



Perris Union High School District Course of Study

A. COURSE INFORMATION

<p>Course Title: (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Chinese II</div> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised	<p>Subject Area:</p> <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input checked="" type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	<p>Grade Level(s)</p> <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
<p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p>Is this classified as a Career Technical Education course?</p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<p>Transcript Course Code/Number:</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">100521 & 100522</div> <p>(To be assigned by Educational Services if it's a new course)</p> <p>CREDIT TYPE EARNED: CALPADS CODE:</p> <div style="display: flex; justify-content: space-between; border: 1px solid black; padding: 2px;"> World Language 9131 </div>	<p>If yes, which pathway does this course align to? Pathway Name:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p>CTE CDE Code:</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	
<p>Was this course <u>previously approved by UC</u> for PUHSD?</p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <p style="text-align: center;">(Will be verified by Ed Services)</p> <p>If Yes, which A-G Requirement does this course meet?</p> <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">E</div>	<p style="text-align: center;">Credential Required to teach this course: <i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><i>Single Subject or specific supplementary Arith: Foreign Language aligned with language of Instruction (chinese)</i></p> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 70%; text-align: center;"> <p>Signature</p> </div> <div style="border: 1px solid black; padding: 5px; width: 25%; text-align: center;"> <p>12/14/23</p> <p>Date</p> </div> </div>	
<p>Submitted by: Steven Chuang & Casandra Donnelson Site: Paloma Valley High School, California Military Institute Date: 10/27/2023 Email: steven.chuang@puhsd.org; casandra.donnelson@puhsd.org</p>	<p>Unit Value/Length of Course:</p> <input type="checkbox"/> 0.5 (half-year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one-year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other:	
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		12/15/23
Asst. Superintendent of Educational Services		12/15/23

Governing Board		
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Prerequisite(s) (REQUIRED):
Completion of Chinese 1 for the whole academic school year.
Corequisite(s) (REQUIRED):
None.
Brief Course Description (REQUIRED):
<p>This course serves as a seamless progression from Chinese 1, designed to fortify and broaden the foundation of knowledge and skills acquired in the previous year. It places particular emphasis on the development of proficiency in speaking and reading Mandarin, while also honing listening and writing abilities.</p> <p>Throughout this course, students will engage in a comprehensive exploration of the Chinese language and culture. They will encounter an expanded vocabulary repertoire and delve into more complex grammatical structures, facilitating a deeper understanding of the intricacies of Mandarin.</p> <p>Furthermore, the curriculum of this course integrates the study of Chinese culture, providing students with valuable insights into the rich heritage and traditions of China. Through a systematic and structured approach, students will not only enhance their language proficiency but also gain a profound appreciation for the cultural nuances embedded within the Mandarin language.</p>

B. COURSE CONTENT

Course Purpose (REQUIRED):
<i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i>
<p>The primary purpose of the Chinese 2 class is to build upon the foundational knowledge and skills acquired in Chinese 1, further equipping students with a comprehensive understanding of the Mandarin language and fostering a deeper appreciation of Chinese culture.</p> <p>By incorporating historical knowledge into these topics, students not only learn practical language skills but also gain a deeper understanding of the cultural and historical roots of Mandarin. This approach enhances</p>

their language learning experience by providing context and relevance to the topics they study. Additionally, it promotes cross-cultural awareness and a broader perspective on the Chinese language and culture.

Specifically, the course aims to achieve the following objectives:

1. Reinforce Language Proficiency: This course aims to reinforce and enhance students' proficiency in spoken and written Mandarin. Through continued practice and exposure to the language, students will become more confident and fluent communicators in both everyday conversations and written expression.

2. Expand Vocabulary and Grammar: Chinese 2 seeks to expand students' vocabulary and introduce more complex grammatical structures. By doing so, students will be able to construct more sophisticated sentences and express themselves with greater precision.

3. Develop Listening Skills: The course places a strong emphasis on improving students' listening skills. Through various listening exercises, students will become adept at comprehending spoken Mandarin in different contexts, including conversations, interviews, and audio materials.

4. Enhance Reading Proficiency: Chinese 2 encourages students to become more proficient readers of Mandarin. They will engage with a variety of texts, ranging from simple narratives to more challenging articles, to improve their reading comprehension and fluency.

5. Cultural Understanding: An integral component of this course is the exploration of Chinese culture. Students will gain a deeper understanding of Chinese customs, traditions, history, and contemporary society. This cultural immersion not only enriches their language learning experience but also fosters cross-cultural awareness.

6. Introduce Typing Skills: In an increasingly digital world, typing in Mandarin is a valuable skill. Chinese 2 introduces students to typing in Chinese characters, equipping them with practical skills for both academic and professional contexts.

7. Prepare for Advanced Study: This course serves as a stepping stone for students who wish to pursue more advanced studies in Mandarin, such as Chinese 3 in the third year. It lays the groundwork for further language acquisition and cultural exploration.

Course Outline (REQUIRED):

Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.

Lesson 1: Dates and Time

Students will learn how to express dates, days of the week, and times in Mandarin, including the use of Chinese lunar calendar dates.

- **Historical Example:** Explore the significance of traditional Chinese festivals, such as the Spring Festival (Chinese New Year), which follows the lunar calendar. Discuss the customs and practices

associated with this festival.

- **Comparative Cultural Analysis**

Students will identify the similarities and differences between the Mid-Autumn Festival and Christmas. This will include cultural background, how people celebrate each holiday, and exploring the significance and purpose behind celebrating the Mid-Autumn Festival and Christmas.

Lesson 2: Hobbies

This topic covers vocabulary and expressions related to leisure activities and hobbies.

- **Historical Example:** Introduce traditional Chinese hobbies like calligraphy and martial arts. Discuss their historical roots and modern-day relevance.
- Examine the parallels and distinctions in how time is perceived and valued within Chinese and American cultures. This will include the use of the Gregorian calendar, punctuality, the length of work hours, flexibility about time, the daily practice of making appointments, work culture, and manners and etiquette at the workplace.

Lesson 3: Visiting Friends

Students will learn phrases and etiquette for visiting friends and social gatherings.

