club activities, etc.)</p>	<ul style="list-style-type: none"> • Remember, forget • Go/buy/eat/ do/ play/ drink/ fly/ watch/ read/ write/ drive/ ride/ stay • Summer/ summer vacation • Tourist places • Huge/ small/ beautiful/ cold/hot/ deep/ delicious/ far/ long/interesting/ boring/ difficult/ easy/ • English/ Math/ Social Studies/Chemistry/ Physics/ Biology/ • Tennis club... 	<ul style="list-style-type: none"> • Write a paragraph about what they did over the summer • Present and describe what they did over the summer • Write a class schedule and describe each course and compare the ones from the last year and present it • Write and 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses. • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities • Reading responses • Teacher assessments 	<p>MP1</p> <ul style="list-style-type: none"> • Ask about test • Ask permission to borrow something • Use of “if” 如果 • Ask which is which • Use of V+ 来/去 • Ask the length of time • Ask if someone has complete something • Use of 叫 to ask someone on the phone • Use of 左右 referring time • Use of 去+ v + 什么 to ask someone the purpose of going somewhere <p>MP 2</p> <ul style="list-style-type: none"> • Use of 有空/没空 to ask if someone is available • Use of 住哪儿 to ask where someone lives • Use of 多少 to ask someone’s phone number

	<ul style="list-style-type: none"> • Library • TV, Movie, sports • Dictionary • Borrow/ return • Take/ bring • Forget/remember • Certainly • Difficult/ easy • Calculator • If • Classroom • Teaching and learning • Administration • Principal • Office • School timetable 	<p>present what they do after school</p>	<p>(tests and quizzes)</p>	<ul style="list-style-type: none"> • Use of 在家 to ask if someone is home • Use of 一下 • Use of 欢迎/ 吃了吗/ 打扰了 -Polite expression when visiting • Use of 怎么了 asking what happened to someone or something • Use of 没事儿 to asking if someone is alright • Use of 次 to state frequency • Use of 疼 to express body ache <p>MP 3</p> <ul style="list-style-type: none"> • Use of 有什么好。。。 asking if there is anything good • Use of 每 to state frequency as “every” • Use of 不是。。。 就是。。。 to express either... or... • Use of 就 to emphasize an existing fact; to express “only, merely” to indicate” as early as, already”; to express “ at once, right away”.. • Use of 又。。。 又。。。 to emphasize adj. • Use of 对。。。 有兴趣 to ask about interests • Use of 比/ 更 to state degree of comparison • Use of 多少钱 to ask how much is something • Use of 块, 毛, 分 to express dollar, cents... • Use of 有。。。 卖吗 to ask if something is for sale • Use of 的 function as
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				<p>after a noun/ pronoun as possessive; after a noun/pronoun as modifying; after a conditional verb; after an adjective</p> <p>MP4</p> <ul style="list-style-type: none">• Use of 穿 as wear something (main clothing)• Use of 戴 as wearing accessories• Use of 穿什么 to ask what to wear in certain situation• Use of 该 as should• Use of 太, 合适 to describe how clothes fit• Use of 起来- 看起来, 听起来, 吃起来, 闻起来, 摸起来,• Use of 怎么样 to ask opinions• Use of 好像 to express seem like, to be like;• Use of 件, 只, 双, 顶 as measure work for clothes, socks, shoes, and hat
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Goal 2: CULTURES - Gain knowledge and understanding of other cultures

Standard 1: Students will demonstrate an understanding of the traditions, products and perspective of the culture studied.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> describe the summer vacations in China describe the class schedule in schools in China identify the different and same between schools in China and in USA Try to draw conclusions of the reason for the differences in different countries 	<ul style="list-style-type: none"> Remember, forget Go/buy/eat/ do/ play/ drink/ fly/ watch/ read/ write/ drive/ ride/ stay Summer/ summer vacation Tourist places Huge/ small/ beautiful/ cold/hot/ deep/ delicious/ far/ long/interesting/ boring/ difficult/ easy/ English/ Math/ Social Studies/Chemistry/ Physics/ Biology/ 	<ul style="list-style-type: none"> Watch a video about Chinese students life in high school Discuss in class to point out the same and different Doing research on internet to find about Chinese higher education exam system 	<ul style="list-style-type: none"> Oral evaluation(s) Written responses. Class presentations Project based assessments Listening comprehension Cooperative learning activities Reading responses Teacher assessments 	<p>MP1</p> <ul style="list-style-type: none"> Ask about test Ask permission to borrow something Use of “if” 如果 Ask which is which Use of V+ 来/去 Ask the length of time Ask if someone has complete something Use of 叫 to ask someone on the phone Use of 左右 referring time Use of 去+ v + 什么 to ask someone the purpose of going somewhere <p>MP 2</p> <ul style="list-style-type: none"> Use of 有空/没空 to ask if someone is available Use of 住哪儿 to ask where someone lives Use of 多少 to ask someone’s phone number

	<ul style="list-style-type: none"> • Tennis club... • Library • TV, Movie, sports • Dictionary • Borrow/ return • Take/ bring • Forget/remember • Certainly • Difficult/ easy • Calculator • If • Classroom • Teaching and learning • Administration • Principal • Office • School timetable 		<p>(tests and quizzes)</p>	<ul style="list-style-type: none"> • Use of 在家 • Use of 一下 • Use of 欢迎/ 吃了吗/ 打扰了 -Polite expression when visiting • Use of 怎么了 asking what happened to someone or something • Use of 没事儿 to asking if someone is alright • Use of 次 to state frequency • Use of 疼 to express body ache <p>MP 3</p> <ul style="list-style-type: none"> • Use of 有什么好。。。 asking if there is anything good • Use of 每 to state frequency as “every” • Use of 不是。。。就是。。。 to express either... or... • Use of 就 to emphasize an existing fact; to express “only, merely” to indicate” as early as, already”; to express “ at once, right away”.. • Use of 又。。。又。。 • Use of 对。。。有兴趣 to ask about interests • Use of 比/ 更 to state degree of comparison • Use of 多少钱 to ask how much is something • Use of 块, 毛, 分 to express dollar, cents... • Use of 有。。。卖吗 to ask if something is for sale • Use of 的 <p>MP4</p>
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				<ul style="list-style-type: none"> • Use of 穿 as wear something (main clothing) • Use of 戴 as wearing accessories • Use of 穿什么 to ask what to wear in certain situation • Use of 该 as should • Use of 太, 合适 to describe how clothes fit • Use of 起来-看起来, 听起来, 吃起来, 闻起来, 摸起来, • Use of 怎么样 to ask opinions • Use of 好像 to express seem like, to be like; • Use of 件, 只, 双, 顶 as measure work for clothes, socks, shoes, and hat
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Goal 3: CONNECTIONS – Make connections with other areas of study and acquire information

Standard 1: Students will reinforce and expand the knowledge of other areas of study through the world language.

Standard 2: Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> • make connection with students’ own backgrounds due to the diversity of our school background 	<ul style="list-style-type: none"> • Remember, forget • Go/buy/eat/ do/ play/ drink/ fly/ watch/ read/ write/ drive/ ride/ stay 	<ul style="list-style-type: none"> • Watch a video about Chinese students life in high school • Discuss in class 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses. 	MPI <ul style="list-style-type: none"> • Ask about test • Ask permission to borrow something • Use of “if” 如果 • Ask which is which • Use of V+ 来/去

<ul style="list-style-type: none"> • use target language to present about the summer activities related with other area learning or studying • tell one or two situations during summer vacation or in school that students used Chinese language 	<ul style="list-style-type: none"> • Summer/ summer vacation • Tourist places • Huge/ small/ beautiful/ cold/hot/ deep/ delicious/ far/ long/interesting/ boring/ difficult/ easy/ • English/ Math/ Social Studies/Chemistry/ Physics/ Biology/ • Tennis club... • Library • TV, Movie, sports • Dictionary • Borrow/ return • Take/ bring • Forget/remember • Certainly • Difficult/ easy • Calculator • If • Classroom • Teaching and learning • Administration • Principal • Office • School timetable 	<p>to point out the same and different</p> <ul style="list-style-type: none"> • Doing research on internet to find about Chinese higher education exam system 	<ul style="list-style-type: none"> • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities • Reading responses • Teacher assessments (tests and quizzes) 	<ul style="list-style-type: none"> • Ask the length of time • Ask if someone has complete something • Use of 叫 to ask someone on the phone • Use of 左右 referring time • Use of 去+ v + 什么 to ask the purpose of going somewhere <p>MP 2</p> <ul style="list-style-type: none"> • Use of 有空/没空 to ask if someone is available • Use of 住哪儿 to ask where someone lives • Use of 多少 to ask someone's phone number • Use of 在家 to ask if someone is home • Use of 一下 • Use of 欢迎/ 吃了吗/ 打扰了 -Polite expression • Use of 怎么了 asking what happened to someone or something • Use of 没事儿 to asking if someone is alright • Use of 次 to state frequency <p>MP 3</p> <ul style="list-style-type: none"> • Use of 有什么好。。。 asking if there is anything good • Use of 每 to state frequency as "every" • Use of 不是。。。就是。。。 to express either... or... • Use of 就 to emphasize an existing fact; to express "only, merely" to indicate" as early as, already"; to express • Use of 又。。。又。。。 • Use of 对。。。有兴趣 to ask about interests
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				<ul style="list-style-type: none"> • Use of 比/ 更 to state degree of comparison • Use of 多少钱 to ask how much is something • Use of 块, 毛, 分 to express dollar, cents... • Use of 有。。。卖吗 to ask if something is for sale • Use of 的 <p>MP4</p> <ul style="list-style-type: none"> • Use of 穿 as wear something (main clothing) • Use of 戴 as wearing accessories • Use of 穿什么 to ask what to wear • Use of 该 as should • Use of 太, 合适 to describe how clothes fit • Use of 起来- 看起来, 听起来, 吃起来, 闻起来, 摸起来, • Use of 怎么样 to ask opinions • Use of 好像 to express seem like, to be like; • Use of 件, 只, 双, 顶 as measure work for clothes, socks, shoes, and hat
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Goal 4: COMPARISONS – Understand the nature of language and cultures through comparisons

Standard 1: Students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.

Standard 2: Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Objectives	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Compare and contrast the difference between summer vacation in schools of China and USA • Compare and contrast the different schedule in Chinese schools and USA schools • Compare the difference between the higher education exams between China and USA • Compare the difference between the two countries education system 	<ul style="list-style-type: none"> • Remember, forget • Go/buy/eat/ do/ play/ drink/ fly/ watch/ read/ write/ drive/ ride/ stay • Summer/ summer vacation • Tourist places • Huge/ small/ beautiful/ cold/hot/ deep/ delicious/ far/ long/interesting/ boring/ difficult/ easy/ • English/ Math/ Social Studies/Chemistry/ Physics/ Biology/ • Tennis club... • Library • TV, Movie, sports • Dictionary • Borrow/ return • Take/ bring 	<ul style="list-style-type: none"> • Watch a video about Chinese students life in high school • Discuss in class to point out the same and different • Doing research on internet to find about Chinese higher education exam system 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses. • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities • Reading responses • Teacher assessments (tests and quizzes) 	<p>MP1</p> <ul style="list-style-type: none"> • Ask about test • Ask permission to borrow something • Use of “if” 如果 • Ask which is which • Use of V+ 来/去 • Ask the length of time • Ask if someone has complete something • Use of 叫 to ask someone on the phone • Use of 左右 referring time • Use of 去+ v + 什么 to ask someone the purpose of going somewhere <p>MP 2</p> <ul style="list-style-type: none"> • Use of 有空/没空 to ask if someone is available • Use of 住哪儿 to ask where someone lives • Use of 多少 to ask someone’s phone number • Use of 在家 to ask if someone is home • Use of 一下 • Use of 欢迎/ 吃了吗/ 打扰了 -Polite expression • Use of 怎么了 asking what happened to

	<ul style="list-style-type: none"> • Forget/remember • Certainly • Difficult/ easy • Calculator • If • Classroom • Teaching and learning • Administration • Principal • Office • School timetable • 			<p>someone or something</p> <ul style="list-style-type: none"> • Use of 没事儿 • Use of 次 to state frequency <p>MP 3</p> <ul style="list-style-type: none"> • Use of 有什么好。。。 asking if there is anything good • Use of 每 to state frequency as “every” • Use of 不是。。。就是。。。 to express either... or... • Use of 就 to emphasize an existing fact; to express “only, merely” to indicate” as early as, already”; to express “ at once, right away”.. • Use of 又。。。又。。。 • Use of 对。。。有兴趣 to ask about interests • Use of 比/ 更 to state degree of comparison • Use of 多少钱 to ask how much is something • Use of 块, 毛, 分 to express dollar, cents... • Use of 有。。。卖吗 to ask if something is for sale <p>MP4</p> <ul style="list-style-type: none"> • Use of 的 • Use of 穿 as wear something (main clothing) • Use of 戴 as wearing accessories • Use of 穿什么 to ask what to wear • Use of 该 as should
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				<ul style="list-style-type: none">• Use of 太, 合适 to describe how clothes fit• Use of 起来-看起来, 听起来, 吃起来• 怎么样 asking opinions• Use of 好像 to express seem like, to be like;• Use of 件, 只, 双, 顶 as measure word for clothes, socks, shoes
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Goal 5: COMMUNITIES -participate in multilingual communities within a variety of contexts

Standard 1: Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> • Write an email in Chinese to describe the summer vacation in USA • Visit Chinese town in summer or field trip to practice target language • Explain the understanding of the Chinese culture to family members 	<ul style="list-style-type: none"> • Remember, forget • Go/buy/eat/ do/ play/ drink/ fly/ watch/ read/ write/ drive/ ride/ stay • Summer/ summer vacation • Tourist places • Huge/ small/ beautiful/ cold/hot/ deep/ delicious/ far/ long/interesting/ boring/ difficult/ easy/ • English/ Math/ Social Studies/Chemistry/ Physics/ Biology/ • Tennis club... • Library • TV, Movie, sports • Dictionary • Borrow/ return • Take/ bring • Forget/remember • Certainly • Difficult/ easy • Calculator • If 	<ul style="list-style-type: none"> • Watch a video about Chinese students life in high school • Discuss in class to point out the same and different • Doing research on internet to find about Chinese higher education exam system 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses. • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities • Reading responses • Teacher assessments (tests and quizzes) 	<p>MP1</p> <ul style="list-style-type: none"> • Ask about test • Ask permission to borrow something • Use of “if” 如果 • Ask which is which • Use of V+ 来/去 • Ask the length of time • Ask if someone has complete something • Use of 叫 to ask someone on the phone • Use of 左右 referring time • Use of 去+ v + 什么 to ask someone the purpose of going somewhere <p>MP 2</p> <ul style="list-style-type: none"> • Use of 有空/没空 to ask if someone is available • Use of 住哪儿 to ask where someone lives • Use of 多少 to ask someone’s phone number • Use of 在家 to ask if someone is home • Use of 一下 • Use of 欢迎/ 吃了吗/ 打扰了 -Polite expression when visiting • Use of 怎么了 asking what happened to someone or something • Use of 没事儿 to asking if someone is alright

	<ul style="list-style-type: none"> • Classroom • Teaching and learning • Administration • Principal • Office • School timetable 			<ul style="list-style-type: none"> • Use of 次 to state frequency • Use of 疼 to express body ache <p>MP 3</p> <ul style="list-style-type: none"> • Use of 有什么好。。。 asking if there is anything good • Use of 每 to state frequency as “every” • Use of 不是。。。就是。。。 to express either... or... • Use of 就 to emphasize an existing fact; to express “only, merely” to indicate” as early as, already”; to express “ at once, right away”.. • Use of 又。。。又。。。 • Use of 对。。。有兴趣 to ask about interests • Use of 比/ 更 to state degree of comparison • Use of 多少钱 to ask how much is something • Use of 块, 毛, 分 to express dollar, cents... • Use of 有。。。卖吗 to ask if something is for sale <p>MP4</p> <ul style="list-style-type: none"> • Use of 穿 as wear something (main clothing) • Use of 戴 as wearing accessories • Use of 穿什么 to ask what to wear in certain situation • Use of 该 as should
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				<ul style="list-style-type: none"> • Use of 太, 合适 to describe how clothes fit • Use of 起来- 看起来, 听起来, 吃起来 • Use of 怎么样 to ask opinions • Use of 好像 to express seem like, to be like; • Use of 件, 只, 双, 顶 as measure work for clothes, socks, shoes,
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**Theme II
Making Phone Calls**

GOAL 1: COMMUNICATION- in at least one language other than English

Standard 1: Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.

