
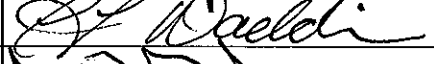



Perris Union High School District Course of Study

A. COURSE INFORMATION

1. Course Title: Chinese 1 (Mandarin)	8. Subject Area <input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input checked="" type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other _____
2. Transcript Title / Abbreviation: Chinese 1	Is this course classified as a Career Technical Education: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If CTE: Name of Industry Sector: _____ Name of Career Pathway: _____
3. Transcript Course Code / Number: 685	
4. Required for Graduation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
5. Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Was this course <u>previously approved by UC</u>? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	9. Grade Level(s) 7 8 x 9 x10 x11 x12
6. Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	10. Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
7. Course Author/Contact: First Name: <u>Casandra</u> Last Name: <u>Donnelson</u> Position/Title: <u>Social Studies Teacher</u> Phone #: (951) <u>940-5700</u> Email: <u>casandra.donnelson@puhsd.org</u> Date Submitted: <u>7/14/09</u>	11. Unit Value / Length of Course <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: _____

12. APPROVALS:

	Name/Signature	Date
Subject Area Council:		11/4/09
Educational Planning Council:		12/03/09
Board Approval:		1-21-10

13. Pre-Requisites

None

14. Co-Requisites

None

15. Brief Course Description

This is a beginning level course in the Chinese language. It covers the basic elements of reading, writing, speaking, listening, and understanding the language. The course introduces the student to basic vocabulary and grammatical structures. The student also gains general knowledge about the culture.

B. COURSE CONTENT

16. Course Purpose:

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.

The students will:

1. Demonstrate proficiency in Chinese grammar and vocabulary.
2. Acquire and apply the basic principles of Chinese grammar to composition.
3. Increase the vocabulary through readings.
4. Discuss the life and customs of Chinese speaking cultures and their contributions to world society.
5. Demonstrate proficiency in basic reading, writing, speaking, and listening comprehension skills in Mandarin Chinese.
6. Write an essay on selected topics.

1. 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.

2. 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.

3. 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.

4. COMPARISONS

Develop Insight into the Nature of 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.

5. COMMUNITIES

Participate in Multilingual Communities at Home & 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

17. Course Outline

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.

Unit 1: Students will be able to learn information about China, the language, the writing, the Pinyin, the four tones, how to say Chinese names and addressing teachers, read the name of the cities, provinces in China introducing themselves and where they live and the numbers

Unit 2: Students will be able to learn about the family in China, how to say and use the members of the family, how to ask the parent's professions and the places of work, the ages, indicate likes and dislikes, home address, nationality.

Unit 3: Students will be able to learn about how to tell the year, month, date, day of the week, the order of time and date, and talk about birthday, how to describe about daily activities, schedule, and make plans, make phone calls and invitations and learn about Chinese festivals and holidays,

Unit 4: Students will be able to name the primary colors, basic school and computer supplies, how to use the commonly used measure words and learn about some common sports and sporting goods, and name some basic eating utensils.

Unit 5: Students will be able to talk about common recreational activities, how to express intent, ability, permission, and wish and a sequence of actions, how to say musical instruments, how to describe an action in progress, conjunctions, to describe when two or more actions take place at the same time, learn about TV programs, how to use as soon as.

Unit 6: Students will be able to describe the locations and position of major Chinese cities, future plans, the surrounding of the school, major school buildings, and spatial location and the layout and rooms of a house, how to describe locations, position, how to ask direction, describe the neighborhood and give direction.

18. Writing Assignments

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

II. Read the following sentences to see if you can recognize all the characters. Then write these sentences in pinyin and English. Please look up any characters you don't recognize in your textbook.