- **Historical Example:** Explore the concept of "Guanxi" (social connections) in Chinese culture, tracing its historical importance in building relationships and networks.
- Highlight the disparities in high school experience between Chinese and American cultures. This will include the education systems, course designs, extra-curricular activities, the culture of social life, school culture, and graduation systems.

Lesson 4: Making Appointments

This section focuses on scheduling and arranging meetings or appointments.

- **Historical Example:** Discuss the ancient Chinese system of timekeeping, including the use of water clocks and sundials, and how it influenced modern time concepts in Mandarin.

Lesson 5: Studying Chinese

Vocabulary and phrases related to language learning and discussing one's language proficiency.

- **Historical Example:** Delve into the history of the Chinese writing system, including the evolution of characters, scripts, and language reforms. Also, how technology has changed everyone from handwriting to typing nowadays.

Lesson 6: School Life

This topic covers school-related vocabulary, daily routines, and interactions.

- **Historical Example:** Explore the historical development of the Chinese education system, including the Confucian influence and the Imperial Examination system.

Lesson 7: Shopping

Vocabulary and expressions for shopping, bargaining, and making purchases.

- **Historical Example:** Discuss the history of Chinese trade along the Silk Road and its impact on global commerce.

Lesson 8: Daily Routine

Phrases and vocabulary to describe one's daily routine and activities.

- Historical Example: Examine the daily life of ancient Chinese scholars, farmers, and artisans, providing historical context for routine activities.

Lesson 9: Talking about Weather

- In this lesson, students will expand on their ability to communicate regarding weather patterns and phenomena. Students will identify and describe seasons, describe and compare the temperature and weather conditions throughout the various seasons, both orally and in writing. Students will learn some names and locations of cities in China and climate conditions. Students will be able to create and respond to questions about the weather and weather conditions. Students will have routine opportunities to listen to native speakers, participate in dialogue, both formal and informal, and produce written responses to listening activities. Students will use the interpretive mode of communication by using visual, audio, and multimedia tools to understand Chinese dialogue in the context of culture. Students will use the presentational mode by providing oral and written evidence of control over grammar and structure, vocabulary, pronunciation, and intonation, based on authentic materials aligned with the learning targets for this lesson.

Reading Assignment

- *Antarctic Sea Ice Area Plummets, Flooding Hits Beijing*. Students will read the current event article and then response to Critical Thinking questions: 310 characters
南極海冰面積驟減, 洪水重創北京城 <https://www.mdnkids.com/youth/content/20230814.shtml>
- **Critical Thinking Responses:** Students need to work in groups and to discuss and answer the following questions in Chinese:
 1. What is this story about? List three facts and/or opinions related in your article and identify them as facts or opinions. (These can be direct quotes)
 2. When does this story take place? Does it have anything to do with past events or issues you have studied? Explain.
 3. Where are the events or issues occurring? (Specify city, country, region, etc.)
 4. Why is this story important?
 5. Predict what you think might happen as this story develops.

Writing Assignment: Weather Report (Descriptive and Interpretive)

Students present a weather report with conditions of a city in China of their choice by using Google Slides. The slides must include pictures of the city, duration and characteristics of four seasons of the city. Students present the three-day weather forecast for the city, using at least five slides, two sentences in Mandarin for each slide for this presentation. They should dress up and act as a professional and present the entire project in Mandarin.

Lesson 10: Dining

- This lesson introduces the students to the process of communicating dietary preferences and restrictions when it comes to ordering dishes. Students will be able to ask the restaurant to recommend dishes, inquire about different tastes in food, and rush food orders using both oral and

written communication. Students will practice both constructing and responding to questions related to food and beverage preferences, and express communication in the special requests. Students will be introduced to cultural perspectives regarding Chinese food in different regional styles. They will be introduced to visual representations of Chinese food in the context of culture. Students will have routine opportunities to listen to native speakers, participate in dialogue, both formal and informal, and produce written responses to listening activities. Students will use the interpersonal mode to create a special flyer of a restaurant, showing evidence of control over grammar and vocabulary features. Students will use the interpretive mode by making sense of visual and interactive media features, understanding the language features in both familiar contexts, and the context of culture. Students will use the presentational mode to create oral and written evidence over language proficiency, based on teacher-created criteria as defined by the learning targets.

Reading Assignments

- Read Chinese menus, Chinese recipes from Chinese cookbooks
- Read *Dumplings by Yang Ai* Newspaper Children Composition Article – 587 characters
《餃子》楊媛: <https://www.worldjournal.com/wj/story/121428/7456866>

Critical Thinking Responses:

1. What is this article about? List three facts and/or opinions related in this article and identify them as facts or opinions. (These can be direct quotes)
2. How was the process of making this dish? Did the writer experience any difficulties making it?
3. Have you had this dish or tried making it before? How was the experience of eating or making it?

Writing Assignment: Today's Special Flyer Project (Descriptive & Interpretive)

Imagine that you're a restaurant manager, make a flyer to promote your specials of the day. The flyer must include one appetizer, one meat dish, one vegetable dish, and one soup, and one drink. Make sure that the flyer appropriately promotes your dishes, and don't forget to mention that you don't put any MSG in your dishes. At last, please include a picture for each item and include the Chinese name in Chinese characters and Pinyin for each dish under the picture for that item.

Lesson 11: Asking Directions

In this lesson, students will learn vocabulary and grammar points related to describing whether two places are close or far away, identify locations by using landmarks as references; and ask or give directions. Students will create an oral and written response for a treasure hunt on the campus map provided by the teacher. Clues containing directions will be written in Chinese. Students will practice communications through asking "where is something at?" and giving directions of the exact locations of household and personal items. Students will also learn the use of particle and directional particle in sentences. Students will also read and share thoughts about some traditional Chinese common greetings vs. common greetings in their own cultures.

Students will have routine opportunities to listen to native speakers, participate in dialogue, both formal and informal, and produce written responses to listening activities. Students will learn the interpersonal mode of communication by expressing communication-related to locations and directions. Students will use the interpretive mode of communication by using visual, audio, and multimedia tools to understand Chinese in the context of culture. Students will use the presentational mode by providing oral and written evidence of

control over grammar and structure, vocabulary, pronunciation, and intonation, based on teacher-created criteria aligned with the learning targets for this lesson.