Standard 2: Students will understand and interpret spoken and written language on a variety of topics.

Standard 3: Students will present information, concepts and ideas to listeners or readers on a variety of topics.

Objectives	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Make conversation on the phone by asking “who is it?” “May I speak to ...?” 	<ul style="list-style-type: none"> • Phone/cell phone • Phone number • Call/ make call 	<ul style="list-style-type: none"> • introduce sentences structures using 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written 	MPI <ul style="list-style-type: none"> • Ask about test • Ask permission to borrow something • Use of “if” 如果 • Ask which is which

<p>“What’s your phone number?” “he/ she is not home.” “Wrong number” “I cannot hear you.” “I will call you back later” “what’s up?” ...</p> <ul style="list-style-type: none"> • Asking someone’s phone number • Ask when is someone back home • Make an appointment on the phone 	<ul style="list-style-type: none"> • Look for • I am ... • Together • 一起 • 中国城 • 几点 • 接/送 • 没问题 • 说话 • 叫 • 左右 • 马上 • 什么事儿 • 有空/ 没空 • 回来 • 多少 • 时候 • 入口 • 出口 • 推/拉 • 男厕/女厕 	<p>for the situation</p> <ul style="list-style-type: none"> • make sentences with new structures in real situation • read and recite • role play- calling each other • students will make call to me to practice 	<p>responses.</p> <ul style="list-style-type: none"> • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities • Reading responses • Teacher assessments (tests and quizzes) 	<ul style="list-style-type: none"> • Use of V+ 来/去 • Ask the length of time • Ask if someone has complete something • Use of 叫 to ask someone on the phone • Use of 左右 referring time • Use of 去+ v + 什么 to ask someone the purpose of going somewhere <p>MP 2</p> <ul style="list-style-type: none"> • Use of 有空/没空 to ask if someone is available • Use of 住哪儿 to ask where someone lives • Use of 多少 to ask someone’s phone number • Use of 在家 to ask if someone is home • Use of 一下 • Use of 欢迎/ 吃了吗/ 打扰了 -Polite expression when visiting • Use of 怎么了 asking what happened to someone or something • Use of 没事儿 to asking if someone is alright • Use of 次 to state frequency • Use of 疼 to express body ache <p>MP 3</p> <ul style="list-style-type: none"> • Use of 有什么好。。。 asking if there is anything good
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				<ul style="list-style-type: none"> • Use of 每 to state frequency as “every” • Use of 不是。。。就是。。。 to express either... or... • Use of 就 to emphasize an existing fact; to express “only, merely” to indicate” as early as, already”; to express “ at once, right away”.. • Use of 又。。。又。。。 to emphasize adj. • Use of 对。。。有兴趣 to ask about interests • Use of 比/ 更 to state degree of comparison • Use of 多少钱 to ask how much is something • Use of 块, 毛, 分 to express dollar, cents... • Use of 有。。。卖吗 to ask if something is for sale • Use of 的 function as after a noun/ pronoun as possessive; after a noun/pronoun as modifying; after a conditional verb; after an adjective <p>MP4</p> <ul style="list-style-type: none"> • Use of 穿 as wear something (main clothing) • Use of 戴 as wearing accessories • Use of 穿什么 to ask what to wear in certain
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				<p>situation</p> <ul style="list-style-type: none"> • Use of 该 as should • Use of 太, 合适 to describe how clothes fit • Use of 起来-看起来, 听起来, 吃起来, 闻起来, 摸起来, • Use of 怎么样 to ask opinions • Use of 好像 to express seem like, to be like; • Use of 件, 只, 双, 顶 as measure work for clothes, socks, shoes, and hat
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Goal 2: CULTURES: Gain knowledge and understanding of other cultures

Standard 1: Students will demonstrate an understanding of the traditions, products and perspective of the culture studied.

Objectives	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Phone culture in China-how to pay phone bill/ how much usually people pay for cell phone... 	<ul style="list-style-type: none"> • Phone/cell phone • Phone number • Call/ make call • Look for 	<ul style="list-style-type: none"> • Practices numbers by China country code, state code. • read and recite 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses. 	<p>MP1</p> <ul style="list-style-type: none"> • Ask about test • Ask permission to borrow something • Use of “if” 如果

<ul style="list-style-type: none"> • Phone numbers- calling China- the country code 	<ul style="list-style-type: none"> • I am ... • Together • 一起 • 中国城 • 几点 • 接/送 • 没问题 • 说话 • 叫 • 左右 • 马上 • 什么事儿 • 有空/ 没空 • 回来 • 多少 • 时候 • 入口 • 出口 • 推/拉 • 男厕/女厕 	<ul style="list-style-type: none"> • role play- calling each other • students will make call to me to practice 	<ul style="list-style-type: none"> • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities • Reading responses • Teacher assessments (tests and quizzes) 	<ul style="list-style-type: none"> • Ask which is which • Use of V+ 来/去 • Ask the length of time • Ask if someone has complete something • Use of 叫 to ask someone on the phone • Use of 左右 referring time • Use of 去+ v + 什么 to ask someone the purpose of going somewhere <p>MP 2</p> <ul style="list-style-type: none"> • Use of 有空/没空 to ask if someone is available • Use of 住哪儿 to ask where someone lives • Use of 多少 to ask someone's phone number • Use of 在家 to ask if someone is home • Use of 一下 • Use of 欢迎/ 吃了吗/ 打扰了 -Polite expression when visiting • Use of 怎么了 asking what happened to someone or something • Use of 没事儿 to asking if someone is alright • Use of 次 to state frequency • Use of 疼 to express body ache <p>MP 3</p> <ul style="list-style-type: none"> • Use of 有什么好。。。 asking if there is anything good
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				<ul style="list-style-type: none"> • Use of 每 to state frequency as “every” • Use of 不是。。。就是。。。 to express either... or... • Use of 就 to emphasize an existing fact; to express “only, merely” to indicate” as early as, already”; to express “ at once, right away”.. • Use of 又。。。又。。。 to emphasize adj. • Use of 对。。。有兴趣 to ask about interests • Use of 比/ 更 to state degree of comparison • Use of 多少钱 to ask how much is something • Use of 块, 毛, 分 to express dollar, cents... • Use of 有。。。卖吗 to ask if something is for sale • Use of 的 function as after a noun/ pronoun as possessive; after a noun/pronoun as modifying; after a conditional verb; after an adjective <p>MP4</p> <ul style="list-style-type: none"> • Use of 穿 as wear something (main clothing) • Use of 戴 as wearing accessories • Use of 穿什么 to ask what to wear in certain
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				<p>situation</p> <ul style="list-style-type: none"> • Use of 该 as should • Use of 太, 合适 to describe how clothes fit • Use of 起来-看起来, 听起来, 吃起来, 闻起来, 摸起来, • Use of 怎么样 to ask opinions • Use of 好像 to express seem like, to be like; • Use of 件, 只, 双, 顶 as measure work for clothes, socks, shoes, and hat
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Goal 3: CONNECTIONS: Make connections with other areas of study and acquire information

Standard 1: Students will reinforce and expand the knowledge of other areas of study through the world language.

Standard 2: Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources.

Objectives	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Call a classmate on the phone talking about what to do over weekend • Make conversation on the phone by asking “who is it?” “May I speak to ...?” “What’s your phone number?” “he/ she is not home.” “Wrong number” “I cannot hear you.” “I will call you back later” “what’s up?” ... • Make an appointment on the phone 	<ul style="list-style-type: none"> • Phone/cell phone • Phone number • Call/ make call • Look for • I am ... • Together • 一起 • 中国城 • 几点 • 接/送 • 没问题 • 说话 • 叫 • 左右 • 马上 • 什么事儿 • 有空/ 没空 	<ul style="list-style-type: none"> • introduce sentences structures using for the situation • make sentences with new structures in real situation • read and recite • role play-calling each other • students will make call to me to practice 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses. • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities • Reading responses • Teacher assessments (tests and quizzes) 	<p>MP1</p> <ul style="list-style-type: none"> • Ask about test • Ask permission to borrow something • Use of “if” 如果 • Ask which is which • Use of V+ 来/去 • Ask the length of time • Ask if someone has complete something • Use of 叫 to ask someone on the phone • Use of 左右 referring time • Use of 去+ v + 什么 to ask someone the purpose of going somewhere <p>MP 2</p> <ul style="list-style-type: none"> • Use of 有空/没空 to ask if someone is available • Use of 住哪儿 to ask where someone lives • Use of 多少 to ask someone’s phone number • Use of 在家 to ask if someone is home • Use of 一下

	<ul style="list-style-type: none"> • 回来 • 多少 • 时候 • 入口 • 出口 • 推/拉 • 男厕/女厕 			<ul style="list-style-type: none"> • Use of 欢迎/ 吃了吗/ 打扰了 -Polite expression when visiting • Use of 怎么了 asking what happened to someone or something • Use of 没事儿 to asking if someone is alright • Use of 次 to state frequency • Use of 疼 to express body ache <p>MP 3</p> <ul style="list-style-type: none"> • Use of 有什么好。。。 asking if there is anything good • Use of 每 to state frequency as “every” • Use of 不是。。。就是。。。 to express either... or... • Use of 就 to emphasize an existing fact; to express “only, merely” to indicate” as early as, already”; to express “ at once, right away”.. • Use of 又。。。又。。。 to emphasize adj. • Use of 对。。。有兴趣 to ask about interests • Use of 比/ 更 to state degree of comparison • Use of 多少钱 to ask how much is something • Use of 块, 毛, 分 to express dollar, cents...
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				<ul style="list-style-type: none"> • Use of 有。。。卖吗 to ask if something is for sale • Use of 的 function as after a noun/ pronoun as possessive; after a noun/pronoun as modifying; after a conditional verb; after an adjective <p>MP4</p> <ul style="list-style-type: none"> • Use of 穿 as wear something (main clothing) • Use of 戴 as wearing accessories • Use of 穿什么 to ask what to wear in certain situation • Use of 该 as should • Use of 太, 合适 to describe how clothes fit • Use of 起来-看起来, 听起来, 吃起来, 闻起来, 摸起来, • Use of 怎么样 to ask opinions • Use of 好像 to express seem like, to be like; • Use of 件, 只, 双, 顶 as measure work for clothes, socks, shoes, and hat
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Goal 4: COMPARISONS: Understand the nature of language and cultures through comparisons

Standard 1: Students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.

Standard 2: Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> • Compare how student’s own native language making phone calls- same and different • Any culture in students’ background about phone calls 	<ul style="list-style-type: none"> • Phone/cell phone • Phone number • Call/ make call • Look for • I am ... • Together • 一起 • 中国城 • 几点 • 接/送 • 没问题 • 说话 • 叫 • 左右 • 马上 • 什么事儿 	<ul style="list-style-type: none"> • discuss in groups • present in class 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses. • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities • Reading responses • Teacher assessments (tests and quizzes) 	<p>MP1</p> <ul style="list-style-type: none"> • Ask about test • Ask permission to borrow something • Use of “if” 如果 • Ask which is which • Use of V+ 来/去 • Ask the length of time • Ask if someone has complete something • Use of 叫 to ask someone on the phone • Use of 左右 referring time • Use of 去+ v + 什么 to ask someone the purpose of going somewhere <p>MP 2</p> <ul style="list-style-type: none"> • Use of 有空/没空 to ask if someone is available • Use of 住哪儿 to ask where someone lives • Use of 多少 to ask someone’s phone number • Use of 在家 to ask if someone is home • Use of 一下

	<ul style="list-style-type: none"> • 有空/ 没空 • 回来 • 多少 • 时候 • 入口 • 出口 • 推/拉 • 男厕/女厕 			<ul style="list-style-type: none"> • Use of 欢迎/ 吃了吗/ 打扰了 -Polite expression wh • Use of 怎么了 asking what happened to someone or something • Use of 没事儿 to asking if someone is alright • Use of 次 to state frequency • Use of 疼 <p>MP 3</p> <ul style="list-style-type: none"> • Use of 有什么好。。 • Use of 每 to state frequency as “every” • Use of 不是。。。就是。。。 to express either... or... • Use of 就 to emphasize an existing fact; • Use of 又。。。又。。 • Use of 对。。。有兴趣 to ask about interests • Use of 比/ 更 to state degree of comparison • Use of 多少钱 to ask how much is something • Use of 块, 毛, 分 to express dollar, cents... • Use of 有。。。卖吗 • Use of 的 <p>MP4</p> <ul style="list-style-type: none"> • Use of 穿 as wear something (main clothing) • Use of 戴 as wearing accessories • Use of 穿什么 to ask what to wear in certain
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				situation <ul style="list-style-type: none"> • Use of 该 as should • Use of 太, 合适 to describe how clothes fit • Use of 起来-看起来, • Use of 怎么样 to ask opinions • Use of 好像 to express seem like, to be like; • Use of 件, 只, 双, 顶 as measure work for clothes, socks, shoes,
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Goal 5: COMMUNITIES: participate in multilingual communities within a variety of contexts

Standard 1: Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> • Make a phone call to a Chinese friend or to teacher • Call each other to make an appointment on the phone by Chinese language 	<ul style="list-style-type: none"> • Phone/cell phone • Phone number • Call/ make call • Look for • I am ... • Together • 一起 • 中国城 • 几点 • 接/送 • 没问题 	<ul style="list-style-type: none"> • role play- a situation that call to make an appointment on doing something together 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses. • Class presentations • Project based assessments • Listening comprehension • Cooperative learning 	MP1 <ul style="list-style-type: none"> • Ask about test • Ask permission to borrow something • Use of “if” 如果 • Ask which is which • Use of V+ 来/去 • Ask the length of time • Ask if someone has complete something • Use of 叫 to ask someone on the phone • Use of 左右 referring time • Use of 去+ v + 什么 to ask someone the purpose of going somewhere MP 2

	<ul style="list-style-type: none"> • 说话 • 叫 • 左右 • 马上 • 什么事儿 • 有空/ 没空 • 回来 • 多少 • 时候 • 入口 • 出口 • 推/拉 • 男厕/女厕 		<p>activities</p> <ul style="list-style-type: none"> • Reading responses • Teacher assessments (tests and quizzes) 	<ul style="list-style-type: none"> • Use of 有空/没空 to ask if someone is available • Use of 住哪儿 to ask where someone lives • Use of 多少 to ask someone's phone number • Use of 在家 to ask if someone is home • Use of 一下 • Use of 欢迎/ 吃了吗/ 打扰了 -Polite expression when visiting • Use of 怎么了 asking what happened to someone or something • Use of 没事儿 to asking if someone is alright • Use of 次 to state frequency • Use of 疼 to express body ache <p>MP 3</p> <ul style="list-style-type: none"> • Use of 有什么好。。。 asking if there is anything good • Use of 每 to state frequency as “every” • Use of 不是。。。就是。。。 to express either... or... • Use of 就 to emphasize an existing fact; to express “only, merely” to indicate” as early as, already”; to express “ at once, right away”.. • Use of 又。。。又。。。 to emphasize adj. • Use of 对。。。有兴趣 to ask about interests
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				<ul style="list-style-type: none"> • Use of 比/ 更 to state degree of comparison • Use of 多少钱 to ask how much is something • Use of 块, 毛, 分 to express dollar, cents... • Use of 有。。。卖吗 to ask if something is for sale • Use of 的 function as after a noun/ pronoun as possessive; after a noun/pronoun as modifying; after a conditional verb; after an adjective <p>MP4</p> <ul style="list-style-type: none"> • Use of 穿 as wear something (main clothing) • Use of 戴 as wearing accessories • Use of 穿什么 to ask what to wear in certain situation • Use of 该 as should • Use of 太, 合适 to describe how clothes fit • Use of 起来-看起来, 听起来, 吃起来, 闻起来, 摸起来, • Use of 怎么样 to ask opinions • Use of 好像 to express seem like, to be like; • Use of 件, 只, 双, 顶 as measure work for clothes, socks, shoes, and hat
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Theme III Visiting Friends

GOAL 1: COMMUNICATION- in at least one language other than English

Standard 1: Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.

