

GBCS Curriculum Guide			GRADE: 9-12		SUBJECT: Chinese III			
Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
<p>Tomorrow's weather will be even better The weather here is awful</p>	<p>part 1: 3 wks part 2: 3 wks review & test 1 wk</p>	<p>Talking about the weather</p>	<p>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.</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 describe simple weather changes; Compare the weather of two places; Talk about what you may do in nice or bad weather; Present a simple weather forecast</p>	<p>Master 450 common Chinese characters toward proficiency in the four skills areas; recognise basic components of characters and radicals; identify sounds, forms and meanings of Chinese characters; use appropriate semantic cueing system to understand meanings of words; use appropriate words, phrases and expressions in interactions;</p>	<p>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, Ipads, Chrome books, Apple TV</p>	<p>Assessments address all communication skills: reading, writing, speaking, listening and culture.</p>

Dining out Eating in a Cafeteria	part 1: 3 wks part 2: 2 wks project: 2 wks	Dining	<p>CULTURE: Gain knowledge and understanding of other cultures.</p> <p>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p> <p>Standard 2.2: Students demonstrate an understanding of the relationship between products and perspectives of the</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; come to experience cultural multiplicity, dynamics and permeability between cultures.	Students can order Chinese dishes; tell the waiter your dietary preferences and restrictions; ask the restaurant to recommend dishes; pay for your meal; get the correct change after your payment			
Where are you off to Going to Chinatown	part 1: 3 wks part 2: 3 wks review & test: 1 wk	Asking Directions	<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; with teacher guidance, use knowledge and skills acquired to assist in the learning of Chinese language and culture; learn the importance of overall ability and with teacher guidance, develop their overall abilities; this stage covers history, fine arts, folklore, etc.	Students can ask for and give directions; describe whether two places are close to or far away from one another; identify locations by using landmarks as references			

<p>Let's go to a party Attending a birthday party</p>	<p>part 1: 2 1/2 wks part 2: 2 wks project 1 1/2 wks</p>	<p>Birthday Party</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>Examine commonalities and differences between Chinese culture and American culture; learn the importance of cross-cultural awareness via learning about Chinese culture; learn to view their own culture and ideology more objectively by engaging in comparisons between some elements of Chinese culture and American culture.</p>	<p>Students can ask a friend to go to a party with you; suggest things to take to a get-together; talk about the year of your birth and your Chinese zodiac sign; give a simple description of someone's facial features</p>			
<p>My stomachache is killing me Allergies</p>	<p>part 1: 2 1/2 wks part 2: 2 wks review & test 1 1/2 wk</p>	<p>Seeing a Doctor</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</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 talk about basic symptoms of a cold; describe common symptoms of allergies; talk about instructions on taking medications; talk about why you do or don't want to see the doctor</p>			