

Saint Patrick High School

Curriculum Guide

Department:	World Language	Grade and Level:	Junior - Honor
Class:	Chinese III	Term (Semester or Year):	Year-long Course

Required Text:	Discovering Chinese Pro (iPad version) by BetterChinese
Additional Resources (i.e. texts, materials, apps, etc.):	<u>iPad Apps:</u> TeacherPlus Showbie Keynote Paper GoodReader Pages PaperDesk Educreations Dropbox Google Drive GarageBand Pleco FlashcardLet Quizlet Laokang WeChat NearPod iTune Camera Apple TV

Course Description

Chinese 3 is a novice to intermediate level Chinese language course. It introduces sophisticated topics and emphasizes using of authentic materials. Culture learning and development of insight into the nature of the language and culture are integrated into the curriculum. Students are expected to reach higher levels of proficiency in the target language in terms of speaking, listening, reading, and writing.

Academic Standards Addressed (ACTFL 5 Cs):

ACTFL National Standards for Foreign Language Education 5 C's

- **Communication: Communicate in languages other than English**
 - Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
 - Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
 - Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- **Cultures: Gain knowledge and understanding of other cultures**
 - Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
 - Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied
- **Connections: Connect with other disciplines and acquire information**
 - Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language
 - Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
- **Comparisons: Develop insight into the nature of the language and culture**
 - Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
 - Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- **Communities: Participate in multilingual and multicultural communities at home and around the world**
 - Standard 5.1: Students use the language both within and beyond the school setting
 - Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Unit Themes (Table of Contents)

Theme 1:	School Begins
Theme 2:	Class Schedule
Theme 3:	Professions
Theme 4:	Hobbies
Theme 5:	My Room
Theme 6:	At the Restaurant

Agreed Upon Assessments

Forms of assessments may include but are not limited to....

- Summative assessment including tests, quizzes, projects, presentations and essays.
- Formative assessment including homework assignment, lectures/discussions, questions and answers, and research papers.

Unit 1:	School Begins	Duration:	30 instructional days
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Essential Questions:

- How's your summer break? What did you do during the summer?
- Can you introduce your (family members, friends...)?

Affirmation Statements:

Students will be able to...:

- Engage in conversations about summer activities
- Introduce a third-party acquaintance
- Understand comparisons and expressions of sameness
- Seek confirmation on an opinion or idea
- Construct adverbial expressions with 得

Common Assessments:

- Unit Exam
- Vocabulary dictation
- Listening, Speaking, Reading and Writing assignments
- Individual and group presentation
- Individual presentation: My summer break – Each student will write about his activities during the summer break and anything interesting to share, then present in front of the class.

Unit 2: Class Schedule	Duration: 20 instructional days
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Essential Questions:

- What does your class schedule look like this year?
- What classes did you choose this year?
- Which class (subject) is your favorite?

Affirmation Statements:

Students will be able to...:

- Understand terms for different school subjects
- Inquire and explain one's class schedule
- Make comments on different classes and teachers
- Use 比较 to express slight preference over a certain subject
- Express future actions and intentions

Common Assessments:

- Unit Exam
- Vocabulary dictation
- Listening, Speaking, Reading and Writing assignments
- Individual and group presentation
- Project and presentation: My class schedule this semester – Each student will create a class schedule in Chinese based on his real schedule slip this semester and present in front of the class. Students should mention which class is his favorite and why.

Unit 3: Professions	Duration: 20 instructional days
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Essential Questions:

- What do you want to do in the future? What is your dream job in the future?
- What do your parents do for living?

Affirmation Statements:

Students will be able to...:

- Name different occupations
- Inquire and answer question about someone's profession
- Ask and express one's interests and aspirations
- Provide affirmative conjectures and judgments using 一定
- Express sameness and similarities

Common Assessments:

- Unit Exam
- Vocabulary dictation

- Listening, Speaking, Reading and Writing assignments
- Individual and group presentation
- Project and presentation: My family and I – Occupations – Each student will introduce and list his family members' occupations. Students should state what are their dream jobs and why.

Unit 4: Hobbies	Duration: 20 instructional days
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Essential Questions:

- What are your hobbies?
- What are your family members' hobbies?

Affirmation Statements:

Students will be able to...:

- Identify different hobbies
- Ask about and express one's hobbies and interests
- Describe different activities with appropriate verbs
- Express the time frame, frequency, and duration of activities

Common Assessments:

- Unit Exam
- Vocabulary dictation
- Listening, Speaking, Reading and Writing assignments
- Individual and group presentation
- Group and presentation: Interview – Hobbies and interests – Students work in groups and interview the group members on their hobbies and interests. Students should list the interviewees' hobbies and interests in order from the most favorite to the least favorite.

Resources:

- Hobbies and recreations in China –

https://www.youtube.com/watch?v=41xhzH-LOYs&list=PLbtN1bm48aSgAOZ6aDmQF44xD_i3FaRPq

Unit 5: My Room	Duration: 25 instructional days
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Essential Questions:

- Who's your home look like? Can you take us on a tour of your home?
- How many rooms are in your house? What rooms (bedroom, kitchen...) are they? What furniture is inside of each room?

Affirmation Statements:

Students will be able to...:

- Introduce people and things in a formal manner
- Name the rooms and furniture in a house
- Describe the location of all the rooms in a house
- Describe a room and its furniture arrangements

Common Assessments:

- Unit Exam
- Vocabulary dictation
- Listening, Speaking, Reading and Writing assignments
- Individual and group presentation
- Project: My Room – Each student will draw/ design his house and label each room and furniture inside. Write a short essay describing his house and rooms. Then present in front of the class. The final deliverable will be displayed in the Chinese classroom. The project has three parts: drawing with labels, description and presentation.

Unit 6: At the Restaurant	Duration: 20 instructional days
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Essential Questions:

- Do you often go to Chinese restaurant?
- What is your favorite Chinese dish?
- Can you order food in Chinese?

Affirmation Statements:

Students will be able to...:

- Order food and drinks at a Chinese restaurant
- Distinguish among different flavors
- Inquire about and provide suggestions for dishes
- Ask for the bill

Common Assessments:

- Unit Exam
- Vocabulary dictation
- Listening, Speaking, Reading and Writing assignments
- Individual and group presentation
- Project: Chinese restaurant – Each student designs his own restaurant and menu with their own favorite Chinese dishes. Then each group of 3 students select the best-designed menu and present in front of the class. They act out (one waiter and two customers) to demonstrate how to order their favorite dishes in the restaurant and how to pay the bill. The project has two parts: Chinese menu and presentation.