Reading Assignment

- Song Lyrics: *Olive Tree* by Sanmao by Sanmao - 140 characters
橄欖樹 三毛
<http://www.tpmw.org.tw/index.php/%E6%A9%84%E6%AC%96%E6%A8%B9>

Critical Thinking Responses:

1. What is the meaning behind the song? What is the song writer searching for?
2. List three facts and/or opinions related in this song and identify them as facts or opinions. (These can be direct quotes)
3. Can you relate yourself to the song? What is your own opinion about this type of world that is mentioned from the song?
4. How does this song affect you and how do you like it? Please specify.

Writing Assignment: Asking Direction Project: (Descriptive & Interpretive)

- **Find locations from a map:** Use a map of your school's campus to indicate and translate the locations of the following places in Chinese characters: The library, gym, the Chinese language classroom, students' Restrooms, Boys and Girls Locker Rooms, student cafeteria, office, football field, baseball field, basketball court
- **Pair Skit Project (Interpretive and Descriptive Composition)**
 - **Part 1: Outside of campus:** One plays the role of a lost parent asking directions to the school while the other plays the role of the student of the school who can give directions to help the lost parent to find the way to campus and use the landmark as reference to give directions. It contains 5 sentences.
 - **Part 2: On campus:** One plays the role of a new student who doesn't know whereabouts on campus. One plays the role of the student who has been attending the school and know how to get around. It contains 10 sentences which demonstrate how to ask for and give directions. Students need to identify locations by using landmarks as references, state where they are heading and the purpose of going there and use some of the location words and phrases in the conversation. They need to create a role playing video to demonstrate listening and speaking skills for both part 1 and 2.

Lesson 12: Birthday Party

In this lesson, students will use the interpersonal, interpretive, and presentational modes to communicate in conversations over the phone. Students will be able to ask friends to go to a party and/or suggest things to take for the get together occasion. They will also be able to politely offer a ride and arrange for time and place to meet. Students will make cultural comparisons by learning the Chinese Zodiac signs as well as giving a simple description of someone's facial features. Students will be introduced to the grammar structures of verbal phrases and subject predicate phrases used as attributives with 的.

Students will have routine opportunities to listen to native speakers, participate in dialogue, both formal and informal, and produce written responses to listening activities. Students will learn the interpersonal mode of

communication by expressing communication-related to parties/events and directions and birthday party invitations. Students will use the interpretive mode of communication by using visual, audio, and multimedia tools to understand Chinese text in the context of culture. Students will use the presentational mode by providing oral and written evidence of control over grammar and structure, vocabulary, pronunciation, and intonation, based on teacher-created criteria aligned with the learning targets for this lesson.

Reading Assignment: Non-fiction for explaining Chinese culture – 490 characters

- *The Story of Chinese Zodiac* 生肖的故事
From *Tales and Traditions Volume 2* – Cheng & Tsui
Myths and Fantasies

Critical Thinking Responses:

Students need to work in groups and to discuss and answer the following questions in Chinese:

1. What is the order of Chinese zodiac signs?
2. What is the purpose of having Zodiacs?
3. How is the order of zodiac signs determined?
4. List three facts and/or opinions related in your article and identify them as facts or opinions. (these can be direct quotes)
5. What was the outcome after the race?
6. What did you learn from this story? How do you think you can relate to this situation?

Writing Assignment: Birthday Party Invitation (Descriptive and Interpretive)

Students create their own birthday invitation card which should include: their name, birthday, time, what to eat and drink, a map to the party, contact information, relationship between the inviter and the invitee, and why this birthday is special. Students need to exchange their invitations randomly. Then they need to reply to each other's invitation which should include: whether or not to attend the party, what to prefer to eat and drink, ask how to go to the party, what gift to bring.

Students will design an invitation card to their birthday party, including the date and time of the party, activities, and a list of items to bring. Then, each student will use the invitation card to invite two classmates to their party. The dialogue should be at least 5 minutes. Students will practice vocabulary and sentence structures related to a birthday party.

Lesson 13: Seeing a Doctor

This lesson introduces the students to communication regarding body parts, where it hurts and describe symptoms for cold and allergies, what one should or must do, ask and understand directions for when and how to take medications. Students will be able to point out specific body parts, describe body symptoms, understand and respond in the doctor's office. Students will learn the grammar and structure related to the number 次 when indicating times of actions, and 起來 which indicates the moment when something static becomes dynamic as well as how to use the “把” in a sentence. For Culture highlights, students will be introduced to the practice of traditional Chinese medicine in modern day China. Students will have routine opportunities to listen to native speakers, participate in dialogue, both formal and informal, and produce written responses to listening activities. Students will use the interpersonal mode to express themselves in

conversation related to expressing the symptoms of the illness, the diagnosis, allergy, and the treatment, showing evidence of control over grammar and vocabulary features. Students will use the interpretive mode by making sense of visual and interactive media features, understanding the language features in both familiar contexts, and the context of culture. Students will use the presentational mode to create oral and written evidence over language proficiency, based on teacher-created criteria as defined by the learning targets.

Reading Assignment

- Newspaper Current Event Article – 322 characters
U.S. scholar wins medical award for catalyzing COVID-19 vaccine 2023 年諾貝爾獎
催生新冠疫苗 美學者獲醫學獎
<https://www.mdnkids.com/youth/content/20231016.shtml>

Critical Thinking Responses:

Students need to work in groups and to discuss and answer the following questions in Chinese:

1. Who is this article about?
2. What is this story about? List three facts and/or opinions related in your article and identify them as facts or opinions. (these can be direct quotes)
3. When does the story take place? Does it have anything to do with past events or issues you have studied? Please explain.
4. Why is this story important?
5. Predict what you think might happen as this story develops.

Writing Assignment: Seeing a Doctor Project (Descriptive and Interpretive)

Students will do role plays with a partner. They will need to use Google Slide to create the dialogue for the presentation. Students will then use multimedia tools to record their plays. Students will be assessed for vocabulary and grammar choices, use of correct intonation and pronunciation for the project. Students will be assessed using a teacher-created rubric aligned to the learning targets for this lesson.

Two students work together. One as a patient and one as a doctor to complete this project.