1. 你好吗？

Pinyin: _____

English: _____

2. 很好，谢谢。

Pinyin: _____

English: _____

3. 我也很好。

Pinyin: _____

English: _____

SAMPLE

4. 你们认识他吗？

Pinyin: _____

English: _____

5. 他是大卫。

Pinyin: _____

English: _____

6. 这是我朋友，玛丽娅。

Pinyin: _____

English: _____

7. 这是我们班的学生。

Pinyin: _____

English: _____

姓名： _____

I. Please write the characters in the correct stroke order.

nǐ	你	你	你	你																ノ 亻 亻 你 你 你 (6)
hǎo	好	好	好	好																ノ 女 女 好 好 (6)
wǒ	我	我	我	我																ノ 亻 手 我 我 我 (10)
shì	是	是	是	是																ノ 日 日 日 是 是 是 (9)
lǎo	老	老	老	老																ノ 一 上 头 老 老 (6)
shī	师	师	师	师																ノ 丨 丨 丨 师 师 (3)
ne	呢	呢	呢	呢																丨 丨 丨 丨 呢 呢 (4)
nín	您	您	您	您																ノ 亻 亻 你 你 你 您 您 (11)
zài	再	再	再	再																ノ 一 冫 冫 再 再 (6)
jiàn	见	见	见	见																丨 丨 见 (3)

INTEGRATED LANGUAGE PRACTICE

I. How do you say it in Chinese?

Please record your answers on an audio recorder and write the correct Chinese characters in the spaces.

1. How are you?

2. Fine. Thank you!

3. And you?

4. Have you (two) met?

5. This is David.

6. He is my friend.

SAMPLE

19 (A) Textbook #1

Title: Huanying, Volume 1

Edition: First Publication Date: 2009

Publisher: Cheng & Tsui Company, Inc.

Author(s): Jiaying Howard and Lanting Xu

Usage: Primary Text Read in entirety or near entirety

Textbook #2 (if applicable)

Title: _____

Edition: _____

Publisher: _____

Author(s): _____

Usage: Primary Text Read in entirety or near entirety

19 (B) Supplemental Instructional Materials (please describe)

Huanying, Volume 1, part 1 & 2 workbooks, by Jiaying Howard, Lanting Xu, Cheng & Tsui 2009

ISBN: 9780887276163

20. Key Assignments

Detailed descriptions 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 assignments that students will be required to complete.

1. Completion of class and homework assignment:

Students need to practice Chinese charactering writing and complete assignments based on selected topic of the lessons by submitting written and oral responses.

2. Written and oral tests:

Students need to answer the questions in written and oral responses based on the topic of the tested lessons.

3. Group and individual projects and presentations:

Students need to complete projects based on the topic of the lessons and write an autobiography in Chinese by using the words they learned and give an oral presentation

4. Appreciate, analyze, compare, and contrast the works of several literary authors, and different cultures:

Students need to complete projects and essays for understanding and appreciating Chinese language and culture, and comparing different cultures based on selected topics.

21. Instructional Methods and/or Strategies

List specific instructional methods that will be used.

A. Basic reading skills:

1. Teacher in-put and demonstration.
2. Teacher directed reading.
3. Student oral reading.
4. Group reading.
5. Class and group work.

B. Basic writing skills:

1. Teacher in-put and demonstration.
2. Individual, paired and group work.
3. Graphic organizers.
4. Pre-Writing, draft, revision, editing activities.

C. Speaking/Listening skills:

1. Teacher modeling.
2. Teacher in-put and demonstration.
3. Individual, paired and group work.
4. Note-taking skills.

D. Cultural skills:

1. Teacher in-put and demonstration.
2. Reading, research.
3. Media presentations.

22. Assessment Methods and/or Tools

List different methods of assessments that will be used.

1. Oral Participation/Class work/Assignments.
2. Assignments/Class work.
3. Oral Participation and Presentations.
4. Tests/Projects.
5. Quizzes and Oral/Written Tests.
6. Paragraphs/Essay Assessments.
7. Projects (including Artifacts, Written, and Oral Assessment).

