Chinese 2A Curriculum Guide

National Standards	Thematic Concepts	Student Evidence	Resources

Interpersonal, Interpretive & Presentational Mode
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
	• Classroom vocabulary
	• Question words
	• Place words
	• Relative location
	• Something is missing
	• Culture:
	   o Cram Schools
	• Where is …?
	• Where are …?
	• Leave a note
	• Chinese characters: vocabulary building
		1.1
		• Students question with correct word order.
		• Students write characters with correct stroke order.
		1.2
		• Students listen to a native speaker recording and indicate the school items on a picture.
		• Students write about items in the classroom on the teacher's desk.
		• Students demonstrate their knowledge of thematic concepts by participating in games and other engaging activities that allow the teacher to see what they understand and search for missing items.
		• Students identify location of people in the world.
		
		1.3
		• Students describe location of school items in the classroom using prepositions and placement words.
		• Students give directions to one another to place items in the classroom.
		• Students present orally to class what they have written about school items and their relationship to location.
		• Students summarize locations within writing.
		
		Ed. Tech 1.1.1 **Generate ideas and create original works for personal and group expression using a variety of digital tools.**
		
		    ■ Combine technologies to create and share products from different content areas.
			EMC Publishing, *Zhen Bang!* Chinese 1,
			Unit 3, Lesson A
			(2 weeks)
			
			Differentiation for Zhen Bang!
			
			For struggling students:
			
			1. www.quizlet.com to practice spelling and recognizing vocabulary. Create your own set or browse to find others.
			
			2. Check with the reference pages available for the text Internet Resource Center at www.emcschools.net/zhenbang
			
			Extending the lessons for students who are ready to move on:
			
			1. Have your students do work that corresponds to what you're teaching from a pre AP book. This is more challenging.
			
			2. Have your students do work online, recording their voices to submit to you.

audience of listeners or readers on a variety of topics.		 ▪ Create digital products for culminating projects or inclusion in portfolios.	
		CCSS Rdg 1 **Key Ideas & Details** *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*	
		CCSS Rdg 4 **Craft & Structure** *Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.*	
		CCSS W3 **Text Types & Purposes** *Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.*	
Interpersonal& Interpretive Mode Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	• School supplies • The verb • The auxiliary verb • Borrowing stuff • Culture: o The four treasures of study • Give me a hand • Describe the classroom • The weekend • Can you lend it to	1.1 • Students tell time using traditional and digital clocks. • Students explain what they have, in relation to school supplies. • Students ask to borrow a variety of school items from one another. • Students paraphrase what they read and hear. • Students ask permission of the teacher, classmates and role play. • Students prepare for weekend activities in writing or speaking. • Students discuss lending items and role play. • Students create a lost and found skit to present	EMC Publishing, *Zhen Bang!* Chinese 1, Unit 3, Lesson B (2 weeks) **Differentiation for Zhen Bang!** ***For struggling students:*** 1. www.quizlet.com to practice spelling and recognizing vocabulary. Create your own set or browse to find others.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics	me? • Lost and found • Chinese characters: vocabulary building	**1.2** • Students continue to identify school supplies. • Students show and tell amount. • Students write characters with correct stroke order. **2.2** • Students explain first day of school necessities. **3.2** • Students summarize the Four Treasures of Study and make personal connections.	2. Check with the reference pages available for the text Internet Resource Center at www.emcschools.net/zhenbang ***Extending the lessons for students who are ready to move on:*** 1. Have your students do work that corresponds to what you're teaching from a pre AP book. This is more challenging.
Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied			2. Have your students do work online, recording their voices to submit to you.
		Ed. Tech 1.2.1 — **Communicate and collaborate to learn with others.** ▪ Interact and collaborate with others using a variety of digital tools. ▪ Communicate information and ideas effectively to multiple audiences using a variety of media and formats.	
Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the		**Ed. Tech 1.3.1** — **Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.** ▪ Explore possible topics and available information on current issues using databases and digital resources to organize a project or solve a problem.	
		CCSS Rdg 4 Craft & Structure — *Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and*	