You are in extreme pain and discomfort and want to get the diagnosis and treatment by seeking medical attention. Please include the following for your dialogues:

- Where is hurting?
- Doctor asks the patient questions in order to diagnose and determine the cause of illness
- Patient describes 3 symptoms of the illness and explains the duration of time of the symptoms.
- Does the patient have a fever? Then give the diagnosis
- Does the patient is allergic to any medication and need injection?
- Prescribe a medication and give instructions on how to take this prescription
- Give the patient advice on what he/she needs to do to get better

Lesson 14: Dating

This lesson introduces the students how to describe their impression about their friends, the length of time

that they have known each other. Students will be able to invite someone to go on a date and make necessary arrangements for an outing. Students will practice requesting and responding (both accepting or declining) to an invitation politely using culturally appropriate conventions. Students will be able to communicate about their impression toward friends, teachers, schools or movies. Students will be introduced to Valentine's day in China and compare it with their own culture. Students will be introduced to source material from Chinese culture, and have routine opportunities to listen to native speakers, participate in dialogue, both formal and informal, and produce written responses to listening activities. Students will use the interpersonal mode to express themselves in conversation related to how to invite a friend to an outing, how to turn down an invitation, and descriptions of your best friend, showing evidence of control over grammar and vocabulary features. Students will use the interpretive mode by making sense of visual and interactive media features, understanding the language features in both familiar contexts, and the context of culture. Students will use the presentational mode to create oral and written evidence over language proficiency, based on teacher-created criteria as defined by the learning targets.

Reading Assignment

- Tang Dynasty Poem - Five words quatrains (20 characters)
《相思》王維 *Lovesickness by Wang Wei* from Tales and Traditions Volume 3

Critical Thinking Responses

1. What is this poem about?
2. Have you experienced something similar before? Please specify.
3. Can you think of any similar poem that portrays the same situation?
4. How does this poem affect you?

Writing Assignment 1 – Inviting a Friend to a Movie (Descriptive and Interpretive)

With a partner, do a role play. Invite your partner to go to the movies with you this weekend. Decide together which movie you should see, and discuss what you could do before and after the movie. (Tell your partner why you would like to watch that movie. Tell him/her you would like to watch a movie played by a certain Movie star.)

Writing Assignment 2 - Tell your classmates about your best friend (Descriptive and Interpretive)

- What is your best friend's name?
- How did you meet your best friend?
- How long have you known each other?
- Why do you like him/her?
- What hobbies does he/she have?
- What do you usually do together?

Writing Assignment: 3 - Turning down an invitation (Descriptive and Interpretive)

- With a partner, do a role play. One person should invite the other person to do something with him/her. The second person should come up with at least three excuses to turn down the invitation. Both parties should be persistent but polite. Students need to do an oral presentation. Each participant is required to write out the entire script (including your partner's part) and use the script for practice, but please do not perform with a script. You are

required to memorize the entire script by heart when you do your oral presentation.

Lesson 15: Renting an Apartment

This lesson provides instruction on dialogues related to renting an apartment by describing current living conditions and commenting on ideal living quarters. Students will simulate calls about an apartment for rent, communicate with the landlord and negotiate for rent, utilities, and security deposits. Students will also be able to name common pieces of household furniture. Students will have routine opportunities to listen to native speakers, participate in dialogue, and produce written responses to listening activities. Students will use the interpersonal mode to express themselves in the context of culture. Students will use the interpretive mode to make sense of the Chinese language, both oral and written, to understand language features, by being able to read and understand the rental lease or contract agreement showing evidence of control over grammar and vocabulary features. Students will use the interpretive mode by making sense of visual and interactive media features, understanding the language features in both familiar contexts, and the context of culture. Students will use the presentational mode to create oral and written evidence over language proficiency, based on teacher-created criteria as defined by the learning targets.

Reading Assignment:

- Chinese Idioms — 359 characters
Chinese idiom – 孟母三遷 *Mencius's Mother Moved Three Times*
From *Tales and Traditions Volume 1* – Cheng & Tsui
Sayings of Important Historical Figures

Collaboration Reading Comprehension Responses: Students need to work in groups and to discuss and answer the following questions in Chinese:

1. What did Mencius do when he moved to the first location? What were the problems Mencius' mother was concerned about?
2. What did Mencius do when he moved to the second location? Why did his mother want to move again this time?
3. What did Mencius do when he moved to the last location? How did she react to this new place this time?
4. What was the outcome after all these moving around?
5. What did you learn from this story? How do you think you can relate to this situation?
6. What did the farmer's son discover when he went to the field?
7. Which sentence best describes the moral of this story?

Group Discussion Activity:

1. Do you know any idioms or proverbs from another culture that have a similar message?
2. Describe a situation in which it would be appropriate to use this idiom.

Writing Assignment: Renting an Apartment Project (Descriptive & Interpretive)

Students will do role plays with a partner. They will need to use Google Slide to create the dialogue for the presentation. Students will then use multimedia tools to record their plays and present it to their peers. Students will be assessed for vocabulary and grammar choices, use of correct intonation and pronunciation

for the project. Students will be assessed using a teacher-created rubric aligned to the learning targets for this lesson. Two students work together. One as a landlord 房東 (fángdōng) and one as a tenant 房客 (fángkè) to complete this project. You inquire if there's an apartment he/she has for rent. Make sure you get all the details about the apartment, such as the following:

- How do you know the apartment is for rent?
- How far is it from school? How many minutes of walking distance?
- How many rooms are there?
- Is it furnished? If yes, what furniture items are included?
- What else does it have nearby the apartment? Is it convenient to go anywhere?
- Is the apartment quiet?
- How much is the monthly rent?
- Do you need to pay a deposit? Try to bargain for a better deal if possible.
- Can you have a pet?
- Then set up an appointment to see the apartment in person.