23. Course Pacing Guide and Objectives

Day	Objective	Standards (list Standards #)
5 days	<p>Unit 1 - My Classmate and I</p> <p>Lesson 1 – China: A Brief Introduction to the country, the language, the writing, the pronunciation and Chinese Pinyin (2.1, 2.2, 3.1, 3.2, 4.1, 4.2).</p>	<p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>
5 days	<p>Lesson 2 – Our Teacher</p> <p>Greetings (1.1, 1.2).</p> <p>An Introduction to Chinese Characters (Part 1) – The evolution of the Chinese written script, strokes of character, stroke order, and character simplification (2.1, 2.2, 4.1).</p> <p>Four tones practice (2.1, 2.2, 4.1).</p>	<p>1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p>
5 days	<p>Lesson 3 – David</p> <p>Your name (1.1, 1.2).</p> <p>An Introduction to Chinese Characters (Part 2) – Radicals of the Chinese characters (2.1, 2.2).</p> <p>Pronunciation practices – read the names of the cities and provinces in China and locate them on the map (2.1, 2.2, 3.1).</p>	<p>1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p>

	<p>Chinese names and addressing teachers (2.1, 2.2, 4.1, 4.2).</p>	<p>2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>
5 days	<p>Lesson 4 – Introducing myself</p> <p>Introducing myself and where you live (1.1, 1.2, 1.3).</p> <p>Chinese food (1.1, 1.2, 1.3, 2.1, 2.2).</p> <p>Pronunciation practice – Chinese food, read the name of dim sum dishes and Chinese dishes (2.1, 2.2, 4.1, 4.2).</p>	<p>1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>
5 days	<p>Lesson 5 – Telephone and email</p> <p>Your telephone number (1.1, 1.2, 1.3, 2.1, 2.2).</p> <p>Count from 0 – 10, lucky and unlucky numbers (1.1, 1.2, 1.3, 2.1, 2.2, 4.1, 4.2).</p> <p>Cultural note – polite expressions in China (2.1, 2.2, 4.1, 4.2).</p> <p>Pronunciation practice – the neutral tone (4.1, 4.2).</p>	<p>1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p>

		<p>2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>
	<p>Unit 2 – My Family</p>	
5 days	<p>Lesson 1 – There are five people in my family</p> <p>Talk about your family (such as the number of people in your family, your family members’ relationship to you , how to ask and answer their ages and occupations, and a simple description of them) (1.1, 1.2, 1.3, 2.1,2.2, 4.1, 4.2, 5.1).</p> <p>Family size, addressing family members (2.1, 2.2, 4.1, 4.2).</p>	<p>1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>
5 days	<p>Lesson 2 - Dad and Mom</p> <p>How to ask the parents’ professions and places of work, their ages, likes and dislikes (1.1, 1.2, 1.3, 2.1, 2.2, 4.1).</p> <p>Chinese age, birthday (2.1, 2.2, 4.1, 4.2).</p>	<p>1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p>

		<p>2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>
5 days	<p>Lesson 3 – Siblings</p> <p>How to give a simple description of a person or object, your pets, indicate your likes and dislikes, (1.1, 1.2, 1.3, 2.1, 2.2, 4.1).</p> <p>The legend and practice of the twelve animals of the Chinese zodiac (2.1, 2.2, 3.1, 4.1, 4.2).</p>	<p>1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>
5 days	<p>Lesson 4 – Home address</p> <p>How to ask for someone’s address and state yours, count from 1-99 in Chinese (1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 5.1).</p> <p>Say the multiplication table in Chinese (1.1, 1.2, 3.1, 4.1).</p>	<p>1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>

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5 days	<p>Lesson 5 – What is your nationality?</p> <p>Your nationality and names of some countries and languages (1.1, 1.2, 1.3, 3.1, 4.1, 4.2, 5.1).</p> <p>“Mandarin” the official Chinese language (2.1, 2.2, 3.1, 3.2).</p>	<p>1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1: Students use the language both within and beyond the school setting.</p>

