

Chinese 2B Curriculum Guide

National Standards	Thematic Concepts	Student Evidence	Resources				
<p>Interpersonal & Interpretive Mode</p> <p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics</p> <p>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that</p>	<ul style="list-style-type: none"> • Weather • Time words • Question words • Auxiliary verbs • Dialogue: A Sunny Day • Culture: <ul style="list-style-type: none"> ○ Beihai Park • Talk about the weather • the world weather • Chinese Characters: Vocabulary Building 	<p>1.1</p> <ul style="list-style-type: none"> • Students participate in basic games for comprehension • Students can communicate about the weather <p>1.2</p> <ul style="list-style-type: none"> • Students identify the vocabulary word in a category that does not belong • Students identify thematic concepts spoken to them by the teacher and other native speakers. • Students demonstrate understanding of written and spoken language in a variety of ways: actions, reflections, matching, true/false, discussions, etc. • Students recognize and write Chinese characters • Students identify themes and vocabulary through pictures and images • Students comprehend audio and video of native Chinese speakers <p>3.2</p> <ul style="list-style-type: none"> • Students can express time locally and globally 	<p>EMC Publishing, <i>Zhen Bang!</i> Chinese 1, Unit 5, Lesson A (2.5 weeks)</p> <p style="text-align: center;">Differentiation for Zhen Bang!</p> <p>For struggling students:</p> <ol style="list-style-type: none"> 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 <p>Extending the lessons for students who are ready to move on:</p> <ol style="list-style-type: none"> 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. 				
		<table border="1" style="width: 100%;"> <tr> <td style="background-color: #ffff00; text-align: center;">Ed. Tech 1.1.1</td> <td style="background-color: #fff2cc;">Generate ideas and create original works for personal and group expression using a variety of digital tools.</td> </tr> <tr> <td></td> <td style="background-color: #fff2cc;"> <ul style="list-style-type: none"> ▪ Combine technologies to create and share products from different content areas. ▪ Create digital products for culminating projects or inclusion in portfolios. </td> </tr> </table>	Ed. Tech 1.1.1	Generate ideas and create original works for personal and group expression using a variety of digital tools.		<ul style="list-style-type: none"> ▪ Combine technologies to create and share products from different content areas. ▪ Create digital products for culminating projects or inclusion in portfolios. 	
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<p>are only available through the foreign language and its cultures</p>	<p>1.1.2</p>	<p>systems, identify trends and forecast possibilities.</p> <ul style="list-style-type: none"> ▪ 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.
	<p>Ed. Tech 1.2.1</p>	<p>Communicate and collaborate to learn with others.</p> <ul style="list-style-type: none"> ▪ 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.
	<p>CCSS Rdg 2 Key Ideas & Details</p>	<p><i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i></p>
	<p>CCSS Rdg 4 Craft & Structure</p>	<p><i>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and</i></p>

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			<i>analyze how specific word choices shape meaning or tone.</i>	
		CCSS W3 Text Types & Purposes	<i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i>	
		CCSS W4 Productio n & Distributi on of Writing	<i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>	
<p>Interpersonal, Interpretive & Presentational Mode</p> <p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>Standard 1.2: Students understand and interpret written and spoken</p>	<ul style="list-style-type: none"> • The Four Seasons • the pattern “both + and” • comparative words • the pattern “too” • indicating specific time • Dialogue: After Badminton • Culture: <ul style="list-style-type: none"> ○ The Metric System in China • How is the weather? • What temperature is it? • Four season activities • Chinese Characters: Vocabulary Builder 	<p>1.1</p> <ul style="list-style-type: none"> • Identify if statements are true or false • Participate in basic games for comprehension <p>1.2</p> <ul style="list-style-type: none"> • Students identify the four seasons through a variety of strategies including identifying pictures, sounds, events • Follow directions/instructions through actions • Identify based on images (i.e. video, graphics) • Students demonstrate understanding of written and spoken language indicating specific times • Students recognize and demonstrate language ability with written Chinese characters. <p>1.3</p> <ul style="list-style-type: none"> • Students express themselves with comparative words • Students research and present typical weather patterns in China in each season • Students can present information in Chinese about the weather and the seasons in China and Spokane 	<p>EMC Publishing, <i>Zhen Bang!</i> Chinese 1, Unit 5, Lesson B (2.5 weeks)</p> <p style="text-align: center;">Differentiation for Zhen Bang!</p> <p>For struggling students:</p> <p>1. www.quizlet.com to practice spelling and recognizing vocabulary. Create your own set or browse to find others.</p> <p>2. Check with the reference pages available for the text Internet Resource Center at www.emcschools.net/zhenbang</p> <p>Extending the lessons for students who are ready to move on:</p> <p>1. Have your students do work</p>	