foreign language and its cultures				
			analyze how specific word choices shape meaning or tone.	
		CCSS W2 Text Types & Purposes	*Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.*	
		CCSS W4 Production & Distribution of Writing	*Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*	
Interpersonal, Interpretive & Presentational Mode 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	• Calendar • Word order with time words • Adverb • Adjectives • Verbs • Class schedules • Culture: ○ A day in school • Talking about school • Chinese characters: vocabulary building	1.1 • Students create a class schedule to share with the class. • Students discuss where they are going. • Students understand questions presented in Chinese language and can answer in Chinese. 1.2 • Students create and utilize the calendar to describe events and plans. • Students recognize days of the week when they hear the words. • Students show correct word order for time words. • Students write with adverbs and adjectives. • Students demonstrate their understanding of questions by identifying them through pictures and images. • Students write characters with correct stroke order. 1.3 • Students present a skit showing how to say certain things in Chinese.		EMC Publishing, *Zhen Bang!* Chinese 1, Unit 3, Lesson C (2 weeks) **Differentiation for Zhen Bang!** *For struggling students:* 1. www.quizlet.com to practice spelling and recognizing vocabulary. Create your own set or browse to find others. 2. Check with the reference pages available for the text Internet Resource Center at www.emcschools.net/zhenbang *Extending the lessons for students who are ready to move on:*

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. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.		**4.2** - Students compare and contrast the Chinese school day with the American school day. - Students conduct and share surveys about school.	1. Have your students do work that corresponds to what you're teaching from a pre AP book. This is more challenging. 2. Have your students do work online, recording their voices to submit to you.
		Ed. Tech 1.1.1 — **Generate ideas and create original works for personal and group expression using a variety of digital tools.** - Combine technologies to create and share products from different content areas. - Create digital products for culminating projects or inclusion in portfolios.	
		Ed. Tech 1.1.2 — **Use models and simulations to explore systems, identify trends and forecast possibilities.** - Analyze survey data, report information and display the data in a variety of ways to support conclusions. - Identify patterns and correlations of data to build understanding and recognize relationships between common and uncommon elements. - Determine and explore cause and effect using virtual simulations in different contexts.	
		Ed. Tech — **Identify and define authentic problems**	

		1.3.1 **and significant questions for investigation and plan strategies to guide inquiry.** ▪ Explore possible topics and available information on current issues using databases and digital resources to organize a project or solve a problem.	
		CCSS Rdg 1 Key Ideas & Details *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*	
		CCSS Rdg 4 Craft & Structure *Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.*	
		CCSS W4 Production & Distribution of Writing *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*	
		CCSS W5 Production & Distribution of Writing *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.*	
Interpersonal, Interpretive &	• Sports • Auxiliary Verbs	1.1 • Students express likes and dislikes with sports.	EMC Publishing, *Zhen Bang!* Chinese 1,

Presentational Mode
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
	• The purpose indicating pattern
	• Prepositions
	• The weekend
	• Culture:
	  o Popular pastimes for teens
	• Weekend plans
	• Chinese characters: vocabulary building
		• Students share weekend plans.
		• Students demonstrate knowledge of language patterns in writing and speaking.
		•
		1.2
		• Students listen and match what they hear to the correct sport picture.
		• Students demonstrate their understanding of weekend activities by identifying them through pictures and images.
		• Students translate memos written in Chinese.
		• Students write characters with correct stroke order.
		1.3
		• Students make summer vacation plans in skits/dialogues to present.
		2.1
		• Students compare Chinese teen pastimes with those of their American peers.
		
		Ed. Tech 1.1.1 — **Generate ideas and create original works for personal and group expression using a variety of digital tools.**
		  ▪ Combine technologies to create and share products from different content areas.
		  ▪ Create digital products for culminating projects or inclusion in portfolios.
		Ed. Tech 1.2.2 — **Use models and simulations to explore systems, identify trends and forecast possibilities.**
			Unit 3, Lesson D
			(3 weeks)
			
			Differentiation for Zhen Bang!
			