Standard 2: Students will understand and interpret spoken and written language on a variety of topics.

Standard 3: Students will present information, concepts and ideas to listeners or readers on a variety of topics.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> • welcome a visitor • introduce one to another • Make compliments on someone's house/ future.... • Offer drinks • Ask for beverage as a guest in someone's house • Describe a visit to a friend's 	<ul style="list-style-type: none"> • A-a participle to soft a question • Come in/enter • Quick/ fast/hurry up • To come/ go • To introduce • Happy/glad • House/ future • Pretty/ beautiful • To know/ see someone • To sit • To like/ drink/ eat • Tea/coffee/ soda/water/ wine/beer/ • Want 	<ul style="list-style-type: none"> • Learn phrases/ sentences in use in the situation of visiting friends • Read/ recite • Role play • Discuss tea culture • Discuss coffee and culture related with coffee 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses. • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities • Reading responses • Teacher assessments (tests and 	<p>MP1</p> <ul style="list-style-type: none"> • Ask about test • Ask permission to borrow something • Use of "if" 如果 • Ask which is which • Use of V+ 来/去 • Ask the length of time • Ask if someone has complete something • Use of 叫 to ask someone on the phone • Use of 左右 referring time • Use of 去+ v + 什么 to ask someone the purpose of going somewhere <p>MP 2</p> <ul style="list-style-type: none"> • Use of 有空/没空 to ask if someone is available • Use of 住哪儿 to ask where someone lives

	<ul style="list-style-type: none"> • Or • Bottle/ cup • Where • Work • Give/ here you are • Picture • Talk/chat/ • Together • Hang out • Not until • Play Majiang • Watch movie • Watch TV • Go home • Before/ after 		<p>quizzes)</p>	<ul style="list-style-type: none"> • Use of 多少 to ask someone's phone number • Use of 在家 to ask if someone is home • Use of 一下 • Use of 欢迎/ 吃了吗/ 打扰了 -Polite expression when visiting • Use of 怎么了 asking what happened to someone or something • Use of 没事儿 to asking if someone is alright • Use of 次 to state frequency • Use of 疼 to express body ache <p>MP 3</p> <ul style="list-style-type: none"> • Use of 有什么好。。。 asking if there is anything good • Use of 每 to state frequency as "every" • Use of 不是。。。就是。。。 to express either... or... • Use of 就 to emphasize an existing fact; to express "only, merely" to indicate" as early as, already"; to express " at once, right away".. • Use of 又。。。又。。。 to emphasize adj.
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				<ul style="list-style-type: none"> • Use of 对。。。有兴趣 to ask about interests • Use of 比/更 to state degree of comparison • Use of 多少钱 to ask how much is something • Use of 块, 毛, 分 to express dollar, cents... • Use of 有。。。卖吗 to ask if something is for sale • Use of 的 function as after a noun/ pronoun as possessive; after a noun/pronoun as modifying; after a conditional verb; after an adjective <p>MP4</p> <ul style="list-style-type: none"> • Use of 穿 as wear something (main clothing) • Use of 戴 as wearing accessories • Use of 穿什么 to ask what to wear in certain situation • Use of 该 as should • Use of 太, 合适 to describe how clothes fit • Use of 起来- 看起来, 听起来, 吃起来, 闻起来, 摸起来, • Use of 怎么样 to ask opinions
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				<ul style="list-style-type: none"> • Use of 好像 to express seem like, to be like; • Use of 件, 只, 双, 顶 as measure work for clothes, socks, shoes, and hat
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Goal 2: CULTURES: Gain knowledge and understanding of other cultures

Standard 1: Students will demonstrate an understanding of the traditions, products and perspective of the culture studied.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> • Identify what is proper to say in Chinese language when to visit a friend • Describe Chinese tea culture • Know what is good gift or what is a bad gift that should not bring when visit friends • Know what's good time to visit friends, should make appointment before going or not 	<ul style="list-style-type: none"> • A-a participle to soft a question • Come in/enter • Quick/ fast/hurry up • To come/ go • To introduce • Happy/glad • House/ future • Pretty/ beautiful • To know/ see someone • To sit • To like/ drink/ eat • Tea/coffee/ 	<ul style="list-style-type: none"> • Watch different videos about friends visit • Group discussion • Role play • Discuss tea culture • Discuss coffee culture 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses. • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities 	<p>MP1</p> <ul style="list-style-type: none"> • Ask about test • Ask permission to borrow something • Use of “if” 如果 • Ask which is which • Use of V+ 来/去 • Ask the length of time • Ask if someone has complete something • Use of 叫 to ask someone on the phone • Use of 左右 referring time • Use of 去+ v + 什么 to ask someone the purpose

<ul style="list-style-type: none"> • Know what to do usually when visit friends- talking, dinner, or playing some games like Majiang 	<p>soda/water/ wine/beer/</p> <ul style="list-style-type: none"> • Want • Or • Bottle/ cup • Where • Work • Give/ here you are • Picture • Talk/chat/ • Together • Hang out • Not until • Play Majiang • Watch movie • Watch TV • Go home • Before/ after 		<ul style="list-style-type: none"> • Reading responses • Teacher assessments (tests and quizzes) 	<p>of going somewhere MP 2</p> <ul style="list-style-type: none"> • Use of 有空/没空 to ask if someone is available • Use of 住哪儿 to ask where someone lives • Use of 多少 to ask someone's phone number • Use of 在家 to ask if someone is home • Use of 一下 • Use of 欢迎/ 吃了吗/ 打扰了 -Polite expression when visiting • Use of 怎么了 asking what happened to someone or something • Use of 没事儿 to asking if someone is alright • Use of 次 to state frequency • Use of 疼 to express body ache <p>MP 3</p> <ul style="list-style-type: none"> • Use of 有什么好。。。 asking if there is anything good • Use of 每 to state frequency as "every" • Use of 不是。。。就是。。。 to express
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				<p>either... or...</p> <ul style="list-style-type: none"> • Use of 就 to emphasize an existing fact; to express “only, merely” to indicate” as early as, already”; to express “at once, right away”.. • Use of 又。。。 又。。 to emphasize adj. • Use of 对。。。有 兴趣 to ask about interests • Use of 比/ 更 to state degree of comparison • Use of 多少钱 to ask how much is something • Use of 块, 毛, 分 to express dollar, cents... • Use of 有。。。卖 吗 to ask if something is for sale • Use of 的 function as after a noun/ pronoun as possessive; after a noun/pronoun as modifying; after a conditional verb; after an adjective <p>MP4</p> <ul style="list-style-type: none"> • Use of 穿 as wear something (main clothing) • Use of 戴 as wearing
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				<p>accessories</p> <ul style="list-style-type: none"> • Use of 穿什么 to ask what to wear in certain situation • Use of 该 as should • Use of 太, 合适 to describe how clothes fit • Use of 起来-看起来, 听起来, 吃起来, 闻起来, 摸起来, • Use of 怎么样 to ask opinions • Use of 好像 to express seem like, to be like; • Use of 件, 只, 双, 顶 as measure work for clothes, socks, shoes, and hat
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Goal 3: CONNECTIONS: Make connections with other areas of study and acquire information

Standard 1: Students will reinforce and expand the knowledge of other areas of study through the world language.

Standard 2: Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> • Describe what's like when someone visits student's house • Make connection and identify the difference between the visits in USA and in China • Compare what offer to drink in student's own backgrounds and make connections between the culture behind of the drink 	<ul style="list-style-type: none"> • A-a participle to soft a question • Come in/enter • Quick/ fast/hurry up • To come/ go • To introduce • Happy/glad • House/ future • Pretty/ beautiful • To know/ see someone • To sit • To like/ drink/ eat • Tea/coffee/ soda/water/ wine/beer/ • Want • Or • Bottle/ cup • Where • Work • Give/ here you are • Picture • Talk/chat/ • Together • Hang out • Not until • Play Majiang • Watch movie • Watch TV • Go home 	<ul style="list-style-type: none"> • Watch different videos about friends visit • Group discussion • Role play • Discuss tea culture • Discuss coffee culture 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses. • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities • Reading responses • Teacher assessments (tests and quizzes) 	<p>MP1</p> <ul style="list-style-type: none"> • Ask about test • Ask permission to borrow something • Use of “if” 如果 • Ask which is which • Use of V+ 来/去 • Ask the length of time • Ask if someone has complete something • Use of 叫 to ask someone on the phone • Use of 左右 referring time • Use of 去+ v + 什么 to ask someone the purpose of going somewhere <p>MP 2</p> <ul style="list-style-type: none"> • Use of 有空/没空 to ask if someone is available • Use of 住哪儿 to ask where someone lives • Use of 多少 to ask someone's phone number • Use of 在家 to ask if someone is home • Use of 一下 • Use of 欢迎/ 吃了吗/ 打扰了 -Polite expression when visiting • Use of 怎么了 asking what happened to someone or something • Use of 没事儿 to

	<ul style="list-style-type: none"> • Before/ after 			<p>asking if someone is alright</p> <ul style="list-style-type: none"> • Use of 次 to state frequency • Use of 疼 to express body ache <p>MP 3</p> <ul style="list-style-type: none"> • Use of 有什么好。。 asking if there is anything good • Use of 每 to state frequency as “every” • Use of 不是。。 就是。 to express either... or... • Use of 就 to emphasize an existing fact; to express “only, merely” to indicate” as early as, already”; to express “ at once, right away”.. • Use of 又。。 又。 to emphasize adj. • Use of 对。。 有兴趣 to ask about interests • Use of 比/ 更 to state degree of comparison • Use of 多少钱 to ask how much is something • Use of 块, 毛, 分 to express dollar, cents... • Use of 有。。 卖吗 to ask if something is for sale • Use of 的 function as
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				<p>after a noun/ pronoun as possessive; after a noun/pronoun as modifying; after a conditional verb; after an adjective</p> <p>MP4</p> <ul style="list-style-type: none"> • Use of 穿 as wear something (main clothing) • Use of 戴 as wearing accessories • Use of 穿什么 to ask what to wear in certain situation • Use of 该 as should • Use of 太, 合适 to describe how clothes fit • Use of 起来- 看起来, 听起来, 吃起来, 闻起来, 摸起来, • Use of 怎么样 to ask opinions • Use of 好像 to express seem like, to be like; • Use of 件, 只, 双, 顶 as measure work for clothes, socks, shoes, and hat
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Goal 4: COMPARISONS: Understand the nature of language and cultures through comparisons

Standard 1: Students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.

Standard 2: Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> compare and contrast the different and same between USA and China regarding visiting friends Compare the culture difference (giving gift, what to give...) compare with students' own background when visiting friends compare the drinks and the culture reflected behind different drink 	<ul style="list-style-type: none"> A-a participle to soft a question Come in/enter Quick/ fast/hurry up To come/ go To introduce Happy/glad House/ future Pretty/ beautiful To know/ see someone To sit To like/ drink/ eat Tea/coffee/ soda/water/ wine/beer/ Want Or Bottle/ cup Where 	<ul style="list-style-type: none"> Discuss what and how to do to visit and welcome a friend visit at home Discuss what drink to offer Discuss what topic is proper for new friends Role play 	<ul style="list-style-type: none"> Oral evaluation(s) Written responses. Class presentations Project based assessments Listening comprehension Cooperative learning activities Reading responses Teacher assessments (tests and quizzes) 	<p>MP1</p> <ul style="list-style-type: none"> Ask about test Ask permission to borrow something Use of “if” 如果 Ask which is which Use of V+ 来/去 Ask the length of time Ask if someone has complete something Use of 叫 to ask someone on the phone Use of 左右 referring time Use of 去+ v + 什么 to ask someone the purpose of going somewhere <p>MP 2</p> <ul style="list-style-type: none"> Use of 有空/没空 to ask if someone is available Use of 住哪儿 to ask where someone lives Use of 多少 to ask

	<ul style="list-style-type: none"> • Work • Give/ here you are • Picture • Talk/chat/ • Together • Hang out • Not until • Play Majiang • Watch movie • Watch TV • Go home • Before/ after 			<p>someone's phone number</p> <ul style="list-style-type: none"> • Use of 在家 to ask if someone is home • Use of 一下 • Use of 欢迎/ 吃了吗/ 打扰了-Polite expression when visiting • Use of 怎么了 asking what happened to someone or something • Use of 没事儿 to asking if someone is alright • Use of 次 to state frequency • Use of 疼 to express body ache <p>MP 3</p> <ul style="list-style-type: none"> • Use of 有什么好。。。 asking if there is anything good • Use of 每 to state frequency as “every” • Use of 不是。。。 就是。。。 to express either... or... • Use of 就 to emphasize an existing fact; to express “only, merely” to indicate” as early as, already”; to express “ at once, right away”.. • Use of 又。。。 又。。。 to emphasize adj. • Use of 对。。。 有兴
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				<p>趣 to ask about interests</p> <ul style="list-style-type: none"> • Use of 比/ 更 to state degree of comparison • Use of 多少钱 to ask how much is something • Use of 块, 毛, 分 to express dollar, cents... • Use of 有。。。卖吗 to ask if something is for sale • Use of 的 function as after a noun/ pronoun as possessive; after a noun/pronoun as modifying; after a conditional verb; after an adjective <p>MP4</p> <ul style="list-style-type: none"> • Use of 穿 as wear something (main clothing) • Use of 戴 as wearing accessories • Use of 穿什么 to ask what to wear in certain situation • Use of 该 as should • Use of 太, 合适 to describe how clothes fit • Use of 起来- 看起来, 听起来, 吃起来, 闻起来, 摸起来, • Use of 怎么样 to ask opinions • Use of 好像 to express seem like, to be like;
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				<ul style="list-style-type: none">• Use of 件, 只, 双, 顶 as measure work for clothes, socks, shoes, and hat
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Goal 5: COMMUNITIES: participate in multilingual communities within a variety of contexts

Standard 1: Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> • do a role play, visiting teacher’s house • use proper language to ask and talk • active properly as visiting a Chinese friend’s house 	<ul style="list-style-type: none"> • A-a participle to soft a question • Come in/enter • Quick/ fast/hurry up • To come/ go • To introduce • Happy/glad • House/ future • Pretty/ beautiful • To know/ see someone • To sit • To like/ drink/ eat • Tea/coffee/ soda/water/ wine/beer/ • Want • Or • Bottle/ cup • Where • Work • Give/ here you are • Picture • Talk/chat/ • Together • Hang out 	<ul style="list-style-type: none"> • Visit some friends/ neighbors and see how is everyone reacting and what’s the proper and improper part 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses. • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities • Reading responses • Teacher assessments (tests and quizzes) 	<p>MP1</p> <ul style="list-style-type: none"> • Ask about test • Ask permission to borrow something • Use of “if” 如果 • Ask which is which • Use of V+ 来/去 • Ask the length of time • Ask if someone has complete something • Use of 叫 to ask someone on the phone • Use of 左右 referring time • Use of 去+ v + 什么 to ask someone the purpose of going somewhere <p>MP 2</p> <ul style="list-style-type: none"> • Use of 有空/没空 to ask if someone is available • Use of 住哪儿 to ask where someone lives • Use of 多少 to ask someone’s phone number • Use of 在家 to ask if someone is home • Use of 一下 • Use of 欢迎/ 吃了吗/