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<p>language on a variety of topics</p> <p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language</p>		<p>3.1</p> <ul style="list-style-type: none"> • Students demonstrate understanding of the metric system through measurement, writing and/or speaking about measures <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: yellow; width: 15%; padding: 5px;">Ed. Tech 1.1.1</td> <td style="padding: 5px;"> <p>Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <ul style="list-style-type: none"> ▪ Combine technologies to create and share products from different content areas. ▪ Create digital products for culminating projects or inclusion in portfolios. </td> </tr> <tr> <td style="background-color: yellow; padding: 5px;">Ed. Tech 1.1.2</td> <td style="padding: 5px;"> <p>Use models and simulations to explore systems, identify trends and forecast possibilities.</p> <ul style="list-style-type: none"> ▪ 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. </td> </tr> </table>	Ed. Tech 1.1.1	<p>Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <ul style="list-style-type: none"> ▪ 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	<p>Use models and simulations to explore systems, identify trends and forecast possibilities.</p> <ul style="list-style-type: none"> ▪ 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. 	<p>that corresponds to what you're teaching from a pre AP book. This is more challenging.</p> <p>2. Have your students do work online, recording their voices to submit to you.</p>
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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. <ul style="list-style-type: none"> ▪ 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	<i>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.</i>	
		CCSS Rdg 4 Craft & Structure	<i>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.</i>	
		CCSS W2 Text Types & Purposes	<i>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i>	
		CCSS W3 Text Types & Purposes	<i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i>	
Interpersonal & Interpretive Mode	<ul style="list-style-type: none"> • Chinese Holidays and Festivals • Question words 	1.1	<ul style="list-style-type: none"> • Identify if statements are true or false • Students use question words correctly in written 	EMC Publishing, <i>Zhen Bang!</i> Chinese 1, Unit 5, Lesson C

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<p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics</p> <p>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p>	<ul style="list-style-type: none"> • the cause+the result • Dialogue: Chinese New Year • Culture: <ul style="list-style-type: none"> ○ Chinese New Year • The Lunar Calendar and the Solar Calendar • The Chinese 12-Animal Zodiac • Question words • the cause+the result • The New Year is coming • “Happy New Year” • text messages • Chinese Characters: Vocabulary Builder 	<p>dialogs and skits</p> <ul style="list-style-type: none"> • Students create their own dialog utilizing the “cause + result “ • <p>1.2</p> <ul style="list-style-type: none"> • Follow directions/instructions through actions • Identify based on images (i.e. video, graphics) • Participate in basic games for comprehension • Students listen and match what they hear to the correct zodiac picture. • <p>2.1</p> <ul style="list-style-type: none"> • Students research and retell cultural importance of the Chinese New Year. • Students write their own text messages for Chinese New Year <p>4.1</p> <ul style="list-style-type: none"> • Compare/contrast Chinese with their own language elements through skits, discussion, T-charts, or another graphic organizer 	<p>(2.5 weeks)</p> <p style="text-align: center;">Differentiation for Zhen Bang!</p> <p><i>For struggling students:</i></p> <ol style="list-style-type: none"> 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 <p><i>Extending the lessons for students who are ready to move on:</i></p> <ol style="list-style-type: none"> 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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		<p>Ed. Tech 1.2.1</p>	<p>Communicate and collaborate to learn with others.</p>

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<p>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own</p>			<ul style="list-style-type: none"> ▪ 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	<p>Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.</p> <ul style="list-style-type: none"> ▪ 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	<p><i>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.</i></p>	
		CCSS Rdg 2 Key Ideas & Details	<p><i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i></p>	
		CCSS W4 Production & Distribution of Writing	<p><i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i></p>	
Interpersonal	<ul style="list-style-type: none"> • More Holidays and 	1.1		EMC Publishing, <i>Zhen Bang!</i>