	Unit 3 – Time and Dates	
5 days	<p>Lesson 1 – My birthday</p> <p>Tell the year, month, date, day of the week, the order of times and dates, and talk about birthday (1.1, 1.2, 1.3, 4.1, 5.1).</p>	<p>1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>5.1: Students use the language both within and beyond the school setting.</p>
5 days	<p>Lesson 2 – What time is it?</p> <p>Tell and ask time, daily activities (1.1, 1.2, 1.3, 4.1, 5.1).</p> <p>Chinese festival and holidays (2.1, 2.2, 3.2, 4.1, 4.2).</p>	<p>1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1: Students use the language both within and beyond the school setting.</p>

5 days	<p>Lesson 3 – My daily routine</p> <p>Write a letter or email about daily activities, schedule, and make plans (1.1, 1.2, 1.3, 3.2, 4.1, 5.1).</p> <p>School and educational system (2.1, 2.2, 3.2).</p>	<p>1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>5.1: Students use the language both within and beyond the school setting.</p>
6 days	<p>Lesson 4 – My classes</p> <p>Talk about class schedule and names of high school courses (1.1, 1.2, 1.3, 3.2, 4.1,4.2, 5.1).</p> <p>Chinese philosophy, literature, and history (2.1, 2.2, 3.1, 3.2, 4.1, 4.2).</p>	<p>1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p>

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6 days	<p>Lesson 5 – My weekend</p> <p>Talk about weekend plans, make a phone call, and make an invitation (1.1, 1.2, 1.3, 3.2, 4.1, 4.2, 5.1).</p>	<p>1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1: Students use the language both within and beyond the school setting.</p>
	Unit 4 Things We Use Everyday	
6 days	<p>Lesson 1 – Whose backpack is this?</p> <p>Name the primary colors, basic school supplies (1.1, 1.2, 1.3, 3.2, 4.1, 4.2, 5.1).</p>	<p>1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p>

		<p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1: Students use the language both within and beyond the school setting.</p>
6 days	<p>Lesson 2 – I take books to school</p> <p>Name the basic school supplies, and know how to use the commonly used measure words (1.1, 1.2, 1.3, 3.2, 4.1, 4.2, 5.1).</p> <p>Chinese calligraphy and the “four treasures of study” (2.1, 2.2, 3.1, 3.2, 4.1, 4.2).</p>	<p>1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1: Students use the language both within and beyond the school setting.</p>
6 days	<p>Lesson 3 – Buying school supplies</p> <p>Buying the school supplies and computer supplies (1.1, 1.2, 1.3, 3.2, 4.1, 4.2, 5.1).</p>	<p>1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>

		<p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1: Students use the language both within and beyond the school setting.</p>
6 days	<p>Lesson 4 – Online dictionaries</p> <p>Name the computer supplies and talk about internet topics (1.1, 1.2, 1.3, 3.2, 4.1, 4.2, 5.1).</p>	<p>1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1: Students use the language both within and beyond the school setting.</p>
6 days	<p>Lesson 5 – I will take a skateboard to the park</p> <p>Arrange an outing, talk about some common sports and sporting goods, name some basic eating utensils, and the commonly used measure words (1.1, 1.2, 1.3, 3.2, 4.1, 4.2, 5.1).</p> <p>Sports and Chinese martial arts (2.1, 2.2, 3.1, 3.2, 4.1, 4.2).</p>	<p>1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p>

		<p>2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1: Students use the language both within and beyond the school setting.</p>
	<p>Unit 5 – Things I Do for Fun</p>	
<p>6 days</p>	<p>Lesson 1 – Seeing a movie</p> <p>Talk about common recreational activities, such as movies, how to express intent, ability, permission, and wish., and a sequence of actions (1.1, 1.2, 1.3, 3.2, 4.1, 5.1).</p> <p>Chinese arts – movies (2.1, 2.2, 3.1, 3.2, 4.2).</p>	<p>1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p>