	<ul style="list-style-type: none"> • Not until • Play Majiang • Watch movie • Watch TV • Go home • Before/ after 			<p>打扰了-Polite expression when visiting</p> <ul style="list-style-type: none"> • Use of 怎么了 asking what happened to someone or something • Use of 没事儿 to asking if someone is alright • Use of 次 to state frequency • Use of 疼 to express body ache <p>MP 3</p> <ul style="list-style-type: none"> • Use of 有什么好。。。 asking if there is anything good • Use of 每 to state frequency as “every” • Use of 不是。。。 就是。。。 to express either... or... • Use of 就 to emphasize an existing fact; to express “only, merely” to indicate” as early as, already”; to express “ at once, right away”.. • Use of 又。。。 又。。。 to emphasize adj. • Use of 对。。。 有兴趣 to ask about interests • Use of 比/ 更 to state degree of comparison • Use of 多少钱 to ask how much is
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				<p>something</p> <ul style="list-style-type: none"> • Use of 块, 毛, 分 to express dollar, cents... • Use of 有。。。卖吗 to ask if something is for sale • Use of 的 function as after a noun/ pronoun as possessive; after a noun/pronoun as modifying; after a conditional verb; after an adjective <p>MP4</p> <ul style="list-style-type: none"> • Use of 穿 as wear something (main clothing) • Use of 戴 as wearing accessories • Use of 穿什么 to ask what to wear in certain situation • Use of 该 as should • Use of 太, 合适 to describe how clothes fit • Use of 起来- 看起来, 听起来, 吃起来, 闻起来, 摸起来, • Use of 怎么样 to ask opinions • Use of 好像 to express seem like, to be like; • Use of 件, 只, 双, 顶 as measure work for clothes, socks, shoes, and hat
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Theme IV Sickness

CONTENT STANDARD 1: COMMUNICATION- Communicate in Languages other than English

GOAL 1: COMMUNICATION- in at least one language other than English

Standard 1: Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.

Standard 2: Students will understand and interpret spoken and written language on a variety of topics.

Standard 3: Students will present information, concepts and ideas to listeners or readers on a variety of topics.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> Describe different types of sickness and make conversation by saying: I have flu/cold/ headache... Hospital situations-making conversation with doctor- do you have sore throat? Did you take any medicine? How long you have been like this?... Medicine instruction- three time a day, 2 pill every time, eat with food.... 	<ul style="list-style-type: none"> 怎么 没事儿 舒服/ 不舒服 病/疼/ 痒 头疼, 牙疼, 胃疼, 嗓子疼, 腿疼, 背疼 医生/医院/药 感冒, 发烧, 上 	<ul style="list-style-type: none"> use TPR act up different types of non-well feeling learn the word and sentences structure read and recite dialogues make up a play use their own words doing a role play Write a note 	<ul style="list-style-type: none"> Oral evaluation(s) Written responses. Class presentations Project based assessments Listening comprehension Cooperative learning activities 	<p>MP1</p> <ul style="list-style-type: none"> Ask about test Ask permission to borrow something Use of “if” 如果 Ask which is which Use of V+ 来/去 Ask the length of time Ask if someone has complete something Use of 叫 to ask someone on the phone Use of 左右 referring time Use of 去+ v + 什么 to ask someone the purpose of going somewhere

<ul style="list-style-type: none"> • Asking days off – write an email or make a phone call to briefly describe the situation to ask a day off • Change of plan due to sickness- I do not feel so well today, can we play tennis on Sunday? 	<p>吐下泻，咳嗽，流鼻涕，打喷嚏</p> <ul style="list-style-type: none"> • 体温/量/ • 药/吃药/喝水 • 休息 • 假条/病假/请 • 住院 • 车祸/受伤 • 性别/年龄/ • 用法 • 每天/每次/ • 片/粒/颗 • 好点儿 • 能/不能 • 谅解 • 饿 • 渴 • 累 • 中药 • 针灸 	<p>asking day off due to certain unwell being.</p>	<ul style="list-style-type: none"> • Reading responses • Teacher assessments (tests and quizzes) 	<p>MP 2</p> <ul style="list-style-type: none"> • Use of 有空/没空 to ask if someone is available • Use of 住哪儿 to ask where someone lives • Use of 多少 to ask someone's phone number • Use of 在家 to ask if someone is home • Use of 一下 • Use of 欢迎/ 吃了吗/ 打扰了 -Polite expression when visiting • Use of 怎么了 asking what happened to someone or something • Use of 没事儿 to ask if someone is alright • Use of 次 to state frequency • Use of 疼 to express body ache <p>MP 3</p> <ul style="list-style-type: none"> • Use of 有什么好。。。 asking if there is anything good • Use of 每 to state frequency as “every” • Use of 不是。。。就是。。。 to express either... or... • Use of 就 to emphasize an existing fact; to express “only, merely”
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				<p>to indicate” as early as, already”; to express “at once, right away”..</p> <ul style="list-style-type: none"> • Use of 又。。。 <ul style="list-style-type: none"> 又。。。 to emphasize adj. • Use of 对。。。 有兴趣 to ask about interests • Use of 比/更 to state degree of comparison • Use of 多少钱 to ask how much is something • Use of 块, 毛, 分 to express dollar, cents... • Use of 有。。。 卖吗 to ask if something is for sale • Use of 的 function as after a noun/ pronoun as possessive; after a noun/pronoun as modifying; after a conditional verb; after an adjective <p>MP4</p> <ul style="list-style-type: none"> • Use of 穿 as wear something (main clothing) • Use of 戴 as wearing accessories • Use of 穿什么 to ask what to wear in certain situation • Use of 该 as should • Use of 太, 合适 to describe how clothes fit
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				<ul style="list-style-type: none"> • Use of 起来- 看起来，听起来，吃起来，闻起来，摸起来， • Use of 怎么样 to ask opinions • Use of 好像 to express seem like, to be like; • Use of 件，只，双,顶 as measure work for clothes, socks, shoes, and hat
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Goal 2: CULTURES: Gain knowledge and understanding of other cultures

Standard 1: Students will demonstrate an understanding of the traditions, products and perspective of the culture studied.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> • to know usually what Chinese people react when not feeling so well • briefly know about Chinese medicine concept (Chinese herbal medicine, acupuncture) • the procedure of seeing a doctor in China • how and where to get medicine in China 	<ul style="list-style-type: none"> • 怎么 • 没事儿 • 舒服/ 不舒服 • 病/疼/ 痒 • 头疼，牙疼，胃疼，嗓子疼，腿疼，背疼 • 医生/医院/药 • 感冒，发烧，上吐下泻，咳嗽，流鼻 	<ul style="list-style-type: none"> • use TPR act up different types of non-well feeling • learn the word and sentences structure • read and recite dialogues • make up a play • use their own words doing a role play • Write a note asking day off due to certain 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses. • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities • Reading responses 	<p>MP1</p> <ul style="list-style-type: none"> • Ask about test • Ask permission to borrow something • Use of “if” 如果 • Ask which is which • Use of V+ 来/去 • Ask the length of time • Ask if someone has complete something • Use of 叫 to ask someone on the phone • Use of 左右 referring time • Use of 去+ v + 什么 to ask someone the purpose of going somewhere <p>MP 2</p>

	<p>涕，打喷嚏</p> <ul style="list-style-type: none"> • 体温/量/ • 药/吃药/喝水 • 休息 • 假条/病假/请 • 住院 • 车祸/受伤 • 性别/年龄/ • 用法 • 每天/每次/ • 片/粒/颗 • 好点儿 • 能/不能 • 谅解 • 饿 • 渴 • 累 • 中药 • 针灸 	<p>unwell being.</p>	<ul style="list-style-type: none"> • Teacher assessments (tests and quizzes) 	<ul style="list-style-type: none"> • Use of 有空/没空 to ask if someone is available • Use of 住哪儿 to ask where someone lives • Use of 多少 to ask someone's phone number • Use of 在家 to ask if someone is home • Use of 一下 • Use of 欢迎/ 吃了吗/ 打扰了 -Polite expression when visiting • Use of 怎么了 asking what happened to someone or something • Use of 没事儿 to ask if someone is alright • Use of 次 to state frequency • Use of 疼 to express body ache <p>MP 3</p> <ul style="list-style-type: none"> • Use of 有什么好。。。 asking if there is anything good • Use of 每 to state frequency as "every" • Use of 不是。。。就是。。。 to express either... or... • Use of 就 to
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				<p>emphasize an existing fact; to express “only, merely” to indicate” as early as, already”; to express “ at once, right away”..</p> <ul style="list-style-type: none"> • Use of 又。。。又。。。 to emphasize adj. • Use of 对。。。有兴趣 to ask about interests • Use of 比/ 更 to state degree of comparison • Use of 多少钱 to ask how much is something • Use of 块, 毛, 分 to express dollar, cents... • Use of 有。。。卖吗 to ask if something is for sale • Use of 的 function as after a noun/ pronoun as possessive; after a noun/pronoun as modifying; after a conditional verb; after an adjective <p>MP4</p> <ul style="list-style-type: none"> • Use of 穿 as wear something (main clothing) • Use of 戴 as wearing accessories • Use of 穿什么 to ask
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				<p>what to wear in certain situation</p> <ul style="list-style-type: none"> • Use of 该 as should • Use of 太, 合适 to describe how clothes fit • Use of 起来- 看起来, 听起来, 吃起来, 闻起来, 摸起来, • Use of 怎么样 to ask opinions • Use of 好像 to express seem like, to be like; • Use of 件, 只, 双, 顶 as measure work for clothes, socks, shoes, and hat
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Goal 3: CONNECTIONS: Make connections with other areas of study and acquire information

Standard 1: Students will reinforce and expand the knowledge of other areas of study through the world language.

Standard 2: Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
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<ul style="list-style-type: none"> • to make connections with science and common sense about common illness and how to deal with it by daily diet • relate illness with food science 	<ul style="list-style-type: none"> • 怎么 • 没事儿 • 舒服/ 不舒服 • 病/疼/ 痒 • 头疼, 牙疼, 胃疼, 嗓子疼, 腿疼, 背疼 • 医生/医院/药 • 感冒, 发烧, 上吐下泻, 咳嗽, 流鼻涕, 打喷嚏 • 体温/量/ • 药/吃药/喝水 • 休息 • 假条/病假/请 • 住院 • 车祸/受伤 • 性别/年龄/ • 用法 • 每天/ 每次/ • 片/粒/ 颗 • 好点儿 • 能/ 不能 • 谅解 	<ul style="list-style-type: none"> • use TPR act up different types of non-well feeling • learn the word and sentences structure • read and recite dialogues • make up a play • use their own words doing a role play • Write a note asking day off due to certain unwell being 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses. • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities • Reading responses • Teacher assessments (tests and quizzes) 	<p>MP1</p> <ul style="list-style-type: none"> • Ask about test • Ask permission to borrow something • Use of “if” 如果 • Ask which is which • Use of V+ 来/去 • Ask the length of time • Ask if someone has complete something • Use of 叫 to ask someone on the phone • Use of 左右 referring time • Use of 去+ v + 什么 to ask someone the purpose of going somewhere <p>MP 2</p> <ul style="list-style-type: none"> • Use of 有空/没空 to ask if someone is available • Use of 住哪儿 to ask where someone lives • Use of 多少 to ask someone’s phone number • Use of 在家 to ask if someone is home • Use of 一下 • Use of 欢迎/ 吃了吗/ 打扰了 -Polite expression when visiting • Use of 怎么了 asking what happened to someone or something • Use of 没事儿 to asking if someone is alright • Use of 次 to state
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	<ul style="list-style-type: none"> • 饿 • 渴 • 累 • 中药 • 针灸 			<p>frequency</p> <ul style="list-style-type: none"> • Use of 疼 to express body ache <p>MP 3</p> <ul style="list-style-type: none"> • Use of 有什么好。。。 asking if there is anything good • Use of 每 to state frequency as “every” • Use of 不是。。。就是。。。 to express either... or... • Use of 就 to emphasize an existing fact; to express “only, merely” to indicate “as early as, already”; to express “at once, right away”.. • Use of 又。。。又。。。 to emphasize adj. • Use of 对。。。有兴趣 to ask about interests • Use of 比/更 to state degree of comparison • Use of 多少钱 to ask how much is something • Use of 块, 毛, 分 to express dollar, cents... • Use of 有。。。卖吗 to ask if something is for sale • Use of 的 function as after a noun/ pronoun as possessive; after a noun/pronoun as modifying; after a
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				<p>conditional verb; after an adjective</p> <p>MP4</p> <ul style="list-style-type: none"> • Use of 穿 as wear something (main clothing) • Use of 戴 as wearing accessories • Use of 穿什么 to ask what to wear in certain situation • Use of 该 as should • Use of 太, 合适 to describe how clothes fit • Use of 起来- 看起来, 听起来, 吃起来, 闻起来, 摸起来, • Use of 怎么样 to ask opinions • Use of 好像 to express seem like, to be like; • Use of 件, 只, 双, 顶 as measure work for clothes, socks, shoes, and hat
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Goal 4: COMPARISONS: Understand the nature of language and cultures through comparisons

Standard 1: Students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.