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<p>& Interpretive Mode</p> <p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics</p> <p>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of</p>	<p>Festivals</p> <ul style="list-style-type: none"> • Adverbs • Question Particles • Express intensified exclusion • Besides...in addition to • Dragon Boat Festival • Culture: <ul style="list-style-type: none"> ○ Dragon Boat Festival • Dragon boat festival • Chinese festivals • Dragon boat racing • Chinese Characters: Vocabulary Builder 	<ul style="list-style-type: none"> • Students demonstrate knowledge of question particles in speaking and/or writing activities and interactions with others • Collaborating to categorize vocabulary <p>1.2</p> <ul style="list-style-type: none"> • Students critique their own Chinese writing ability and recognize strengths and weaknesses in writing <p>2.1</p> <ul style="list-style-type: none"> • Students apply their knowledge of Chinese holidays and festivals to in a variety of ways within and outside of the Chinese classroom • Students explain the Dragon Boat Festival through annotation of text and/or articles • Students design their own Dragon Boat <p>4.2</p> <ul style="list-style-type: none"> • Converse about celebrations in their own culture and compare those to others in the class <div style="border: 1px solid black; background-color: yellow; padding: 5px; margin-top: 10px;"> <p>Ed. Tech 1.1.2</p> <p>Use models and simulations to explore systems, identify trends and forecast possibilities.</p> <ul style="list-style-type: none"> ▪ 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 </div>	<p>Chinese 1, Unit 5, Lesson D (2.5 weeks)</p> <p style="text-align: center;">Differentiation for Zhen Bang!</p> <p>For struggling students:</p> <ol style="list-style-type: none"> 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 <p>Extending the lessons for students who are ready to move on:</p> <ol style="list-style-type: none"> 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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<p>the culture studied</p> <p>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own</p>		<p>elements.</p> <ul style="list-style-type: none"> ▪ Determine and explore cause and effect using virtual simulations in different contexts.
	Ed. Tech 1.2.2	<p>Develop cultural understanding and global awareness by engaging with learners of many cultures.</p> <ul style="list-style-type: none"> ▪ 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	<p><i>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.</i></p>
	CCSS Rdg 4 Craft & Structure	<p><i>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.</i></p>
	CCSS Rdg 6 Craft & Structure	<p><i>Assess how point of view or purpose shapes the content and style of a text.</i></p>
	CCSS W3 Text Types & Purposes	<p><i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i></p>

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		CCSS W4 Productio n & Distributi on of Writing	<i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>	
<p>Interpretive & Presentational Mode</p> <p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<ul style="list-style-type: none"> • Clothing • Time words • the number words “several, a few” • Pronoun word “self” • Dialogue: After Class • Culture: <ul style="list-style-type: none"> ○ China’s Cultural Influence on Japan • Do you want to go to shopping? • What do they wear? • Shopping • Chinese Characters: Vocabulary Builder 	<p>1.2</p> <ul style="list-style-type: none"> • Follow directions/instructions through actions • Identify if statements are true or false • Identify based on images (i.e. video, graphics) • Participate in basic games for comprehension • Comprehend audio and video • Write Chinese characters with proper technique <p>4.2</p> <ul style="list-style-type: none"> • Compare Chinese culture with that of Japan • Analyze the influence China has on Japan. • Compare shopping styles and fashion of China to that of the USA 	<div style="border: 1px solid black; padding: 5px;"> <p>Ed. Tech 1.2.1</p> <p>Communicate and collaborate to learn with others.</p> <ul style="list-style-type: none"> ▪ 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. </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p>Ed. Tech 1.3.1</p> <p>Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.</p> </div>	<p>EMC Publishing, <i>Zhen Bang!</i> Chinese 1, Unit 6, Lesson A (2 weeks)</p> <p style="text-align: center;">Differentiation for Zhen Bang!</p> <p>For struggling students:</p> <ol style="list-style-type: none"> 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 <p>Extending the lessons for students who are ready to move on:</p> <ol style="list-style-type: none"> 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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		CCSS W4 Production & Distribution of Writing	<i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>	
		CCSS W6 Production & Distribution of Writing	<i>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i>	
Interpretive & Presentational Mode Standard 1.2: Students understand and interpret	<ul style="list-style-type: none"> • Colors • Omission of Nouns • The phrase “discount” • Shopping with Mom • Culture: <ul style="list-style-type: none"> ○ The 	1.2 <ul style="list-style-type: none"> • Students can label colors in images • Students summarize the omission of nouns and situations this would occur • Demonstrate the understanding of written and spoken language in a variety of ways: actions, reflections, matching, true/false, discussions, etc. 	EMC Publishing, <i>Zhen Bang!</i> Chinese 1, Unit 6, Lesson B (2 weeks) Differentiation for Zhen Bang!	