Lesson 16: Sports

This lesson will allow students to explore the popular trends in sports and recreation as they pertain to Chinese culture. Students will be placed in settings where they will need to hold general conversations demonstrating their language acquisition. Students will practice the language in the context of culture, and have routine opportunities to listen to native speakers, participate in dialogue (both formal and informal), and produce written responses to listening activities. Students will use the interpersonal mode to express themselves by asking questions related to discussions regarding sports, the ability, benefits, and steps to do the sports and sports comparison, showing evidence of their ability to communicate by using control over vocabulary choices. Students will use the interpretive mode to understand words and phrases, both written and oral, using both interpersonal interaction and rich-media tools, to interpret the Chinese language in the context of culture. Students will use the presentational mode to show evidence of grammar and vocabulary structures, using teacher-created feedback tools to assess criteria aligned to the learning targets.

Reading Assignment:

- Song Dynasty Poem: *Do you know? It should be green fat, red and thin* by Li Qingzhao - 59 characters《如夢令 - 知否，知否？應是綠肥紅瘦》李清照
<https://fanti.duoshici.com/minju/14734>

Critical Thinking Responses:

1. What is this poem about?
2. Have you experienced something similar before? Please specify.
3. Can you think of any similar poem that portrays the same situation?
4. How does this poem affect you?

Writing Assignment: Sport Report Project (Descriptive, Interpretive, and Analytical)

Students work with their table group (a group of four) to select a sport that their group likes and use google slide to make a presentation. The group presentation should include the following:

- Three reasons why they select and recommend the sports of their choice
- Three benefits of playing the sport
- Three steps people can learn to play or participate in the sport
- Three athletes whom they admire the most and their highest accomplishments and how they influence the people around the world in that sport
- Three pictures and images of them playing the sport or their favorite athletes playing the sports. They present the project to the class.

Students will be assessed for vocabulary and grammar choices, use of correct intonation and pronunciation based on their project. Students will be assessed using a teacher-created rubric aligned to the learning targets for this lesson.

Lesson 17: Travel

This lesson introduces the students to talk about plans for summer vacation and the process of communicating airline reservations over the phone, asking for discounts, comparing airlines and routes, getting seating arrangement as well as describing popular travel destinations in China and talking about the itinerary. Students will learn to properly express how to make airline reservations and convey dietary restrictions or preferences. Lastly, students will develop communication skills through sharing their thoughts about the trips and travel destinations. Students will be introduced to cultural perspectives regarding China tourist destinations and the most popular sites. Students will have routine opportunities to listen to native speakers, participate in dialogue, both formal and informal, and produce written responses and engage in oral activities. Students will use the interpersonal mode to express themselves in conversation related to making travel plans for where to go and explaining the reasons why you must visit, showing evidence of their ability to communicate by using control over vocabulary choices. Students will interpret the language in the context of culture using visual, audio, and multimedia features, with increased complexity. Students will use the presentational mode to create oral and written evidence over language proficiency, based on teacher-created criteria as defined by the learning targets.

Reading Assignment:

- Song Dynasty Poem Lyrics: *Melody of Divining Numbers – I live where the Yangtze River Begins* by Li Zhiyi – 68 characters《卜算子·我住長江頭》– 李之儀
https://fanti.dugushici.com/ancient_proses/49339

Critical Thinking Responses:

1. What is this poem about?
2. Have you experienced something similar before? Please specify.
3. Can you think of any similar poem that portrays the same situation?
4. Can you identify any part of the poem that may have an impact on your life? How so?
5. Can you think of any Western literature that has similar effects?
6. Do some research and list 3 interesting facts about the Yangtze River and share with the class.

Writing Assignment: Travel Plan Project (Descriptive, Interpretive) Every good trip takes planning. Students will be able to talk about their plans for summer vacation: research, describe, and explain about the

cities and destinations they plan to visit and why they want to go. While they are there, choose 2 cities with 4 destinations to visit. Choose either China or/and Taiwan. Students will use google slide and will be assessed for vocabulary and grammar choices of the project. Students will be assessed using a teacher-created rubric aligned to the learning targets for this lesson. What are your **2 cities with 4 destinations 景點 to visit when you get there?** (National parks, famous scenic spots and historic sites, events, unique cultural aspects you wish to experience, etc.)

Lesson 18: At the Airport

In this lesson, students will learn to use Chinese to check-in at the airport and wish departing friends a safe journey. Students will be introduced to some of the popular local foods in Beijing. Students will also be able to draw comparisons by identifying social norms to the Chinese culture when meeting and conversing with friends' parents for the first time. Students will be introduced to source literature from Chinese culture, and have routine opportunities to listen to native speakers, participate in dialogue, both formal and informal, and produce written responses to listening activities. Students will use interpersonal skills to express themselves in conversation related to traveling with a Chinese friend, meeting his/her parents for the first time at an airport, making culturally appropriate conversation, expressing thoughts or feelings about their flight and travel plans during the visit, showing evidence of their ability to communicate by using control over vocabulary choices. Students will interpret the language and context using visual, audio, and multimedia features, increasing in complexity as the unit progresses. Students will use the presentational mode to provide oral and written evidence of mastery of vocabulary and grammar choices. Students will use the presentational mode to create oral and written evidence over language proficiency, based on teacher-created criteria as defined by the learning targets.

Reading Assignment

- Newspaper Current Event Article: *Capital Airport Will Transport More Than 4.4 million Passengers During the 2023 Spring Festival* – 703 characters 2023 年春運首都機場運送旅客超440萬人次
<http://finance.people.com.cn/n1/2023/0217/c1004-32625906.html>

Critical Thinking Responses:

Students need to work in groups and to discuss and answer the following questions in Chinese:

1. Who is this article about?
2. What is this story about? List three facts and/or opinions related in your article and identify them as facts or opinions. (these can be direct quotes)
3. When does this story take place? Does it have anything to do with past events or issues you have studied? Explain.
4. Where is this event or issue occurring? (Specify city, country, region, etc.)
5. Why is this story important?
6. Predict what you think might happen as this story develops.

Writing Assignment: Meeting Host Family Project (Descriptive and Interpretive)

Students will use google slide and multimedia tools to do this project.

Students will work with classmates to role play in short plays. Student is to travel with a Chinese friend and meet his/her parents for the first time at an airport in China, Hong Kong, or Taiwan. Students will carry on a culturally appropriate conversation about the meeting. Students will also express feelings about their flight

and plans for things to do during the visit. Students will then use multimedia tools to record their plays and present it to their peers. Students will be assessed for vocabulary and grammar choices, use of correct intonation and pronunciation, in the context of culture. Students will be assessed using a teacher-created rubric aligned to the learning targets for this lesson.