			For struggling students:
			
			1. www.quizlet.com to practice spelling and recognizing vocabulary. Create your own set or browse to find others.
			
			2. Check with the reference pages available for the text Internet Resource Center at www.emcschools.net/zhenbang
			
			Extending the lessons for students who are ready to move on:
			
			1. Have your students do work that corresponds to what you're teaching from a pre AP book. This is more challenging.
			
			2. Have your students do work online, recording their voices to submit to you.

topics. Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied			■ Analyze survey data, report information and display the data in a variety of ways to support conclusions. ■ Identify patterns and correlations of data to build understanding and recognize relationships between common and uncommon elements. ■ Determine and explore cause and effect using virtual simulations in different contexts.	
		Ed. Tech 1.3.1	**Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.** ■ Explore possible topics and available information on current issues using databases and digital resources to organize a project or solve a problem.	
		CCSS Rdg 2 **Key Ideas & Details**	*Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*	
		CCSS Rdg 4 **Craft & Structure**	*Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.*	
		CCSS W4	*Produce clear and coherent writing in which*	

		Production & Distribution of Writing	*the development, organization, and style are appropriate to task, purpose, and audience.*	
		CCSS W5 Production & Distribution of Writing	*Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.*	

Interpersonal & Interpretive Mode
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
	• Foods
	• Conjunction
	• Modifying verb
	• At the fast food restaurant
	• Culture:
	   o Int'l food and drink franchises in China
	• What's for dinner?
	• At a restaurant
	• Coupons
	• Chinese characters: vocabulary building
		1.1
		  • Participate in games for comprehension
		  • Students discuss other's points of view, ways of life, and contributions to the world
		  • Students create a menu for a Chinese restaurant
		
		1.2
		  • Students identify the vocabulary word in a category that does not belong
		  • Follow directions/instructions through actions
		  • Identify if statements are true or false
		  • Comprehend a video clip
		  • Comprehend audio
		  • Identify based on images
		2.1
		  • Read a menu. based on appearance
		  • Students describe cultural norms about food related topics
		4.2
		  • Students compare and contrast meals from China and USA
			EMC Publishing, *Zhen Bang!* Chinese 1, Unit 4, Lesson A (3 weeks)
			
			Differentiation for Zhen Bang!
			
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			2. Check with the reference pages available for the text Internet Resource Center at www.emcschools.net/zhenbang
			
			Extending the lessons for students who are ready to move on:
			
			1. Have your students do work that corresponds to what you're

topics Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied Standard 4.2: Students demonstrate understanding of the concept of culture through		**Ed. Tech 1.1.1**	**Generate ideas and create original works for personal and group expression using a variety of digital tools.** ■ Combine technologies to create and share products from different content areas. ■ Create digital products for culminating projects or inclusion in portfolios.	teaching from a pre AP book. This is more challenging. 2. Have your students do work online, recording their voices to submit to you.
		Ed. Tech 1.2.1	**Communicate and collaborate to learn with others.** ■ Interact and collaborate with others using a variety of digital tools. ■ Communicate information and ideas effectively to multiple audiences using a variety of media and formats.	
		Ed. Tech 1.3.1	**Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.** ■ Explore possible topics and available information on current issues using databases and digital resources to organize a project or solve a problem.	
		CCSS Rdg 1 Key Ideas	*Read closely to determine what the text says explicitly and to make logical inferences from*	

comparisons of the cultures studied and their own.		**& Details**	*it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*	
		CCSS Rdg 4 Craft & Structure	*Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.*	
		CCSS W4 Production & Distribution of Writing	*Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*	
		CCSS W6 Production & Distribution of Writing	*Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.*	
Interpersonal & Interpretive Mode Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange	- Beverages - Asking questions - Verb - Answers to the word : need - At the tea shop - Culture: ○ Chinese tea culture ○ Tea house - Menus - Tea time - My party	1.1 - Students ask questions related to etiquette in tea shops - Students create and participate in role play - Students obtain information regarding beverages in China 1.2 - Students follow a series of directions/instruction demonstrating comprehension through their actions (TPR) 2.1 - Identify menu items from video or photo	EMC Publishing, *Zhen Bang!* Chinese 1, Unit 4, Lesson B (3 weeks) **Differentiation for Zhen Bang!** *For struggling students:* 1. www.quizlet.com to practice spelling and recognizing vocabulary. Create your own set or browse to find others.

