

GBCS Curriculum			SUBJECT: Chinese 2					
Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
Answer a phone call and initiate a phone conversation, set up an appointment with a teacher on the phone, ask for a favor, ask someone to return your call	part 1: 3 weeks part 2: 3 weeks review & project: 1 1/2 weeks	Making Appointments	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.	Be able to understand simple language materials closely related to personal and daily activities. Be able to communicate with others on such topics and introduce themselves or others.. Can understand simple words and phrases used to express emotions and feelings and attitudes; know how to exchange greetings and farewells in different contexts.	Students can answer a phone call and set up an appointment with a teacher on the phone.	Master 300 common Chinese characters toward proficiency in the four skills areas; identify sounds, forms and meanings of Chinese characters; understand the relationships between characters and words.	Textbooks, dialogue audio CD, dialogue DVD, Chinese movies, Chinese writing brushes, rice paper, solid ink sticks, ink stones, color paper, construction paper, chopsticks, healthy snacks, Chinese checkers, majiang, red envelopes, Chinese music, beginning reading story books	Assessments address all communication skills: reading, writing, speaking, listening and culture.

<p>Comment on one's performance on an exam, comment on one's character writing, talk about one's experience in learning Chinese vocabulary and grammar, talk about one's study habits, remark on typical scenes from one's language class</p>	<p>part 1: 3 weeks part 2: 2 1/2 weeks review & test: 1 week</p>	<p>Studying Chinese</p>	<p>CULTURE: 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 products and perspectives of the culture studied</p>	<p>Understand that culture is not only acquired, it is also learned via language; know the relationships between culture and language learning, the latter being one important component of the former; understand basic value-systems in Chinese culture; experience cultural multiplicity, dynamics and permeability between cultures.</p>	<p>Students can comment on one's performance in an exam or on one's character writing.</p>			
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Describe the routine of a student's life on campus, write a simple diary entry, write a brief letter in the proper format, express your modesty in terms of your foreign language ability, invite friends to go on an outing	part 1: 3 weeks part 2: 2 weeks review & test: 1 week	School Life	<p>CONNECTIONS: Connect with other disciplines and acquire information</p> <p>--Standard 3.1: Students reinforces and further their knowledge of other disciplines through the foreign language</p> <p>--Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p>	Learn to relate the information obtained in other subjects to their learning of Chinese language and culture; learn the importance of overall ability. This stage covers history, folklore, fine arts.	Students can describe their school life and write a simple diary entry.			
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<p>Speak about the color, size, and price of a purchase, recognize Chinese currency, pay bills in cash or with a credit card, determine the proper change you should receive, ask for a different size and or color of merchandise, exchange merchandise</p>	<p>part 1: 4 weeks part 2: 3 weeks review & project: 2 weeks</p>	<p>Shopping</p>	<p>COMPARISONS: Develop insight into the nature of language and culture --Standard 4.1: Students demonstrate understanding of the nature of language through comparisons other 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.</p>	<p>Understand the importance of cross-cultural awareness via learning about Chinese culture; learn to view American culture more objectively by engaging in comparisons between some elements of Chinese culture with American culture.</p>	<p>Students can speak about the color, size, and price of a purchase; and recognize Chinese currency, be able to pay bills in cash or with a credit card.</p>			
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<p>Comment about several means of transportation, explain how to travel from one station to another, describe a traffic route, express your gratitude after receiving a personal favor, offer New Year's wishes</p>	<p>part 1: 3 weeks part 2: 2 1/2 weeks review & final: 1 weeks</p>	<p>Transportation</p>	<p>COMMUNITIES: Participate in multi-lingual 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.</p>	<p>Interact with other learners in other Chinese classes. Interact with other learners in other district via web-cam. Practice language in Chinese speaking communities, such as Chinese restaurants.</p>	<p>Students can explain how to travel from point A to point B by using several means of transportation.</p>			
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