		<p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1: Students use the language both within and beyond the school setting.</p>
6 days	<p>Lesson 2 – Music</p> <p>Talk about common recreational activities, including sports, musical instruments, how to describe an action in progress, conjunctions to describe when two or more actions take place at the same time, and using words and phrases to modify a noun (1.1, 1.2, 1.3, 3.1, 3.2, 4.1, 5.1).</p> <p>Chinese arts – music (2.1, 2.2, 3.1, 3.2, 4.2).</p>	<p>1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1: Students use the language both within and beyond the school setting.</p>
6 days	<p>Lesson 3 – Computer games</p> <p>Talk about computer games and time spent on an activity (1.1, 1.2, 1.3, 3.1, 4.1, 5.1).</p> <p>Internet in China (2.1, 2.2, 3.1, 3.2, 4.2).</p>	<p>1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>

		<p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1: Students use the language both within and beyond the school setting.</p>
6 days	<p>Lesson 4 – Travel</p> <p>Talk about travel (1.1, 1.2, 1.3, 3.2, 4.1, 5.1).</p> <p>Chinese holidays and festivals (2.1, 2.2, 3.1, 3.2, 4.2).</p>	<p>1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p>

		<p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1: Students use the language both within and beyond the school setting.</p>
6 days	<p>Lesson 5 – Watching TV</p> <p>Talk about TV programs, and how to use as soon as (1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 4.1, 5.1).</p> <p>Chinese CCTV and its programs (2.1, 2.2, 3.1, 3.2, 4.2).</p>	<p>1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1: Students use the language both within and beyond the school setting.</p>
	Unit 6 – The Places where We Live	
6 days	<p>Lesson 1 – Chinese cities</p> <p>Describe locations and position of major Chinese cities, future plans, use three different ways to describe a location or a position, and how to express politeness in Chinese (1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1).</p> <p>Administrative divisions of China (2.1, 2.2, 3.1, 3.2, 4.2).</p>	<p>1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1: Students demonstrate an understanding of the</p>

		<p>relationship between the practices and perspectives of the culture studied.</p> <p>2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1: Students use the language both within and beyond the school setting.</p>
6 days	<p>Lesson 2 – Our school</p> <p>Describe the surroundings of your school, major school buildings, and how to say basic sentence structure for indicating distance between two things and the completion of an action (1.1, 1.2, 1.3, 2.2, 3.2, 4.1, 4.2, 5.1).</p>	<p>1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1: Students use the language both within and beyond the school setting.</p>

6 days	<p>Lesson 3 – My room</p> <p>Describe spatial location, and the layout and rooms of a house (1.1, 1.2, 1.3, 2.2, 3.2, 4.1, 5.1).</p>	<p>1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>5.1: Students use the language both within and beyond the school setting.</p>
6 days	<p>Lesson 4 – Where to buy Chinese book?</p> <p>Describe locations and position, how to ask direction, how to use time phrases “before” and after in a sentence (1.1, 1.2, 1.3, 2.2, 3.2, 4.1, 5.1).</p>	<p>1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>5.1: Students use the language both within and beyond the school setting.</p>

6 days	<p>Lesson 5 – Please come to my party.</p> <p>Describe your neighborhood and give direction, future plans, use different ways to ask a yes/no question (1.1, 1.2, 1.3, 4.1, 5.1, 5.2).</p> <p>Chinese banquet (2.1, 2.2, 3.2, 4.2).</p>	<p>1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1: Students use the language both within and beyond the school setting.</p> <p>5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>
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C. HONORS COURSES ONLY

24. Indicate how this honors course is different from the standard course.

D. BACKGROUND INFORMATION

25. Context for Course (optional)

26. History of Course Development (optional)