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. Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of	• Chinese characters: vocabulary building	• Read a menu. based on appearance • Students describe cultural norms about food related topics 4.2 • Compare and tea shops to American coffee shops using Venn diagram or another organizer • Students demonstrate understanding of the tea and tea time in China through presentation	2. Check with the reference pages available for the text Internet Resource Center at www.emcschools.net/zhenbang ***Extending the lessons for students who are ready to move on:*** 1. Have your students do work that corresponds to what you're teaching from a pre AP book. This is more challenging. 2. Have your students do work online, recording their voices to submit to you.
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the culture studied Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.			elements. ■ Determine and explore cause and effect using virtual simulations in different contexts.	
		Ed. Tech 1.2.2	**Develop cultural understanding and global awareness by engaging with learners of many cultures.** ■ Build empathy by learning about many cultures through digital content from around the world. ■ Participate in an online community dedicated to understanding or solving a local or global issue.	
		CCSS Rdg 1 **Key Ideas & Details**	*Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*	
		CCSS Rdg 4 **Craft & Structure**	*Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.*	
		CCSS W4 **Production & Distribution of Writing**	*Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*	
		CCSS W6 **Productio**	*Use technology, including the Internet, to produce and publish writing and to interact*	

		n & Distribution of Writing	*and collaborate with others.*	

Interpersonal & Presentational Mode	• Breakfast
	• Question words: how many/how much
	• Numbers 1-999
	• In the cafeteria
	• Culture:
	   o Lunchtime for students
	• Let us have a chat
	• At a breakfast restaurant
	• Ordering food
	• Chinese characters: vocabulary building
		1.1
		  • Students engage in conversations with classmates using question words
		  • Students role play cafeteria situations
		  • Students read dialogues between two or more people.
		1.3
		  • Students produce dialogues and participate in impromptu conversations about meals and going out to eat, ordering food and suggesting that someone pay
		2.2
		  • Students read and interpret authentic menus and present the information in writing or speaking to others.
				EMC Publishing, *Zhen Bang!* Chinese 1, Unit 4, Lesson C (2 weeks)
				
				Differentiation for Zhen Bang!
				
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		CCSS W4 Production & Distribution of Writing	*Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*	
Interpersonal & Interpretive Mode	• In a restaurant • Express an upcoming action • Choice type questions with negation adverb • Adverbs • At a Chinese restaurant • Culture:	1.1 • Students identify the vocabulary by circling the one that bests fits the description heard. • Students engage in conversations about upcoming events • Students express intent using negation words • Students identify the vocabulary word in a category that does not belong • Follow directions/instructions through actions 2.1	EMC Publishing, *Zhen Bang!* Chinese 1, Unit 4, Lesson D (2 weeks) **Differentiation for Zhen Bang!** *For struggling students:* 1. www.quizlet.com to practice

	o The difference between Chinese and western food • Ordering food • Shopping online • Chinese characters: vocabulary building	• Students identify which register one uses in certain situations. • Students identify items in the Chinese menu that they see and hear. • Students demonstrate understanding of food in Chinese culture 3.2 • Students compare and contrast meals from China and the USA	spelling and recognizing vocabulary. Create your own set or browse to find others. 2. Check with the reference pages available for the text Internet Resource Center at www.emcschools.net/zhenbang ***Extending the lessons for students who are ready to move on:*** 1. Have your students do work that corresponds to what you're teaching from a pre AP book. This is more challenging. 2. Have your students do work online, recording their voices to submit to you.

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Ed. Tech 1.3.1	**Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.** ▪ Explore possible topics and available information on current issues using databases and digital resources to organize a project or solve a problem.
CCSS Rdg 1 Key Ideas	*Read closely to determine what the text says explicitly and to make logical inferences from*

		& Details	*it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*	
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