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

Comparative Cultural Analysis:

- Compare and contrast a traditional Chinese festival (e.g., Mid-Autumn Festival) with a festival from another culture. Discuss their origins, customs, and significance.
- Critical Analysis: Encourage students to analyze the cultural symbolism and historical roots of the chosen festivals. They should assess how these celebrations reflect the values and beliefs of their respective cultures.

Writing Sample #1

Comparative Cultural Analysis

Students will identify the similarities and differences between the Mid-Autumn Festival and Christmas.

中秋节和圣诞节是两个不同的节日，它们在文化、背景、庆祝方式和象征意义上都有很大的不同。

1. The Cultural Background 文化和背景:

- 中秋节: 中秋节, 也称为月饼节, 是中国传统的节日之一。它通常在农历八月十五庆祝, 这一天是中国农历的中秋时节, 象征着丰收和团圆。
- 圣诞节: 圣诞节是西方文化中的节日, 用来庆祝耶稣基督的诞生。它通常在公历12月25日庆祝, 但在整个12月期间有庆祝活动。

2. How People Celebrate each holiday 庆祝方式

- 中秋节: 中秋节的庆祝活动包括赏月、吃月饼、赠送礼物和家庭聚会。传统的月饼是这个节日的标志性食物。
- 圣诞节: 圣诞节的庆祝方式包括互赠礼物、装饰圣诞树、举行宗教仪式和家庭聚会。圣诞老人是这个节日的象征。

3. What is the significant purpose behind celebrating the Mid-Autumn Festival and Christmas 象征意义

- 中秋节: 中秋节象征着团圆和感恩。赏月和吃月饼是庆祝这一节日的主要活动, 月亮也在中国文化中被视为团圆的象征。
- 圣诞节: 圣诞节象征着希望、爱和礼物的分享。它与耶稣基督的诞生有关, 因此在基督教文化中具有宗教重要性。

总之, 中秋节和圣诞节是两个不同文化和宗教传统下的节日, 它们具有不同的历史和象征意义, 以及庆祝方式。中秋节强调团圆和感恩, 而圣诞节则强调希望和爱。

Writing Sample 2:

Examine the parallels and distinctions in how time is perceived and valued within Chinese and American cultures.

中国人和美国人在时间概念上存在一些相同之处，但也有一些显著的不同之处。以下是它们的比较：

相同之处: Similarities

Use Gregorian calendar

1. **使用公历日历：** 中国和美国都采用公历日历作为官方时间标准。这意味着它们共享相同的日期和时间体系，例如一周七天、一天二十四小时等。
2. **Be Punctual 重视准时：** 在中国和美国，准时非常重要，尤其是在商业和社交场合。迟到通常被视为不尊重他人的行为。
3. **The Length of Work Hours 工作时间：** 工作日常规是从早上九点到下午五点，尽管具体的工作时间可能因职业和行业而有所不同。

不同之处 Differences

1. **Flexibility About Time 时间观念的灵活性：** 中国文化中，时间观念相对更加灵活。虽然准时很重要，但在某些情况下，人们可能会更容忍一些延迟，特别是在社交聚会中。美国文化中通常更强调准时。
2. **The Daily Practice of Making Appointments 约会习惯：** 在中国，约会通常以农历日历为基础，一些重要的节日和庆祝活动也会影响约会的安排。在美国，公历日历更为主要，重要的节日如圣诞节和感恩节会对约会产生影响。
3. **Work Culture 工作文化：** 在美国，工作文化通常更加注重工作与生活的平衡，强调个人时间管理和自由度。在中国，一些职业和行业可能更加强调长时间的工作和责任。
4. **Manners & etiquette at the workplace 礼貌的时间表达：** 在语言中，中国人和美国人在表达时间上也有一些不同。例如，美国人可能更倾向于使用"上午"和"下午"，而中国人则更常使用"早上"、"中午"和"晚上"。

总的来说，虽然中国人和美国人在时间概念上有一些相同之处，但由于文化、社会和历史因素的不同，它们也存在显著的差异。了解这些差异有助于更好地理解和适应不同文化中的时间观念和习惯。

Writing Sample 3:

Highlight the disparities in high school experience between Chinese and American cultures.

中国和美国的高中生活存在许多不同之处，以下是其中一些主要的区别：

Differences

1. **The Education System 教育体制**
 - 中国: 中国的高中教育通常采用集中的、考试导向的教育模式。学生参加全国性的高考(高考)，考试成绩对大学录取至关重要。
 - 美国: 美国高中教育更加多样化，注重综合素质教育。大学录取不仅依赖于考试成绩，还考虑到学生的综合

表现、活动和志愿工作等方面。

2. The Course Design 课程设置

- 中国:中国高中生通常接受固定的学科课程,包括语文、数学、英语、物理、化学和生物等。学生的学术负担较重。
- 美国:美国的高中课程设置更加多元化,学生可以选择广泛的选修课程,以适应个人兴趣和职业目标。

3. Extra-curricular Activities 课外活动

- 中国:中国的高中生普遍参加大量的课外辅导班,以备战高考。这可能导致学生的日程非常紧张。
- 美国:美国的高中生通常有更多的自由时间,可以参与各种课外活动,如体育、社团、音乐和艺术等,以培养兴趣爱好。

4. The Culture of Social Life 社交文化

- 中国:在中国,高中生的社交圈通常更加局限,重点是学业和考试。家庭和老师的期望较高。
- 美国:美国的高中生更加强调社交互动和团队合作,学生之间的互动较为自由和开放。

5. The School Culture 校园文化

- 中国:中国的高中校园通常较为正式,学生需要遵守严格的校规和制服要求。
- 美国:美国的高中校园文化更加自由,学生通常不需要穿制服,校园氛围较为宽松。

6. The Graduation System 毕业制度

- 中国:中国的高中生通常在高考后毕业,高考成绩决定了他们的大学录取情况。
- 美国:美国的高中生在完成一定学分后获得毕业资格,大学录取过程相对更为灵活。

这些是中国和美国高中生活之间的一些主要区别,这些差异反映了两国在教育体制、价值观和文化方面的不同。

Lesson 9: Talking about the Weather

Writing Assignment: Weather Report (Descriptive and Interpretive)

Students present a weather report with conditions of a city in China of their choice by using Google Slides. The slides must include pictures of the city, duration and characteristics of four seasons of the city. Students present the three-day weather forecast for the city, using at least five slides, two sentences in Mandarin for each slide for this presentation. They should dress up and act as a professional and present the entire project in Mandarin.