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<p>written and spoken language on a variety of topics</p> <p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p style="text-align: center;">Meaning of Colors for the Chinese People</p> <ul style="list-style-type: none"> • Chinese Traditional Dress • Picking out clothes the most popular colors • winter sale • Chinese Characters: Vocabulary Builder 	<ul style="list-style-type: none"> • Identify through pictures and images <p>1.3</p> <ul style="list-style-type: none"> • Students respond orally to questions. • Students question appropriately with correct question words. • Students demonstrate understanding by role playing dialogues with classmates. <p>4.2</p> <ul style="list-style-type: none"> • Compare and contrast fashion in China and the USA • Describe the conditions of the winter sale <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: yellow; width: 15%; text-align: center; vertical-align: top;">Ed. Tech 1.1.1</td> <td style="padding: 5px;"> <p>Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <ul style="list-style-type: none"> ▪ Combine technologies to create and share products from different content areas. ▪ Create digital products for culminating projects or inclusion in portfolios. </td> </tr> <tr> <td style="background-color: yellow; text-align: center; vertical-align: top;">Ed. Tech 1.2.1</td> <td style="padding: 5px;"> <p>Communicate and collaborate to learn with others.</p> <ul style="list-style-type: none"> ▪ 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. </td> </tr> <tr> <td style="background-color: red; color: white; text-align: center; vertical-align: top;">CCSS Rdg</td> <td style="padding: 5px;"><i>Determine central ideas or themes of a text</i></td> </tr> </table>	Ed. Tech 1.1.1	<p>Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <ul style="list-style-type: none"> ▪ Combine technologies to create and share products from different content areas. ▪ Create digital products for culminating projects or inclusion in portfolios. 	Ed. Tech 1.2.1	<p>Communicate and collaborate to learn with others.</p> <ul style="list-style-type: none"> ▪ 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. 	CCSS Rdg	<i>Determine central ideas or themes of a text</i>	<p>For struggling students:</p> <ol style="list-style-type: none"> 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 <p>Extending the lessons for students who are ready to move on:</p> <ol style="list-style-type: none"> 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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		<p>2 Key Ideas & Details <i>and analyze their development; summarize the key supporting details and ideas.</i></p> <p>CCSS Rdg 4 Craft & Structure <i>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.</i></p> <p>CCSS W4 Production & Distribution of Writing <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i></p>	
<p>Interpersonal, Interpretive & Presentational Mode</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics</p> <p>Standard 1.3: Students present information,</p>	<ul style="list-style-type: none"> • Describe Clothing • Express degree using “a bit, a little” • “Not only...but also” • asking about clothing size • An Honest Opinion • Culture: <ul style="list-style-type: none"> ○ Chinese and American Sizes • Asian Fashion Designers • Clothes Talk • Clothing Tags • Chinese Characters: Vocabulary Builder 	<p>1.2</p> <ul style="list-style-type: none"> • Students read and interpret classified ads from China • Students demonstrate their understanding of thematic concepts they hear and read by identifying them through pictures and images. • Students identify grammatical pieces in spoken and written communication. • Students match grammatical pieces with each other and with thematic concepts to create phrases. <p>1.3</p> <ul style="list-style-type: none"> • Students learn and sing songs containing thematic concepts. • Students role play problems and resolving situations • Students create a fashion show and present it to the class • Students read dialogues between two or more people. • Students create advertisements for clothing • Students produce dialogues and participate in 	<p>EMC Publishing, <i>Zhen Bang!</i> Chinese 1, Unit 6, Lesson C (2 weeks)</p> <p style="text-align: center;">Differentiation for Zhen Bang!</p> <p>For struggling students:</p> <p>1. www.quizlet.com to practice spelling and recognizing vocabulary. Create your own set or browse to find others.</p> <p>2. Check with the reference pages available for the text Internet Resource Center at www.emcschools.net/zhenbang</p> <p>Extending the lessons for students who are ready to move on:</p>