Standard 2: Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> • compare Chinese and Americans first reaction when not feeling so well • compare and contrast the procedure of seeing a doctor • compare medicine taking habit in both countries • compare herbal medicine and western medicine 	<ul style="list-style-type: none"> • 怎么 • 没事儿 • 舒服/ 不舒服 • 病/疼/ 痒 • 头疼, 牙疼, 胃疼, 嗓子疼, 腿疼, 背疼 • 医生/医院/药 • 感冒, 发烧, 上吐下泻, 咳嗽, 流鼻涕, 打喷嚏 • 体温/量/ • 药/吃药/喝水 • 休息 • 假条/病假/请 	<ul style="list-style-type: none"> • use TPR act up different types of non-well feeling • learn the word and sentences structure • read and recite dialogues • make up a play • use their own words doing a role play • Write a note asking day off due to certain unwell being 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses. • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities • Reading responses • Teacher assessments (tests and quizzes) 	<p>MP1</p> <ul style="list-style-type: none"> • Ask about test • Ask permission to borrow something • Use of “if” 如果 • Ask which is which • Use of V+ 来/去 • Ask the length of time • Ask if someone has complete something • Use of 叫 to ask someone on the phone • Use of 左右 referring time • Use of 去+ v + 什么 to ask someone the purpose of going somewhere <p>MP 2</p> <ul style="list-style-type: none"> • Use of 有空/没空 to ask if someone is available • Use of 住哪儿 to ask where someone lives • Use of 多少 to ask someone’s phone number

	<ul style="list-style-type: none"> • 住院 • 车祸/受伤 • 性别/年龄/ • 用法 • 每天/ 每次/ • 片/粒/ 颗 • 好点儿 • 能/ 不能 • 谅解 • 饿 • 渴 • 累 • 中药 • 针灸 			<ul style="list-style-type: none"> • Use of 在家 to ask if someone is home • Use of 一下 • Use of 欢迎/ 吃了吗/ 打扰了 -Polite expression when visiting • Use of 怎么了 asking what happened to someone or something • Use of 没事儿 to asking if someone is alright • Use of 次 to state frequency • Use of 疼 to express body ache <p>MP 3</p> <ul style="list-style-type: none"> • Use of 有什么好。。。 asking if there is anything good • Use of 每 to state frequency as “every” • Use of 不是。。。就是。。。 to express either... or... • Use of 就 to emphasize an existing fact; to express “only, merely” to indicate “as early as, already”; to express “at once, right away”.. • Use of 又。。。又。。。 to emphasize adj. • Use of 对。。。有兴趣 to ask about interests
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				<ul style="list-style-type: none"> • Use of 比/更 to state degree of comparison • Use of 多少钱 to ask how much is something • Use of 块, 毛, 分 to express dollar, cents... • Use of 有。。。卖吗 to ask if something is for sale • Use of 的 function as after a noun/ pronoun as possessive; after a noun/pronoun as modifying; after a conditional verb; after an adjective <p>MP4</p> <ul style="list-style-type: none"> • Use of 穿 as wear something (main clothing) • Use of 戴 as wearing accessories • Use of 穿什么 to ask what to wear in certain situation • Use of 该 as should • Use of 太, 合适 to describe how clothes fit • Use of 起来-看起来, 听起来, 吃起来, 闻起来, 摸起来, • Use of 怎么样 to ask opinions • Use of 好像 to express seem like, to be like; • Use of 件, 只, 双, 顶 as measure work for
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				clothes, socks, shoes, and hat
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Goal 5: COMMUNITIES: participate in multilingual communities within a variety of contexts

Standard 1: Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> Point out herbal medicine use in daily life based on different background based on student's diversity background describe in different country the procedure of seeing a doctor and going to hospital know Chinese acupuncture know some basic Chinese food related cure process 	<ul style="list-style-type: none"> 怎么 没事儿 舒服/ 不舒服 病/疼/ 痒 头疼, 牙疼, 胃疼, 嗓子疼, 腿疼, 背疼 医生/医院/药 感冒, 发烧, 上吐下泻, 咳嗽, 流鼻涕, 打喷嚏 体温/量/ 药/吃药/喝水 休息 假条/病假/请 住院 车祸/受伤 性别/年龄/ 用法 	<ul style="list-style-type: none"> use TPR act up different types of non-well feeling learn the word and sentences structure read and recite dialogues make up a play use their own words doing a role play Write a note asking day off due to certain unwell being 	<ul style="list-style-type: none"> Oral evaluation(s) Written responses. Class presentations Project based assessments Listening comprehension Cooperative learning activities Reading responses Teacher assessments (tests and quizzes) 	<p>MP1</p> <ul style="list-style-type: none"> Ask about test Ask permission to borrow something Use of “if” 如果 Ask which is which Use of V+ 来/去 Ask the length of time Ask if someone has complete something Use of 叫 to ask someone on the phone Use of 左右 referring time Use of 去+ v + 什么 to ask the purpose of going somewhere <p>MP 2</p> <ul style="list-style-type: none"> Use of 有空/没空 to ask if someone is available Use of 住哪儿 to ask where someone lives Use of 多少 to ask someone's phone number Use of 在家 to ask if someone is home Use of 一下 Use of 欢迎/ 吃了吗/ 打扰了 -Polite expression Use of 怎么了 asking what happened to someone or something Use of 没事儿 to asking if

	<ul style="list-style-type: none"> • 每天/ 每次/ • 片/粒/ 颗 • 好点儿 • 能/ 不能 • 谅解 • 饿 • 渴 • 累 • 中药 • 针灸 			<p>someone is alright</p> <ul style="list-style-type: none"> • Use of 次 to state frequency • Use of 疼 <p>MP 3</p> <ul style="list-style-type: none"> • Use of 有什么好。。。 • Use of 每 to state frequency as “every” • Use of 不是。。。就是。。 to express either... or... • Use of 就 to emphasize an existing fact; to express “only, merely” to indicate” as early as, already”; to express • Use of 又。。。又。。 • Use of 对。。。有兴趣 to ask about interests • Use of 比/ 更 to state degree of comparison • Use of 多少钱 to ask how much is something • Use of 块, 毛, 分 to express dollar, cents... • Use of 有。。。卖吗 to ask if something is for sale • Use of 的 <p>MP4</p> <ul style="list-style-type: none"> • Use of 穿 as wear something (main clothing) • Use of 戴 as wearing accessories • Use of 穿什么 to ask what to wear • Use of 该 as should
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				<ul style="list-style-type: none">• Use of 太, 合适 to describe how clothes fit• Use of 起来- 看起来, 听起来, 吃起来• Use of 怎么样 to ask opinions• Use of 好像 to express seem like, to be like;• Use of 件, 只, 双 as measure word for clothes, socks, shoes
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Theme V My Leisure Time

CONTENT STANDARD 1: COMMUNICATION- Communicate in languages other than English

GOAL 1: COMMUNICATION- in at least one language other than English

Standard 1: Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.

Standard 2: Students will understand and interpret spoken and written language on a variety of topics.

Standard 3: Students will present information, concepts and ideas to listeners or readers on a variety of topics.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> • talk about leisure activities • ask if there is anything good (on movie, TV, sports..) • use of 每 to express frequency • use of 不是。。。就是... (either...or) • ask about interests • express the degree of comparison 	<ul style="list-style-type: none"> • 课外 • 无聊 • 节目/节目表 • 频道 • 教育 • 儿童 • 动画片 • 纪录片 • 连续剧 • 新闻 • 听说 	<ul style="list-style-type: none"> • student talks about his/her own leisure activities • teach them sentences structure and use in Chinese • watch video to know about Chinese traditional entertainment 相声, 小品, 京剧 • role play- 2-3 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses. • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities • Reading responses • Teacher 	<p>MP1</p> <ul style="list-style-type: none"> • Ask about test • Ask permission to borrow something • Use of “if” 如果 • Ask which is which • Use of V+ 来/去 • Ask the length of time • Ask if someone has complete something • Use of 叫 to ask someone on the phone • Use of 左右 referring time • Use of 去+ v + 什么 to ask someone the purpose of going somewhere <p>MP 2</p> <ul style="list-style-type: none"> • Use of 有空/没空 to ask if someone is

	<ul style="list-style-type: none"> • 意思 • 谈恋爱 • 吵架 • 喜剧 • 打哈欠 • 没什么 • 一整天 • 电视迷 • 周末 • 就是 • 张/票 • 猜 • 爱情 • 恐怖 • 紧张 • 刺激 • 噩梦 • 侦探 • 觉得 • 科幻 • 武侠 • 太棒了 • 一块儿 • 场 	<p>friends talking about what they did over the weekend</p>	<p>assessments (tests and quizzes)</p>	<p>available</p> <ul style="list-style-type: none"> • Use of 住哪儿 to ask where someone lives • Use of 多少 to ask someone's phone number • Use of 在家 to ask if someone is home • Use of 一下 • Use of 欢迎/ 吃了吗/ 打扰了 -Polite expression when visiting • Use of 怎么了 asking what happened to someone or something • Use of 没事儿 to asking if someone is alright • Use of 次 to state frequency • Use of 疼 to express body ache <p>MP 3</p> <ul style="list-style-type: none"> • Use of 有什么好。。。 asking if there is anything good • Use of 每 to state frequency as "every" • Use of 不是。。。就是。。。 to express either... or... • Use of 就 to emphasize an existing fact; to express "only, merely" to indicate" as early as, already"; to express "at once, right away"..
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	<ul style="list-style-type: none"> • 音乐会 • 摇滚乐 • 兴趣 • 交响乐 • 歌剧 • 比赛 • 球赛 • 球迷 • 芭蕾舞 • 京剧 • 票价 • 比较 • 更 • 开始 • 排队 • 晚会 • 地点 • 舞龙舞狮 • 相声 • 古筝 • 二胡 • 弟子 • 表演 • 弹 			<ul style="list-style-type: none"> • Use of 又。。。又。。。 to emphasize adj. • Use of 对。。。有兴趣 to ask about interests • Use of 比/更 to state degree of comparison • Use of 多少钱 to ask how much is something • Use of 块, 毛, 分 to express dollar, cents... • Use of 有。。。卖吗 to ask if something is for sale • Use of 的 function as after a noun/ pronoun as possessive; after a noun/pronoun as modifying; after a conditional verb; after an adjective <p>MP4</p> <ul style="list-style-type: none"> • Use of 穿 as wear something (main clothing) • Use of 戴 as wearing accessories • Use of 穿什么 to ask what to wear in certain situation • Use of 该 as should • Use of 太, 合适 to describe how clothes fit • Use of 起来- 看起来, 听起来, 吃起来, 闻
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	<ul style="list-style-type: none"> 精彩 			起来, 摸起来, <ul style="list-style-type: none"> Use of 怎么样 to ask opinions Use of 好像 to express seem like, to be like; Use of 件, 只, 双, 顶 as measure work for clothes, socks, shoes, and hat
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Goal 2: CULTURES: Gain knowledge and understanding of other cultures

Standard 1: Students will demonstrate an understanding of the traditions, products and perspective of the culture studied.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> know common traditional Chinese performance: 相声, 小品, 京剧, 毬子, 舞龙舞狮, 晚会 know some common Chinese traditional instruments: 古筝, 琵琶, 二胡 know what's typical Chinese leisure activities 麻将, 扑克, 下棋 	<ul style="list-style-type: none"> 课外 无聊 节目/节目表 频道 教育 儿童 动画片 纪录片 连续剧 	<ul style="list-style-type: none"> student talks about his/her own leisure activities teach them sentences structure and use in Chinese watch video to know about Chinese traditional entertainment 相声, 小品, 京 	<ul style="list-style-type: none"> Oral evaluation(s) Written responses. Class presentations Project based assessments Listening comprehension Cooperative learning activities 	MP1 <ul style="list-style-type: none"> Ask about test Ask permission to borrow something Use of “if” 如果 Ask which is which Use of V+ 来/去 Ask the length of time Ask if someone has complete something Use of 叫 to ask someone on the phone Use of 左右 referring time Use of 去+ v + 什么 to ask someone the purpose

	<ul style="list-style-type: none"> • 新闻 • 听说 • 意思 • 谈恋爱 • 吵架 • 喜剧 • 打哈欠 • 没什么 • 一整天 • 电视迷 • 周末 • 就是 • 张/票 • 猜 • 爱情 • 恐怖 • 紧张 • 刺激 • 噩梦 • 侦探 • 觉得 • 科幻 • 武侠 • 太棒了 	<p>剧</p> <ul style="list-style-type: none"> • role play- 2-3 friends talking about what they did over the weekend 	<ul style="list-style-type: none"> • Reading responses • Teacher assessments (tests and quizzes) 	<p>of going somewhere MP 2</p> <ul style="list-style-type: none"> • Use of 有空/没空 to ask if someone is available • Use of 住哪儿 to ask where someone lives • Use of 多少 to ask someone's phone number • Use of 在家 to ask if someone is home • Use of 一下 • Use of 欢迎/ 吃了吗/ 打扰了 -Polite expression when visiting • Use of 怎么了 asking what happened to someone or something • Use of 没事儿 to ask if someone is alright • Use of 次 to state frequency • Use of 疼 to express body ache <p>MP 3</p> <ul style="list-style-type: none"> • Use of 有什么好。。。 asking if there is anything good • Use of 每 to state frequency as "every" • Use of 不是。。。就是。。。 to express
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	<ul style="list-style-type: none"> • 一块儿 • 场 • 音乐会 • 摇滚乐 • 兴趣 • 交响乐 • 歌剧 • 比赛 • 球赛 • 球迷 • 芭蕾舞 • 京剧 • 票价 • 比较 • 更 • 开始 • 排队 • 晚会 • 地点 • 舞龙舞狮 • 相声 • 古筝 • 二胡 • 弟子 			<p>either... or...</p> <ul style="list-style-type: none"> • Use of 就 to emphasize an existing fact; to express “only, merely” to indicate” as early as, already”; to express “at once, right away”.. • Use of 又。。。又。。。 to emphasize adj. • Use of 对。。。有兴趣 to ask about interests • Use of 比/ 更 to state degree of comparison • Use of 多少钱 to ask how much is something • Use of 块, 毛, 分 to express dollar, cents... • Use of 有。。。卖吗 to ask if something is for sale • Use of 的 function as after a noun/ pronoun as possessive; after a noun/pronoun as modifying; after a conditional verb; after an adjective <p>MP4</p> <ul style="list-style-type: none"> • Use of 穿 as wear something (main clothing) • Use of 戴 as wearing
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	<ul style="list-style-type: none"> • 表演 • 弹 • 精彩 			<p>accessories</p> <ul style="list-style-type: none"> • Use of 穿什么 to ask what to wear in certain situation • Use of 该 as should • Use of 太, 合适 to describe how clothes fit • Use of 起来-看起来, 听起来, 吃起来, 闻起来, 摸起来, • Use of 怎么样 to ask opinions • Use of 好像 to express seem like, to be like; • Use of 件, 只, 双, 顶 as measure work for clothes, socks, shoes, and hat
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Goal 3: CONNECTIONS: Make connections with other areas of study and acquire information

Standard 1: Students will reinforce and expand the knowledge of other areas of study through the world language.

Standard 2: Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> • Make connections with music class with western instruments • Make connection with English on how to express degree of comparison • Make connections about Chinese movies and Western movies 	<ul style="list-style-type: none"> • 课外 • 无聊 • 节目/节目表 • 频道 • 教育 • 儿童 • 动画片 • 纪录片 • 连续剧 • 新闻 • 听说 • 意思 • 谈恋爱 • 吵架 • 喜剧 • 打哈欠 • 没什么 • 一整天 • 电视迷 • 周末 • 就是 • 张/票 	<ul style="list-style-type: none"> • student talks about his/her own leisure activities • teach them sentences structure and use in Chinese • watch video to know about Chinese traditional entertainment 相声, 小品, 京剧 • role play- 2-3 friends talking about what they did over the weekend 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses. • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities • Reading responses • Teacher assessments (tests and quizzes) 	<p>MP1</p> <ul style="list-style-type: none"> • Ask about test • Ask permission to borrow something • Use of “if” 如果 • Ask which is which • Use of V+ 来/去 • Ask the length of time • Ask if someone has complete something • Use of 叫 to ask someone on the phone • Use of 左右 referring time • Use of 去+ v + 什么 to ask someone the purpose of going somewhere <p>MP 2</p> <ul style="list-style-type: none"> • Use of 有空/没空 to ask if someone is available • Use of 住哪儿 to ask where someone lives • Use of 多少 to ask someone’s phone number • Use of 在家 to ask if someone is home • Use of 一下 • Use of 欢迎/ 吃了吗/ 打扰了 -Polite expression when visiting • Use of 怎么了 asking what happened to someone or something • Use of 没事儿 to

	<ul style="list-style-type: none"> • 猜 • 爱情 • 恐怖 • 紧张 • 刺激 • 噩梦 • 侦探 • 觉得 • 科幻 • 武侠 • 太棒了 • 一块儿 • 场 • 音乐会 • 摇滚乐 • 兴趣 • 交响乐 • 歌剧 • 比赛 • 球赛 • 球迷 • 芭蕾舞 • 京剧 • 票价 			<p>asking if someone is alright</p> <ul style="list-style-type: none"> • Use of 次 to state frequency • Use of 疼 to express body ache <p>MP 3</p> <ul style="list-style-type: none"> • Use of 有什么好。。。 asking if there is anything good • Use of 每 to state frequency as “every” • Use of 不是。。。就是。。。 to express either... or... • Use of 就 to emphasize an existing fact; to express “only, merely” to indicate” as early as, already”; to express “ at once, right away”.. • Use of 又。。。又。。。 to emphasize adj. • Use of 对。。。有兴趣 to ask about interests • Use of 比/ 更 to state degree of comparison • Use of 多少钱 to ask how much is something • Use of 块, 毛, 分 to express dollar, cents... • Use of 有。。。卖吗 to ask if something is for sale • Use of 的 function as
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	<ul style="list-style-type: none"> • 比较 • 更 • 开始 • 排队 • 晚会 • 地点 • 舞龙舞狮 • 相声 • 古筝 • 二胡 • 弟子 • 表演 • 弹 <p>精彩</p>			<p>after a noun/ pronoun as possessive; after a noun/pronoun as modifying; after a conditional verb; after an adjective</p> <p>MP4</p> <ul style="list-style-type: none"> • Use of 穿 as wear something (main clothing) • Use of 戴 as wearing accessories • Use of 穿什么 to ask what to wear in certain situation • Use of 该 as should • Use of 太, 合适 to describe how clothes fit • Use of 起来- 看起来, 听起来, 吃起来, 闻起来, 摸起来, • Use of 怎么样 to ask opinions • Use of 好像 to express seem like, to be like; • Use of 件, 只, 双, 顶 as measure work for clothes, socks, shoes, and hat
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Goal 4: COMPARISONS: Understand the nature of language and cultures through comparisons

Standard 1: Students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.