Lesson 12: Dining

Writing Assignment: Today's Special Flyer Project (Descriptive & Interpretive)

Imagine that you're a restaurant manager, make a flyer to promote your specials of the day. The flyer must include one appetizer, one meat dish, one vegetable dish, and one soup, and one drink. Make sure that the flyer appropriately promotes your dishes, and don't forget to mention that you don't put any MSG in your dishes. At last, please include a picture for each item and include the Chinese name in Chinese characters and Pinyin for each dish under the picture for that item.

Lesson 11: Asking Directions

Writing Assignment: Asking Direction Project: (Descriptive & Interpretive)

- **Find locations from a map:** Use a map of your school's campus to indicate and translate the locations of the following places in Chinese characters: The library, gym, the Chinese language classroom, students' Restrooms, Boys and Girls Locker Rooms, student cafeteria, office, football field, baseball field, basketball court
- **Pair Skit Project (Interpretive and Descriptive Composition)**
 - **Part 1: Outside of campus:** One plays the role of a lost parent asking directions to the school while the other plays the role of the student of the school who can give directions to help the lost parent to find the way to campus and use the landmark as reference to give directions. It contains 5 sentences.
 - **Part 2: On campus:** One plays the role of a new student who doesn't know whereabouts on campus. One plays the role of the student who has been attending the school and know how to get around. It contains 10 sentences which demonstrate how to ask for and give directions. Students need to identify locations by using landmarks as references, state where they are heading and the purpose of going there and use some of the location words and phrases in the conversation. They need to create a role playing video to demonstrate listening and speaking skills for both part 1 and 2.

Lesson 12: Birthday Party

Writing Assignment: Birthday Party Invitation (Descriptive and Interpretive)

Students create their own birthday invitation card which should include: their name, birthday, time, what to eat and drink, a map to the party, contact information, relationship between the inviter and the invitee, and why this birthday is special. Students need to exchange their invitations randomly. Then they need to reply to each other's invitation which should include: whether or not to attend the party, what to prefer to eat and drink, ask how to go to the party, what gift to bring.

Students will design an invitation card to their birthday party, including the date and time of the party, activities, and a list of items to bring. Then, each student will use the invitation card to invite two classmates to their party. The dialogue should be at least 5 minutes. Students will practice vocabulary and sentence structures related to a birthday party.

Lesson 13: Seeing a Doctor

Writing Assignment: Seeing a Doctor Project (Descriptive and Interpretive)

Students will do role plays with a partner. They will need to use Google Slide to create the dialogue for the presentation. Students will then use multimedia tools to record their plays. Students will be assessed for vocabulary and grammar choices, use of correct intonation and pronunciation for the project. Students will be assessed using a teacher-created rubric aligned to the learning targets for this lesson.

Two students work together. One as a patient and one as a doctor to complete this project.

You are in extreme pain and discomfort and want to get the diagnosis and treatment by seeking medical attention. Please include the following for your dialogues:

- Where is hurting?
- Doctor asks the patient questions in order to diagnose and determine the cause of illness

- Patient describes 3 symptoms of the illness and explains the duration of time of the symptoms.
- Does the patient have a fever? Then give the diagnosis
- Does the patient is allergic to any medication and need injection?
- Prescribe a medication and give instructions on how to take this prescription
- Give the patient advice on what he/she needs to do to get better

Lesson 14: Dating

Writing Assignment 1 – Inviting a Friend to a Movie (Descriptive and Interpretive)

With a partner, do a role play. Invite your partner to go to the movies with you this weekend. Decide together which movie you should see, and discuss what you could do before and after the movie. (Tell your partner why you would like to watch that movie. Tell him/her you would like to watch a movie played by a certain Movie star.)

Writing Assignment 2 - Tell your classmates about your best friend (Descriptive and Interpretive)

- What is your best friend's name?
- How did you meet your best friend?
- How long have you known each other?
- Why do you like him/her?
- What hobbies does he/she have?
- What do you usually do together?

Writing Assignment: 3 - Turning down an invitation (Descriptive and Interpretive)

- With a partner, do a role play. One person should invite the other person to do something with him/her. The second person should come up with at least three excuses to turn down the invitation. Both parties should be persistent but polite. Students need to do an oral presentation. Each participant is required to write out the entire script (including your partner's part) and use the script for practice, but please do not perform with a script. You are required to memorize the entire script by heart when you do your oral presentation.

Lesson 17: Renting an Apartment

Writing Assignment: Renting an Apartment Project (Descriptive & Interpretive)

Students will do role plays with a partner. They will need to use Google Slide to create the dialogue for the presentation. Students will then use multimedia tools to record their plays and present it to their peers. Students will be assessed for vocabulary and grammar choices, use of correct intonation and pronunciation for the project. Students will be assessed using a teacher-created rubric aligned to the learning targets for this lesson. Two students work together. One as a landlord 房東 (fángdōng) and one as a tenant 房客 (fángkè) to complete this project. You inquire if there's an apartment he/she has for rent. Make sure you get all the details about the apartment, such as the following:

- How do you know the apartment is for rent?

- How far is it from school? How many minutes of walking distance?
- How many rooms are there?
- Is it furnished? If yes, what furniture items are included?
- What else does it have nearby the apartment? Is it convenient to go anywhere?
- Is the apartment quiet?
- How much is the monthly rent?
- Do you need to pay a deposit? Try to bargain for a better deal if possible.
- Can you have a pet?
- Then set up an appointment to see the apartment in person.