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<p>concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>impromptu conversations about shopping, activities and their youth.</p>		<p>1. Have your students do work that corresponds to what you're teaching from a pre AP book. This is more challenging.</p> <p>2. Have your students do work online, recording their voices to submit to you.</p>
	<p>Ed. Tech 1.1.1</p>	<p>Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <ul style="list-style-type: none"> ▪ Combine technologies to create and share products from different content areas. ▪ Create digital products for culminating projects or inclusion in portfolios. 	
	<p>Ed. Tech 1.2.1</p>	<p>Communicate and collaborate to learn with others.</p> <ul style="list-style-type: none"> ▪ 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. 	
	<p>Ed. Tech 1.2.2</p>	<p>Develop cultural understanding and global awareness by engaging with learners of many cultures.</p> <ul style="list-style-type: none"> ▪ Build empathy by learning about many cultures through digital content from around the world. ▪ Participate in an online community dedicated to understanding or 	

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			<p style="text-align: center;">solving a local or global issue.</p> <p>CCSS Rdg 1 Key Ideas & Details <i>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.</i></p> <p>CCSS Rdg 4 Craft & Structure <i>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.</i></p> <p>CCSS W3 Text Types & Purposes <i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i></p> <p>CCSS W4 Production & Distribution of Writing <i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i></p>	
<p>Interpersonal, Interpretive & Presentational Mode Standard 1.1: Students engage in conversations, provide and obtain information, express feelings</p>	<ul style="list-style-type: none"> • Describe Appearances • Question pronoun “what kind” • moderating adjectives with “a little” • reduplication of verbs • superlative “the most” • Shopping with a 	<p>1.1</p> <ul style="list-style-type: none"> • Students ask each other questions and answer them in pairs and small groups. <p>1.2</p> <ul style="list-style-type: none"> • Students watch videos and listen to podcasts where Chinese speakers describe their daily routines, shopping and favorite activities. • Read stories, charts and graphs about Chinese activities. • Students answer questions out-loud posed by the teacher. 	<p>EMC Publishing, <i>Zhen Bang!</i> Chinese 1, Unit 6, Lesson D (2 weeks)</p> <p style="text-align: center;">Differentiation for Zhen Bang!</p> <p>For struggling students:</p> <p>1. www.quizlet.com to practice spelling and recognizing vocabulary. Create your own set or</p>	

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<p>and emotions, and exchange opinions</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics</p> <p>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied</p> <p>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that</p>	<p>Friend</p> <ul style="list-style-type: none"> • Culture: <ul style="list-style-type: none"> ○ Wangfujing ○ The Story of Silk • Buying a coat • Flyer • Chinese Characters: Vocabulary Builder 	<ul style="list-style-type: none"> • Students read and listen to information and then create questions about that information. • Students listen to and create podcasts using the thematic concepts for the chapter <p>2.2</p> <ul style="list-style-type: none"> • Students describe different major Chinese department stores and what they can buy in them. <p>3.2</p> <ul style="list-style-type: none"> • Students watch real-life scenarios regarding the thematic components. • Students read advertisements from Chinese online sources for clothing, activities and personal hygiene items. 	<p>browse to find others.</p> <p>2. Check with the reference pages available for the text Internet Resource Center at www.emcschools.net/zhenbang</p> <p><i>Extending the lessons for students who are ready to move on:</i></p> <p>1. Have your students do work that corresponds to what you're teaching from a pre AP book. This is more challenging.</p> <p>2. Have your students do work online, recording their voices to submit to you.</p>
		<p>Ed. Tech 1.1.1</p>	<p>Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <ul style="list-style-type: none"> ▪ Combine technologies to create and share products from different content areas. ▪ Create digital products for culminating projects or inclusion in portfolios.
		<p>Ed. Tech 1.1.2</p>	<p>Use models and simulations to explore systems, identify trends and forecast possibilities.</p> <ul style="list-style-type: none"> ▪ Analyze survey data, report information and display the data in a variety of ways to support

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<p>are only available through the foreign language and its cultures</p>		<p>conclusions.</p> <ul style="list-style-type: none"> ▪ 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.
	<p>Ed. Tech 1.2.2</p>	<p>Develop cultural understanding and global awareness by engaging with learners of many cultures.</p> <ul style="list-style-type: none"> ▪ 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.
	<p>CCSS Rdg 1 Key Ideas & Details</p>	<p><i>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.</i></p>
	<p>CCSS Rdg 2 Key Ideas & Details</p>	<p><i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i></p>
	<p>CCSS Rdg 4 Craft & Structure</p>	<p><i>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</i></p>

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			<i>meaning or tone.</i>	
		CCSS W4 Production & Distribution of Writing	<i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>	