Standard 2: Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> • Compare with leisure activities in USA, what people do after school or work • Compare typical movies and TV shows in two different countries • Compare different entertainments: ballet, symphony, opera with Beijing opera, Majiang... 	<ul style="list-style-type: none"> • 课外 • 无聊 • 节目/节目表 • 频道 • 教育 • 儿童 • 动画片 • 纪录片 • 连续剧 • 新闻 • 听说 • 意思 • 谈恋爱 • 吵架 	<ul style="list-style-type: none"> • student talks about his/her own leisure activities • teach them sentences structure and use in Chinese • watch video to know about Chinese traditional entertainment 相声, 小品, 京剧 • role play- 2-3 friends talking about what they did over the weekend 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses. • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities • Reading responses • Teacher assessments (tests and quizzes) 	<p>MP1</p> <ul style="list-style-type: none"> • Ask about test • Ask permission to borrow something • Use of “if” 如果 • Ask which is which • Use of V+ 来/去 • Ask the length of time • Ask if someone has complete something • Use of 叫 to ask someone on the phone • Use of 左右 referring time • Use of 去+ v + 什么 to ask someone the purpose of going somewhere <p>MP 2</p> <ul style="list-style-type: none"> • Use of 有空/没空 to ask if someone is available • Use of 住哪儿 to ask where someone lives • Use of 多少 to ask

	<ul style="list-style-type: none"> • 喜剧 • 打哈欠 • 没什么 • 一整天 • 电视迷 • 周末 • 就是 • 张/票 • 猜 • 爱情 • 恐怖 • 紧张 • 刺激 • 噩梦 • 侦探 • 觉得 • 科幻 • 武侠 • 太棒了 • 一块儿 • 场 • 音乐会 • 摇滚乐 • 兴趣 			<p>someone's phone number</p> <ul style="list-style-type: none"> • Use of 在家 to ask if someone is home • Use of 一下 • Use of 欢迎/ 吃了吗/ 打扰了-Polite expression when visiting • Use of 怎么了 asking what happened to someone or something • Use of 没事儿 to asking if someone is alright • Use of 次 to state frequency • Use of 疼 to express body ache <p>MP 3</p> <ul style="list-style-type: none"> • Use of 有什么好。。。 asking if there is anything good • Use of 每 to state frequency as “every” • Use of 不是。。。 就是。。。 to express either... or... • Use of 就 to emphasize an existing fact; to express “only, merely” to indicate” as early as, already”; to express “ at once, right away”.. • Use of 又。。。 又。。。 to emphasize adj. • Use of 对。。。 有兴趣
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	<ul style="list-style-type: none"> • 交响乐 • 歌剧 • 比赛 • 球赛 • 球迷 • 芭蕾舞 • 京剧 • 票价 • 比较 • 更 • 开始 • 排队 • 晚会 • 地点 • 舞龙舞狮 • 相声 • 古筝 • 二胡 • 弟子 • 表演 • 弹 • 精彩 			<p>趣 to ask about interests</p> <ul style="list-style-type: none"> • Use of 比/ 更 to state degree of comparison • Use of 多少钱 to ask how much is something • Use of 块, 毛, 分 to express dollar, cents... • Use of 有。。。卖吗 to ask if something is for sale • Use of 的 function as after a noun/ pronoun as possessive; after a noun/pronoun as modifying; after a conditional verb; after an adjective <p>MP4</p> <ul style="list-style-type: none"> • Use of 穿 as wear something (main clothing) • Use of 戴 as wearing accessories • Use of 穿什么 to ask what to wear in certain situation • Use of 该 as should • Use of 太, 合适 to describe how clothes fit • Use of 起来- 看起来, 听起来, 吃起来, 闻起来, 摸起来, • Use of 怎么样 to ask opinions • Use of 好像 to express seem like, to be like;
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				<ul style="list-style-type: none"> Use of 件, 只, 双, 顶 as measure work for clothes, socks, shoes, and hat
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Goal 5: COMMUNITIES: participate in multilingual communities within a variety of contexts

Standard 1: Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> Learn to play Majiang-traditional Chinese game and teach family and play together back home go to free Chinese concert in central park with family 	<ul style="list-style-type: none"> 课外 无聊 节目/节目表 频道 教育 儿童 动画片 	<ul style="list-style-type: none"> student talks about his/her own leisure activities teach them sentences structure and use in Chinese watch video to know about Chinese traditional 	<ul style="list-style-type: none"> Oral evaluation(s) Written responses. Class presentations Project based assessments Listening comprehension 	MP1 <ul style="list-style-type: none"> Ask about test Ask permission to borrow something Use of “if” 如果 Ask which is which Use of V+ 来/去 Ask the length of time Ask if someone has complete something Use of 叫 to ask someone on the phone Use of 左右 referring time Use of 去+ v + 什么 to ask he

	<ul style="list-style-type: none"> • 纪录片 • 连续剧 • 新闻 • 听说 • 意思 • 谈恋爱 • 吵架 • 喜剧 • 打哈欠 • 没什么 • 一整天 • 电视迷 • 周末 • 就是 • 张/票 • 猜 • 爱情 • 恐怖 • 紧张 • 刺激 • 噩梦 • 侦探 • 觉得 • 科幻 	<p>entertainment 相声, 小品, 京剧</p> <ul style="list-style-type: none"> • role play- 2-3 friends talking about what they did over the weekend 	<ul style="list-style-type: none"> • Cooperative learning activities • Reading responses • Teacher assessments (tests and quizzes) 	<p>purpose of going somewhere</p> <p>MP 2</p> <ul style="list-style-type: none"> • Use of 有空/没空 to ask if someone is available • Use of 住哪儿 to ask where someone lives • Use of 多少 to ask someone's phone number • Use of 在家 to ask if someone is home • Use of 一下 • Use of 欢迎/ 吃了吗/ 打扰了 -Polite expression • Use of 怎么了 asking what happened to someone or something • Use of 没事儿 to asking if someone is alright • Use of 次 to state frequency • Use of 疼 to express body ache <p>MP 3</p> <ul style="list-style-type: none"> • Use of 有什么好。。。 asking if there is anything good • Use of 每 to state frequency as "every" • Use of 不是。。。就是。。。 to express either... or... • Use of 就 to emphasize an existing fact; to express "only, merely" to indicate "as early as, already"; to express "at once, right away".. • Use of 又。。。又。。。 • Use of 对。。。有兴趣 to ask about interests • Use of 比/ 更 to state degree of comparison
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	<ul style="list-style-type: none"> • 武侠 • 太棒了 • 一块儿 • 场 • 音乐会 • 摇滚乐 • 兴趣 • 交响乐 • 歌剧 • 比赛 • 球赛 • 球迷 • 芭蕾舞 • 京剧 • 票价 • 比较 • 更 • 开始 • 排队 • 晚会 • 地点 • 舞龙舞狮 • 相声 • 古筝 			<ul style="list-style-type: none"> • Use of 多少钱 to ask how much is something • Use of 块, 毛, 分 to express dollar, cents... • Use of 有。。。卖吗 to ask if something is for sale • Use of 的 <p>MP4</p> <ul style="list-style-type: none"> • Use of 穿 as wear something (main clothing) • Use of 戴 as wearing accessories • Use of 穿什么 to ask what to wear in certain situation • Use of 该 as should • Use of 太, 合适 to describe how clothes fit • Use of 起来-看起来, 听起来, 吃起来, 闻起来, 摸起来, • Use of 怎么样 to ask opinions • Use of 好像 to express seem like, to be like; • Use of 件, 只, 双, 顶 as measure work for clothes, socks, shoes, and hat
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Theme VI My Clothes

GOAL 1: COMMUNICATION- in at least one language other than English

Standard 1: Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.

Standard 2: Students will understand and interpret spoken and written language on a variety of topics.

Standard 3: Students will present information, concepts and ideas to listeners or readers on a variety of topics.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> • Identify different types of clothes in Chinese language • Ask what to wear in certain situation • Give suggestions what to wear (white shirt, jeans, black shoes..) • Ask opinions how does something look • Describe how clothes fit • Know Chinese culture reflected by clothes in different history or in different ethnic groups 	<ul style="list-style-type: none"> • 衣服 • 穿/戴 • 黑色 • 西装 • 连衣裙 • 衬衫 • 裤子 • 旗袍 • 棉衣 • 汗衫 • 短裤 • 毛衣 • 裙子 	<ul style="list-style-type: none"> • learn vocabularies and sentences • describe someone’s outfit in today class • watch video about QiPao-traditional Chinese dress • draw pictures and design QiPao • role play <ul style="list-style-type: none"> - going to a friend’s birthday party, talking about what to wear - going to mall with a friend talking about how certain clothes look like and should buy or not • watch a video about how different history era reflected in Chinese 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses. • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities • Reading responses • Teacher assessments (tests and 	<p>MP1</p> <ul style="list-style-type: none"> • Ask about test • Ask permission to borrow something • Use of “if” 如果 • Ask which is which • Use of V+ 来/去 • Ask the length of time • Ask if someone has complete something • Use of 叫 to ask someone on the phone • Use of 左右 referring time • Use of 去+ v + 什么 to ask someone the purpose of going somewhere <p>MP 2</p> <ul style="list-style-type: none"> • Use of 有空/没空 to ask if someone is available • Use of 住哪儿 to ask where someone lives

	<ul style="list-style-type: none"> • 外套 • 件/条/双/顶/只 • 肥/瘦 • 穿起来 • 合适 • 看起来/听起来 • 舒服 • 时髦 • 漂亮 • 怎么样 • 皮鞋 • 自己 • 看看 • 袜子 • 配 • 该 • 好像 • 好看 	<p>people's clothes</p> <ul style="list-style-type: none"> • match clothes and perform a fashion show 	<p>quizzes)</p>	<ul style="list-style-type: none"> • Use of 多少 to ask someone's phone number • Use of 在家 to ask if someone is home • Use of 一下 • Use of 欢迎/ 吃了吗/ 打扰了 -Polite expression when visiting • Use of 怎么了 asking what happened to someone or something • Use of 没事儿 to ask if someone is alright • Use of 次 to state frequency • Use of 疼 to express body ache <p>MP 3</p> <ul style="list-style-type: none"> • Use of 有什么好。。。 asking if there is anything good • Use of 每 to state frequency as "every" • Use of 不是。。。就是。。。 to express either... or... • Use of 就 to emphasize an existing fact; to express "only, merely" to indicate "as early as, already"; to express "at once, right away".. • Use of 又。。。
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				<p>又。。。to emphasize adj.</p> <ul style="list-style-type: none"> • Use of 对。。。有兴趣 to ask about interests • Use of 比/更 to state degree of comparison • Use of 多少钱 to ask how much is something • Use of 块, 毛, 分 to express dollar, cents... • Use of 有。。。卖吗 to ask if something is for sale • Use of 的 function as after a noun/ pronoun as possessive; after a noun/pronoun as modifying; after a conditional verb; after an adjective <p>MP4</p> <ul style="list-style-type: none"> • Use of 穿 as wear something (main clothing) • Use of 戴 as wearing accessories • Use of 穿什么 to ask what to wear in certain situation • Use of 该 as should • Use of 太, 合适 to describe how clothes fit • Use of 起来- 看起
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				<p>来, 听起来, 吃起来, 闻起来, 摸起来,</p> <ul style="list-style-type: none"> • Use of 怎么样 to ask opinions • Use of 好像 to express seem like, to be like; • Use of 件, 只, 双, 顶 as measure work for clothes, socks, shoes, and hat
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Goal 2: CULTURES - Gain knowledge and understanding of other cultures

Standard 1: Students will demonstrate an understanding of the traditions, products and perspective of the culture studied.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment	Structures
<ul style="list-style-type: none"> • To know about Chinese traditional dress- QiPao • To know about how Chinese people's clothes reflect in different history era • To know about different ethentic groups' clothes may be very different from each other • To know about color 	<ul style="list-style-type: none"> • 衣服 • 穿/戴 • 黑色 • 西装 • 连衣裙 • 衬衫 • 裤子 • 旗袍 • 棉衣 • 汗衫 	<ul style="list-style-type: none"> • watch video about QiPao- traditional Chinese dress • draw pictures and design QiPao • role play <ul style="list-style-type: none"> - going to a friend's birthday party, talking about what to wear - going to mall with a friend talking about how certain clothes look like and should buy or not • watch a video about 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses. • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities • Reading 	<p>MP1</p> <ul style="list-style-type: none"> • Ask about test • Ask permission to borrow something • Use of "if" 如果 • Ask which is which • Use of V+ 来/去 • Ask the length of time • Ask if someone has complete something • Use of 叫 to ask someone on the phone • Use of 左右 referring time • Use of 去+ v + 什么 to ask someone the purpose of going somewhere <p>MP 2</p> <ul style="list-style-type: none"> • Use of 有空/没空 to ask if

<p>culture- certain colors indicate different meanings, do not want to wear the wrong color for different occasions</p>	<ul style="list-style-type: none"> • 短裤 • 毛衣 • 裙子 • 外套 • 件/条/双/顶/ 只 • 肥/瘦 • 穿起来 • 合适 • 看起来/ 听起来 • 舒服 • 时髦 • 漂亮 • 怎么样 • 皮鞋 • 自己 • 看看 • 袜子 • 配 • 该 • 好像 • 好看 	<p>how different history era reflected in Chinese people's clothes</p> <ul style="list-style-type: none"> • match clothes and perform a fashion show 	<p>responses</p> <ul style="list-style-type: none"> • Teacher assessments (tests and quizzes) 	<p>someone is available</p> <ul style="list-style-type: none"> • Use of 住哪儿 to ask where someone lives • Use of 多少 to ask someone's phone number • Use of 在家 to ask if someone is home • Use of 一下 • Use of 欢迎/ 吃了吗/ 打扰了-Polite expression when visiting • Use of 怎么了 asking what happened to someone or something • Use of 没事儿 to asking if someone is alright • Use of 次 to state frequency • Use of 疼 to express body ache <p>MP 3</p> <ul style="list-style-type: none"> • Use of 有什么好。。。 asking if there is anything good • Use of 每 to state frequency as "every" • Use of 不是。。。就是。。。 to express either... or... • Use of 就 to emphasize an existing fact; to express "only, merely" to indicate" as early as, already"; to express " at once, right away".. • Use of 又。。。又。。。 Use of 对。。。有兴趣 to ask about interests • Use of 比/ 更 to state degree of comparison • Use of 多少钱 to ask how much is something • Use of 块, 毛, 分 to express dollar, cents...
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				<ul style="list-style-type: none"> • Use of 有。。。卖吗 to ask if something is for sale • Use of 的 <p>MP4</p> <ul style="list-style-type: none"> • Use of 穿 as wear something (main clothing) • Use of 戴 as wearing accessories • Use of 穿什么 to ask what to wear in certain situation • Use of 该 as should • Use of 太, 合适 to describe how clothes fit • Use of 起来-看起来, 听起来, 吃起来, • Use of 怎么样 to ask opinions • Use of 好像 to express seem like, to be like; • Use of 件, 只, 双, 顶 as measure work for clothes, socks, shoes, and hat
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Goal 3: CONNECTIONS – Make connections with other areas of study and acquire information

Standard 1: Students will reinforce and expand the knowledge of other areas of study through the world language.