Lesson 16: Sports

Writing Assignment: Sport Report Project (Descriptive, Interpretive, and Analytical)

Students work with their table group (a group of four) to select a sport that their group likes and use google slide to make a presentation. The group presentation should include the following:

- Three reasons why they select and recommend the sports of their choice
- Three benefits of playing the sport
- Three steps people can learn to play or participate in the sport
- Three athletes whom they admire the most and their highest accomplishments and how they influence the people around the world in that sport
- Three pictures and images of them playing the sport or their favorite athletes playing the sports. They present the project to the class.

Students will be assessed for vocabulary and grammar choices, use of correct intonation and pronunciation based on their project. Students will be assessed using a teacher-created rubric aligned to the learning targets for this lesson.

Lesson 17: Travel

Writing Assignment: Travel Plan Project (Descriptive, Interpretive) Every good trip takes planning. Students will be able to talk about their plans for summer vacation: research, describe, and explain about the cities and destinations they plan to visit and why they want to go. While they are there, choose 2 cities with 4 destinations to visit. Choose either China or/and Taiwan. Students will use google slide and will be assessed for vocabulary and grammar choices of the project. Students will be assessed using a teacher-created rubric aligned to the learning targets for this lesson. What are your **2 cities with 4 destinations** 景點 to visit when you get there? (National parks, famous scenic spots and historic sites, events, unique cultural aspects you wish to experience, etc.)

Please also include the following in your project:

- 簡介 **Brief introduction of the destination:**

_____是中國名勝/古蹟, 因為... (_____ is China's famous scenic spot and historic site, because...)

- **What are the significance and fun facts about this place?**

_____很重要是因為...; _____有意思的地方是... (_____ is very important, because...; The interesting thing about _____ is...)

- **What do you plan to see and do and state three reasons why you want to visit:** 在 _____ 我一定要去... 玩 / 參觀, 因為_____, _____ 和 _____。
pictures

Lesson 18: At the Airport

Writing Assignment: Meeting Host Family Project (Descriptive and Interpretive)

Students will use google slide and multimedia tools to do this project.

Students will work with classmates to role play in short plays. Student is to travel with a Chinese friend and meet his/her parents for the first time at an airport in China, Hong Kong, or Taiwan. Students will carry on a culturally appropriate conversation about the meeting. Students will also express feelings about their flight and plans for things to do during the visit. Students will then use multimedia tools to record their plays and present it to their peers. Students will be assessed for vocabulary and grammar choices, use of correct intonation and pronunciation, in the context of culture. Students will be assessed using a teacher-created rubric aligned to the learning targets for this lesson.

Comprehensive Final Exam/Project Details:

Lesson tests and final Exam: Each test contains speaking, listening, reading and writing parts. By testing, teachers can know students' speaking, listening, reading and writing skills. The teacher can check if students can pronounce Chinese in the correct way; if students are able to understand the audio materials; if students understand the written text; if students can write right sentences by using the vocabulary and grammar knowledge. Critical thinking skills are developed by timely feedback from the teacher.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: Integrate Chinese Level 1 Part I & II

Edition: 4th

Author: Yuehua Liu, Tao-chung Yao

ISBN: 978-1-62291-135-6

Publisher: Cheng & Tsui Company, INC.

Publication Date:

Usage:

Primary Text

<input type="checkbox"/> Read in entirety or near	
Textbook #2	
Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

Supplemental Instructional Materials *Please include online, and open source resources if any.*

Integrate Chinese Volume 1, 4th Edition. Workbook. ISBN: 9781622911363

Tales and Traditions, Volumes 1 to 3

- *Antarctic Sea Ice Area Plummetts, Flooding Hits Beijing.* Students will read the current event article and then response to Critical Thinking questions: 310 characters

南極海冰面積驟減，洪水重創北京城

<https://www.mdnkids.com/youth/content/20230814.shtml>

Estimated costs for classroom materials and supplies (REQUIRED). *Please describe in detail.*

If more space is needed than what is provided, please attach a backup as applicable.

Cost for a class set of textbooks: \$ 39.99 per workbook	Description of Additional Costs:
Additional costs:\$	
Total cost per class set of instructional materials:	\$

Key Assignments (REQUIRED):

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

Comprehensive Final Exam/Project Details:

Lesson tests and final Exam: Each test contains speaking, listening, reading and writing parts. By testing, teachers can know students' speaking, listening, reading and writing skills. The teacher can check if students can pronounce Chinese in the correct way; if students are able to understand the audio materials; if students understand the written text; if students can write right sentences by using the vocabulary and grammar knowledge. Critical thinking skills are developed by timely feedback from the teacher.

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be used.

Instruction will include a combination of Integrated language skills, cultural immersion and events, cultural exchange, role-play/simulation, lectures, group work, project-based learning, inquiry learning, think-pair-share, collaboration, technology integration, and presentation.

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

- **Formative and Summative Assessments:** Combine formative assessments (ongoing assessments during instruction) and summative assessments (final evaluations) to monitor student progress.
- **Oral Proficiency Assessments:**
 - Conversational Interviews: Conduct one-on-one or group interviews where students engage in spontaneous conversations in Mandarin to assess their speaking and listening skills.
 - Oral Presentations: Assign students topics related to Chinese culture or current events and have them deliver presentations in Mandarin. Evaluate pronunciation, fluency, and accuracy.
- **Reading Proficiency:**
 - Reading Comprehension Tests: Provide passages in Mandarin and ask students to answer questions about the content, assess their reading comprehension skills.
 - News Article Analysis: Have students read and analyze news articles or literary texts in Mandarin, evaluating their ability to extract meaning and context.
- **Typing Assessments:**
 - Essays and Short Responses: Assign essays or short typing responses on topics related to Chinese culture, literature, or history. Assess grammar, vocabulary, and accuracy.
 - Translation Exercises: Provide sentences or passages in English for students to translate into Mandarin and vice versa. This assesses translation skills and language accuracy.
- **Vocabulary and Grammar:**
 - Vocabulary Quizzes: Regularly assess students' vocabulary knowledge through quizzes or flashcards.
 - Grammar Exercises: Provide grammar exercises and quizzes to gauge their understanding of grammatical structures.

History of Course Development (optional)

This is the 2nd year of Chinese at Paloma Valley High. We are expecting to expand our Chinese program by adding Chinese 3 during the 2024-25 school year, and adding Chinese 4/AP during the 2025-2026 school year.