Standard 2: Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> • Make connections with art class and design a QiPao 	<ul style="list-style-type: none"> • 衣服 • 穿/戴 	<ul style="list-style-type: none"> • watch video about QiPao-traditional 	<ul style="list-style-type: none"> • Oral evaluation(s) 	<p>MP1</p> <ul style="list-style-type: none"> • Ask about test • Ask permission to borrow something

<ul style="list-style-type: none"> • Make connections with dometics class about sewing things 	<ul style="list-style-type: none"> • 黑色 • 西装 • 连衣裙 • 衬衫 • 裤子 • 旗袍 • 棉衣 • 汗衫 • 短裤 • 毛衣 • 裙子 • 外套 • 件/条/双/顶/ 只 • 肥/瘦 • 穿起来 • 合适 • 看起来/ 听起来 • 舒服 • 时髦 • 漂亮 • 怎么样 • 皮鞋 • 自己 • 看看 	<p>Chinese dress</p> <ul style="list-style-type: none"> • draw pictures and design QiPao • watch a video about how different history era reflected in Chinese people’s clothes • match clothes and perform a fashion show 	<ul style="list-style-type: none"> • Written responses. • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities • Reading responses • Teacher assessments (tests and quizzes) 	<ul style="list-style-type: none"> • Use of “if” 如果 • Ask which is which • Use of V+ 来/去 • Ask the length of time • Ask if someone has complete something • Use of 叫 to ask someone on the phone • Use of 左右 referring time • Use of 去+ v + 什么 to ask someone the purpose of going somewhere <p>MP 2</p> <ul style="list-style-type: none"> • Use of 有空/没空 to ask if someone is available • Use of 住哪儿 to ask where someone lives • Use of 多少 to ask someone’s phone number • Use of 在家 to ask if someone is home • Use of 一下 • Use of 欢迎/ 吃了吗/ 打扰了-Polite expression when visiting • Use of 怎么了 asking what happened to someone or something • Use of 没事儿 to asking if someone is alright • Use of 次 to state frequency • Use of 疼 to express body ache <p>MP 3</p> <ul style="list-style-type: none"> • Use of 有什么好。。。 asking if there is anything good • Use of 每 to state frequency as “every” • Use of 不是。。。就是。。。 to express either... or...
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	<ul style="list-style-type: none"> • 袜子 • 配 • 该 • 好像 • 好看 			<ul style="list-style-type: none"> • Use of 就 to emphasize an existing fact; to express “only, merely” to indicate” as early as, • Use of 又。。。又。。 • Use of 对。。。有兴趣 to ask about interests • Use of 比/ 更 to state degree of comparison • Use of 多少钱 to ask how much is something • Use of 块, 毛, 分 to express dollar, cents... • Use of 有。。。卖吗 to ask if something is for sale • Use of 的 <p>MP4</p> <ul style="list-style-type: none"> • Use of 穿 as wear something (main clothing) • Use of 戴 as wearing accessories • Use of 穿什么 to ask what to wear in certain situation • Use of 该 as should • Use of 太, 合适 to describe how clothes fit • Use of 起来- 看起来, 听起来, 吃起来, • Use of 怎么样 to ask opinions • Use of 好像 to express seem like, to be like; • Use of 件, 只, 双, 顶 as measure work for clothes, socks, shoes
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Goal 4: COMPARISONS – Understand the nature of language and cultures through comparisons

Standard 1: Students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.

Standard 2: Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> • Compare different clothes in recent history era in China • Compare the features of antien Chinese clothes to modern time clothes • Compare the way people dress in USA and in China • Compare students' own background clothes 	<ul style="list-style-type: none"> • 衣服 • 穿/戴 • 黑色 • 西装 • 连衣裙 • 衬衫 • 裤子 • 旗袍 • 棉衣 • 汗衫 • 短裤 • 毛衣 • 裙子 • 外套 • 件/条/双/顶/ 只 • 肥/瘦 • 穿起来 • 合适 	<ul style="list-style-type: none"> • watch video about QiPao-traditional Chinese dress • draw pictures and design QiPao • role play - going to a friend's birthday party, talking about what to wear • - going to mall with a friend talking about how certain clothes look like and should buy or not • watch a video about how different history era reflected in Chinese people's clothes 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses. • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities • Reading responses • Teacher assessments (tests and quizzes) 	<p>MP1</p> <ul style="list-style-type: none"> • Ask about test • Ask permission to borrow something • Use of “if” 如果 • Ask which is which • Use of V+ 来/去 • Ask the length of time • Use of 叫 to ask someone on the phone • Use of 左右 referring time • Use of 去+ v + 什么 to ask someone the purpose of going somewhere <p>MP 2</p> <ul style="list-style-type: none"> • Use of 有空/没空 to ask if someone is available • Use of 住哪儿 to ask where someone lives • Use of 多少 to ask someone's phone number • Use of 在家 • Use of 一下 • Use of 欢迎/ 吃了吗/ 打扰了 -Polite expression • Use of 怎么了 asking what happened to someone or something • Use of 没事儿 to asking if someone is alright • Use of 次 to state frequency

	<ul style="list-style-type: none"> • 看起来/ 听起来 • 舒服 • 时髦 • 漂亮 • 怎么样 • 皮鞋 • 自己 • 看看 • 袜子 • 配 • 该 • 好像 • 好看 	<ul style="list-style-type: none"> • match clothes and perform a fashion show 		<p>MP 3</p> <ul style="list-style-type: none"> • Use of 疼 to express body ache • Use of 有什么好。。。 asking if there is anything good • Use of 每 to state frequency as “every” • Use of 不是。。。就是。。。 to express either... or... • Use of 就 to emphasize an existing fact; to express “only, merely” to indicate” as early as, already”; to express “ at once, right away”.. • Use of 又。。。又。。。 Use of 对。。。有兴趣 to ask about interests • Use of 比/ 更 to state degree of comparison • Use of 多少钱 to ask how much is something • Use of 块, 毛, 分 to express dollar, cents... • Use of 有。。。卖吗 to ask if something is for sale <p>MP4</p> <ul style="list-style-type: none"> • Use of 穿 as wear something (main clothing) • Use of 戴 as wearing accessories • Use of 穿什么 to ask what to wear in certain situation • Use of 该 as should • Use of 太, 合适 to describe how clothes fit • Use of 起来- 看起来, 听起来, 吃起来,
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				<ul style="list-style-type: none"> • Use of 怎么样 to ask opinions • Use of 好像 to express seem like, to be like; • Use of 件, 只, 双, 顶 as measure work for clothes, socks, shoes,
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Goal 5: COMMUNITIES –Participate in multilingual communities within a variety of contexts

Standard 1: Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> • Organize a fashion show - showing different attires among 56 Chinese ethentic groups • To know about Chinese traditiaonal dress- QiPao • To know about how Chinese people’s clothes reflect in different history era • To know about different ethentic groups’ clothes may be very different from each other 	<ul style="list-style-type: none"> • 衣服 • 穿/戴 • 黑色 • 西装 • 连衣裙 • 衬衫 • 裤子 • 旗袍 • 棉衣 • 汗衫 • 短裤 • 毛衣 	<ul style="list-style-type: none"> • learn vocabularies and sentences • describe someone’s outfit in today class • watch video about QiPao-traditional Chinese dress • draw pictures and design QiPao • role play - going to a friend’s birthday party, talking about what to wear 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses. • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities • Reading responses • Teacher assessments (tests and 	<p>MP1</p> <ul style="list-style-type: none"> • Ask about test • Ask permission to borrow something • Use of “if” 如果 • Ask which is which • Use of V+ 来/去 • Ask the length of time • Ask if someone has complete something • Use of 叫 to ask someone on the phone • Use of 左右 referring time • Use of 去+ v + 什么 to ask someone the purpose of going somewhere <p>MP 2</p> <ul style="list-style-type: none"> • Use of 有空/没空 to ask if someone is available

<ul style="list-style-type: none"> • To know about color culture- certain colors indicate different meanings, do not want to wear the wrong color for different occasions 	<ul style="list-style-type: none"> • 裙子 • 外套 • 件/条/双/顶/ 只 • 肥/瘦 • 穿起来 • 合适 • 看起来/ 听起来 • 舒服 • 时髦 • 漂亮 • 怎么样 • 皮鞋 • 自己 • 看看 • 袜子 • 配 • 该 • 好像 • 好看 	<ul style="list-style-type: none"> - going to mall with a friend talking about how certain clothes look like and should buy or not • watch a video about how different history era reflected in Chinese people's clothes • match clothes and perform a fashion show 	<p>quizzes)</p>	<ul style="list-style-type: none"> • Use of 住哪儿 to ask where someone lives • Use of 多少 to ask someone's phone number • Use of 在家 to ask if someone is home • Use of 一下 • Use of 欢迎/ 吃了吗/ 打扰了 -Polite expression when visiting • Use of 怎么了 asking what happened to someone or something • Use of 没事儿 to asking if someone is alright • Use of 次 to state frequency • Use of 疼 to express body ache <p>MP 3</p> <ul style="list-style-type: none"> • Use of 有什么好。。。 asking if there is anything good • Use of 每 to state frequency as "every" • Use of 不是。。。就是。。。 to express either... or... • Use of 就 to emphasize an existing fact; to express "only, merely" to indicate"
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				<p>as early as, already”; to express “at once, right away”..</p> <ul style="list-style-type: none"> • Use of 又。。。又。。。 to emphasize adj. • Use of 对。。。有兴趣 to ask about interests • Use of 比/更 to state degree of comparison • Use of 多少钱 to ask how much is something • Use of 块, 毛, 分 to express dollar, cents... • Use of 有。。。卖吗 to ask if something is for sale • Use of 的 function as after a noun/ pronoun as possessive; after a noun/pronoun as modifying; after a conditional verb; after an adjective <p>MP4</p> <ul style="list-style-type: none"> • Use of 穿 as wear something (main clothing) • Use of 戴 as wearing accessories • Use of 穿什么 to ask what to wear in certain situation • Use of 该 as should
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				<ul style="list-style-type: none"> • Use of 太 , 合适 to describe how clothes fit • Use of 起来- 看起来 , 听起来 , 吃起来 , 闻起来 , 摸起来, • Use of 怎么样 to ask opinions • Use of 好像 to express seem like, to be like; • Use of 件 , 只 , 双, 顶 as measure work for clothes, socks, shoes, and hat
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**Theme VII
Shopping**

CONTENT STANDARD 1: COMMUNICATION- Communicate in Languages other than English

GOAL 1: COMMUNICATION- in at least one language other than English

Standard 1: Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.

Standard 2: Students will understand and interpret spoken and written language on a variety of topics.

Standard 3: Students will present information, concepts and ideas to listeners or readers on a variety of topics.

		Instructional Strategies	Assessment(s)	
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Objectives	Vocabulary	Students will . . .		Structures
<ul style="list-style-type: none"> • Ask the price of something • Ask if there is something for sale • Express an opinion on goods or asking for a choice • Use of Chinese currency • Basic negotiation- too expensive, how about a little lower price • Ask if the fruit is sweet • State degree: extremely, every, not very, not, not at all 	<ul style="list-style-type: none"> • 多少 • 钱 • 块 • 毛 • 分 • 香蕉 • 斤 • 菠萝 • 袋子 • 买 • 卖 • 商店 • 可是 • 还不错 • 贵 • 便宜 • 点儿 • 给 • 找 • 您 • 书店 • 地图 	<ul style="list-style-type: none"> • see real Chinese currency and be able to identify different face value of the currency • learn vocabularies of daily used items • learn sentences structures of asking price, negotiating, discussing what to buy or not • make a play-conversations between friends going shopping together • role play – shopping 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses. • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities • Reading responses • Teacher assessments (tests and quizzes) 	<p>MP1</p> <ul style="list-style-type: none"> • Ask about test • Ask permission to borrow something • Use of “if” 如果 • Ask which is which • Use of V+ 来/去 • Ask the length of time • Ask if someone has complete something • Use of 叫 to ask someone on the phone • Use of 左右 referring time • Use of 去+ v + 什么 to ask someone the purpose of going somewhere <p>MP 2</p> <ul style="list-style-type: none"> • Use of 有空/没空 to ask if someone is available • Use of 住哪儿 to ask where someone lives • Use of 多少 to ask someone’s phone number • Use of 在家 to ask if someone is home • Use of 一下 • Use of 欢迎/ 吃了吗/ 打扰了 -Polite expression when visiting • Use of 怎么了 asking what happened to someone or something • Use of 没事儿 to asking if someone is

	<ul style="list-style-type: none"> • 字典 • 汉英字典 • 杂志 • 报纸 • 一共 • 市场 • 水果 • 甜 • 酸 • 一点儿都不 • 非常 • 串 • 葡萄 • 圆角分 			<p>alright</p> <ul style="list-style-type: none"> • Use of 次 to state frequency • Use of 疼 to express body ache <p>MP 3</p> <ul style="list-style-type: none"> • Use of 有什么好。。。 asking if there is anything good • Use of 每 to state frequency as “every” • Use of 不是。。。就是。。。 to express either... or... • Use of 就 to emphasize an existing fact; to express “only, merely” to indicate “as early as, already”; to express “at once, right away”.. • Use of 又。。。又。。。 to emphasize adj. • Use of 对。。。有兴趣 to ask about interests • Use of 比/ 更 to state degree of comparison • Use of 多少钱 to ask how much is something • Use of 块, 毛, 分 to express dollar, cents... • Use of 有。。。卖吗 to ask if something is for sale • Use of 的 function as after a noun/ pronoun
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				<p>as possessive; after a noun/pronoun as modifying; after a conditional verb; after an adjective</p> <p>MP4</p> <ul style="list-style-type: none"> • Use of 穿 as wear something (main clothing) • Use of 戴 as wearing accessories • Use of 穿什么 to ask what to wear in certain situation • Use of 该 as should • Use of 太 , 合适 to describe how clothes fit • Use of 起来- 看起来 , 听起来 , 吃起来 , 闻起来 , 摸起来, • Use of 怎么样 to ask opinions • Use of 好像 to express seem like, to be like; • Use of 件 , 只 , 双,顶 as measure work for clothes, socks, shoes, and hat
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Goals 2: CULTURES: Gain knowledge and understanding of other cultures

Standard 1: Student will demonstrate an understanding of the traditions, products and perspective of the culture studied.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> • shopping culture- different packaging between two countries • different shopping policy- returning policy/ negotiating policy • different store type- pharmacy vs. supermarket or medicine store • different weight unit- pound vs. k.g. • currency exchange- US dollars vs. Chinese RMB 	<ul style="list-style-type: none"> • 多少 • 钱 • 块 • 毛 • 分 • 香蕉 • 斤 • 菠萝 • 袋子 • 买 • 卖 • 商店 • 可是 • 还不错 • 贵 • 便宜 • 点儿 • 给 • 找 • 您 	<ul style="list-style-type: none"> • watch videos about Chinese shopping • discuss the difference parts related with shopping in USA and China • summarize on the different culture about shopping 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses. • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities • Reading responses • Teacher assessments (tests and quizzes) 	<p>MP1</p> <ul style="list-style-type: none"> • Ask about test • Ask permission to borrow something • Use of “if” 如果 • Ask which is which • Use of V+ 来/去 • Ask the length of time • Ask if someone has complete something • Use of 叫 to ask someone on the phone • Use of 左右 referring time • Use of 去+ v + 什么 to ask someone the purpose of going somewhere <p>MP 2</p> <ul style="list-style-type: none"> • Use of 有空/没空 to ask if someone is available • Use of 住哪儿 to ask where someone lives • Use of 多少 to ask someone’s phone number • Use of 在家 to ask if someone is home • Use of 一下 • Use of 欢迎/ 吃了吗/ 打扰了 -Polite expression when visiting

	<ul style="list-style-type: none"> • 书店 • 地图 • 字典 • 汉英字典 • 杂志 • 报纸 • 一共 • 市场 • 水果 • 甜 • 酸 • 一点儿都不 • 非常 • 串 • 葡萄 • 圆角分 			<ul style="list-style-type: none"> • Use of 怎么了 asking what happened to someone or something • Use of 没事儿 to asking if someone is alright • Use of 次 to state frequency • Use of 疼 to express body ache <p>MP 3</p> <ul style="list-style-type: none"> • Use of 有什么好。。。 asking if there is anything good • Use of 每 to state frequency as “every” • Use of 不是。。。就是。。。 to express either... or... • Use of 就 to emphasize an existing fact; to express “only, merely” to indicate” as early as, already”; to express “at once, right away”.. • Use of 又。。。又。。。 to emphasize adj. • Use of 对。。。有兴趣 to ask about interests • Use of 比/更 to state degree of
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				<p>comparison</p> <ul style="list-style-type: none"> • Use of 多少钱 to ask how much is something • Use of 块, 毛, 分 to express dollar, cents... • Use of 有。。。卖吗 to ask if something is for sale • Use of 的 function as after a noun/pronoun as possessive; after a noun/pronoun as modifying; after a conditional verb; after an adjective <p>MP4</p> <ul style="list-style-type: none"> • Use of 穿 as wear something (main clothing) • Use of 戴 as wearing accessories • Use of 穿什么 to ask what to wear in certain situation • Use of 该 as should • Use of 太, 合适 to describe how clothes fit • Use of 起来-看起来, 听起来, 吃起来, 闻起来, 摸起来, • Use of 怎么样 to ask opinions • Use of 好像 to express seem like, to
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				be like; • Use of 件, 只, 双, 顶 as measure work for clothes, socks, shoes, and hat
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Goal 3: CONNECTIONS: Make connections with other areas of study and acquire information

Standard 1: Students will reinforce and expand the knowledge of other areas of study through the world language.

Standard 2: Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> • Ask the price of something • Ask if there is something for sale • Express an opinion on goods or asking for a choice • Use of Chinese currency • Basic negotiation- too expensive, how about a little lower price • Ask if the fruit is sweet • State degree: extremely, 	<ul style="list-style-type: none"> • 多少 • 钱 • 块 • 毛 • 分 • 香蕉 • 斤 • 菠萝 • 袋子 	<ul style="list-style-type: none"> • see real Chinese currency and be able to identify different face value of the currency • learn vocabularies of daily used items • learn sentences structures of 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses. • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities 	MP1 <ul style="list-style-type: none"> • Ask about test • Ask permission to borrow something • Use of “if” 如果 • Ask which is which • Use of V+ 来/去 • Ask the length of time • Ask if someone has complete something • Use of 叫 to ask someone on the phone • Use of 左右 referring time • Use of 去+ v + 什么 to ask someone the purpose of going somewhere MP 2

<p>every, not very, not, not at all</p> <ul style="list-style-type: none"> shopping culture- different packaging between two countries different shopping policy- returning policy/ negotiating policy different store type- pharmacy vs. supermarket or medicine store different weight unit- pound vs. k.g. currency exchange- US dollars vs. Chinese RMB 	<ul style="list-style-type: none"> 买 卖 商店 可是 还不错 贵 便宜 点儿 给 找 您 书店 地图 字典 汉英字典 杂志 报纸 一共 市场 水果 甜 酸 一点儿都不 非常 	<p>asking price, negotiating, discussing what to buy or not</p> <ul style="list-style-type: none"> make a play-conversations between friends going shopping together role play – shopping 	<ul style="list-style-type: none"> Reading responses Teacher assessments (tests and quizzes) 	<ul style="list-style-type: none"> Use of 有空/没空 to ask if someone is available Use of 住哪儿 to ask where someone lives Use of 多少 to ask someone's phone number Use of 在家 to ask if someone is home Use of 一下 Use of 欢迎/ 吃了吗/ 打扰了-Polite expression Use of 怎么了 asking what happened to someone or something Use of 没事儿 to asking if someone is alright Use of 次 to state frequency Use of 疼 to express body ache <p>MP 3</p> <ul style="list-style-type: none"> Use of 有什么好。。。 asking if there is anything good Use of 每 to state frequency as “every” Use of 不是。。。就是。。。 to express either... or... Use of 就 to emphasize an existing fact; to express “only, merely” Use of 又。。。又。。。 Use of 对。。。有兴趣 Use of 比/ 更 to state degree of comparison Use of 多少钱 to ask how much is something Use of 块, 毛, 分 to express dollar, cents... Use of 有。。。卖吗 to ask if something is for sale
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	<ul style="list-style-type: none"> • 串 • 葡萄 • 圆角分 			<ul style="list-style-type: none"> • Use of 的 <p>MP4</p> <ul style="list-style-type: none"> • Use of 穿 as wear something (main clothing) • Use of 戴 as wearing accessories • Use of 穿什么 to ask what to wear in certain situation • Use of 该 as should • Use of 太, 合适 to describe how clothes fit • Use of 起来-看起来, • Use of 怎么样 to ask opinions • Use of 好像 to express seem like, to be like; • Use of 件, 只, 双, 顶 as measure work for clothes, socks, shoes, and hat
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Goal 4: COMPARISONS: Understand the nature of language and cultures through comparisons

Standard 1: Students will demonstrate an understanding of the nature of language through comparisons of that world language and their own.

Standard 2: Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Objectives	Vocabulary	Instructional Strategies Students will . . .	Assessment(s)	Structures
<ul style="list-style-type: none"> • Compare different countries currency • Compare the exchange 	<ul style="list-style-type: none"> • 多少 • 钱 • 块 	<ul style="list-style-type: none"> • see real Chinese currency and be able to identify 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written 	<p>MP1</p> <ul style="list-style-type: none"> • Ask about test • Ask permission to borrow something • Use of “if” 如果 • Ask which is which

<p>rate</p> <ul style="list-style-type: none"> • Compare the price for familiar goods in USA and in China • Compare the way of shopping in USA and in China 	<ul style="list-style-type: none"> • 毛 • 分 • 香蕉 • 斤 • 菠萝 • 袋子 • 买 • 卖 • 商店 • 可是 • 还不错 • 贵 • 便宜 • 点儿 • 给 • 找 • 您 • 书店 • 地图 • 字典 • 汉英字典 • 杂志 • 报纸 • 一共 	<p>different face value of the currency</p> <ul style="list-style-type: none"> • learn vocabularies of daily used items • learn sentences structures of asking price, negotiating, discussing what to buy or not • discuss the difference parts related with shopping in USA and China • summarize on the different culture about shopping 	<p>responses.</p> <ul style="list-style-type: none"> • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities • Reading responses • Teacher assessments (tests and quizzes) 	<ul style="list-style-type: none"> • Use of V+ 来/去 • Ask the length of time • Ask if someone has complete something • Use of 叫 to ask someone on the phone • Use of 左右 referring time • Use of 去+ v + 什么 to ask someone the purpose of going somewhere <p>MP 2</p> <ul style="list-style-type: none"> • Use of 有空/没空 to ask if someone is available • Use of 住哪儿 to ask where someone lives • Use of 多少 to ask someone's phone number • Use of 在家 to ask if someone is home • Use of 一下 • Use of 欢迎/ 吃了吗/ 打扰了 -Polite expression when visiting • Use of 怎么了 asking what happened to someone or something • Use of 没事儿 to ask if someone is alright • Use of 次 to state frequency • Use of 疼 to express body ache <p>MP 3</p> <ul style="list-style-type: none"> • Use of 有什么
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	<ul style="list-style-type: none"> • 市场 • 水果 • 甜 • 酸 • 一点儿都不 • 非常 • 串 • 葡萄 • 圆角分 			<p>好。。。 asking if there is anything good</p> <ul style="list-style-type: none"> • Use of 每 to state frequency as “every” • Use of 不是。。。 就是。。。 to express either... or... • Use of 就 to emphasize an existing fact; to express “only, merely” to indicate” as early as, already”; to express “ at once, right away”.. • Use of 又。。。 又。。。 to emphasize adj. • Use of 对。。。 有兴趣 to ask about interests • Use of 比/ 更 to state degree of comparison • Use of 多少钱 to ask how much is something • Use of 块, 毛, 分 to express dollar, cents... • Use of 有。。。 卖吗 to ask if something is for sale • Use of 的 function as after a noun/ pronoun as possessive; after a noun/pronoun as modifying; after a conditional verb; after an adjective <p>MP4</p> <ul style="list-style-type: none"> • Use of 穿 as wear
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				<p>something (main clothing)</p> <ul style="list-style-type: none"> • Use of 戴 as wearing accessories • Use of 穿什么 to ask what to wear in certain situation • Use of 该 as should • Use of 太, 合适 to describe how clothes fit • Use of 起来- 看起来, 听起来, 吃起来, 闻起来, 摸起来, • Use of 怎么样 to ask opinions • Use of 好像 to express seem like, to be like; • Use of 件, 只, 双, 顶 as measure work for clothes, socks, shoes, and hat
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Goal 5: COMMUNITIES: participate in multilingual communities within a variety of contexts

Standard 1: Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.

Objectives	Vocabulary	Instructional Strategies	Assessment(s)	Structures
<ul style="list-style-type: none"> • Field trip shopping in a store with a classmates - Ask the price of something - Ask if there is something for sale - Express an opinion on goods or asking for a choice -Basic negotiation- too expensive, how about a little lower price - Ask if the fruit is sweet - State degree: extremely, every, not very, not, not at all 	<ul style="list-style-type: none"> • 多少 • 钱 • 块 • 毛 • 分 • 香蕉 • 斤 • 菠萝 • 袋子 • 买 • 卖 • 商店 • 可是 • 还不错 • 贵 • 便宜 • 点儿 • 给 • 找 	<ul style="list-style-type: none"> • see real Chinese currency and be able to identify different face value of the currency • learn vocabularies of daily used items • learn sentences structures of asking price, negotiating, discussing what to buy or not • discuss the difference parts related with shopping in USA and China • summarize on the different culture about 	<ul style="list-style-type: none"> • Oral evaluation(s) • Written responses. • Class presentations • Project based assessments • Listening comprehension • Cooperative learning activities • Reading responses • Teacher assessments (tests and quizzes) 	<p>MP1</p> <ul style="list-style-type: none"> • Ask about test • Ask permission to borrow something • Use of “if” 如果 • Ask which is which • Use of V+ 来/去 • Ask the length of time • Ask if someone has complete something • Use of 叫 to ask someone on the phone • Use of 左右 referring time • Use of 去+ v + 什么 to ask the purpose of going somewhere <p>MP 2</p> <ul style="list-style-type: none"> • Use of 有空/没空 to ask if someone is available • Use of 住哪儿 to ask where someone lives • Use of 多少 to ask someone’s phone number • Use of 在家 • Use of 欢迎/ 吃了吗/ 打扰了 -Polite expression when visiting • Use of 怎么了 asking what happened to someone or something • Use of 没事儿 • Use of 次 to state frequency • Use of 疼 to express body ache <p>MP 3</p> <ul style="list-style-type: none"> • Use of 有什么好。。。

	<ul style="list-style-type: none"> • 您 • 书店 • 地图 • 字典 • 汉英字典 • 杂志 • 报纸 • 一共 • 市场 • 水果 • 甜 • 酸 • 一点儿都不 • 非常 • 串 • 葡萄 • 圆角分 	<p>shopping</p>		<p>asking if there is anything good</p> <ul style="list-style-type: none"> • Use of 每 to state frequency as “every” • Use of 不是。。。就是。。。 to express either... or... • Use of 就 to emphasize an existing fact; to express “only, merely” to indicate” as early as, already”; to express “at once, right away”.. • Use of 又。。。又。。。 to emphasize adj. • Use of 对。。。有兴趣 to ask about interests • Use of 比/ 更 to state degree of comparison • Use of 多少钱 to ask how much is something • Use of 块, 毛, 分 to express dollar, cents... • Use of 有。。。卖吗 to ask if something is for sale • Use of 的 <p>MP4</p> <ul style="list-style-type: none"> • Use of 穿 as wear something (main clothing) • Use of 戴 as wearing accessories • Use of 穿什么 to ask what to wear in certain situation • Use of 该 as should • Use of 太, 合适 to describe how clothes fit • Use of 起来-看起来, 听起来, 吃起来, 闻起来, 摸起来, • Use of 怎么样 to ask opinions
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				<ul style="list-style-type: none">• Use of 好像 to express seem like, to be like;• Use of 件, 只, 双, 顶 as measure word for clothes, socks, shoes, and hat
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WORLD LANGUAGES
ASSOCIATIONS,
RESOURCES
AND
BIBLIOGRAPHY

WORLD LANGUAGES AND EDUCATIONAL WEBSITES

TEACHING AND ASSESSING STANDARDS

American Council on the Teaching of Foreign Languages: www.actfl.org

PROFESSIONAL ASSOCIATIONS

AATF – American Association of Teachers of French: www.frenchteachers.org

AATI – American Association of Teachers of Italian: www.aati-online.org

AATSP – American Association of Teachers of Spanish and Portuguese: www.aatsp.org

ACL – The American Classical League: www.aclassics.org

ATJ – Association of Teachers of Japanese: www.colorado.edu/ealld/atj

CLTA - Chinese Language Teachers Association: www.clta-us.org

CT COLT – Connecticut Council of Language Teachers: <http://ctcolt.org>

RESOURCES

Chinese

Chinese Language Resources: www.tussah.com/lara/chinese.htm

Chinese Resources (University of Minnesota): www.carla.umn.edu/resources/teaching/chinese_mn.html

Global Chinese Language and Culture Center (Taiwan): http://edu.ocac.gov.tw/home_en.htm

French

Alliance Française: www.alliancefr.org

Italian

Italian Language Resources: www.fas.harvard.edu/~rll/resources/italian/language_resources.html

Latin

Web Resources for High School Latin Teachers: <http://chss2.montclair.edu/classics/webresources/forlatteacher.html>

Japanese

Keiko Schneider's Bookmarks: www.sabotenweb.com/bookmarks

Portuguese

Centro Virtual Camões: www.instituto-camoes.pt

Portuguese Language Resources: www.fas.harvard.edu/~rll/resources/portuguese/language_resources.html

Spanish

America Reads Spanish: www.americareadsspanish.org

(Website sponsored by the Spanish Institute of Foreign Trade and the Spanish Association of Publishers Guilds to increase awareness of Spanish language books and authors in the U. S.)

RESOURCE CENTERS FOR WORLD LANGUAGES

American Association of Applied Linguistics (AAAL)

P. O. Box 21686
Eagan, MN 55121-0686
612-953-0805

American Council of Teachers of Foreign Languages (ACTFL)

6 Executive Plaza
Yonkers, NY 10701-6801
914-963-8830

JNCL-NCLIS Joint National Committee for Languages/National Council for Languages and International Studies

4646 40th St. N. W., Suite 310
Washington, D.C. 20016
202-966-8310

Modern Language Association (MLA)

10 Astor Place
New York, NY 10003
212-475-9500

National Center for Language Education and Research (CLEAR)

A712 Wells Hall
Michigan, MI 48824
517-432-2286

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