**CHINESE FLAGSHIP SECONDARY CURRICULUM**

**CHINESE – Level 1 Topic Plan**

**Unit 2 Theme: My family . . .**

**Topic 3: Chinese vs. American Families**

**What will students be able to do by the end of the topic?**

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| **Speaking/ Listening** (interpersonal and presentational) | * I can ask and answer questions about nationality.
* I can engage in conversations about my family structure.
* I can talk about the size of my family, my family’s origins, and compare with a family from another culture.
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| **Reading** (interpretive) | * I can read and comprehend information about others’ families and nationalities.
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| **Writing** (presentational) | * I can write and compare my family with a family from other cultures.
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| **Vocabulary** | **Phrases** |  |
| China中国America美国Japan日本England英国France法国Chinese people中国人American美国人Japanese日本人British英国人French法国人live, dwell住at, on在Where哪儿？哪里？ | What is your nationality?你是哪国人？I am an American.我是美国人。What’s your mom’s nationality?你的妈妈是哪国人？My mom is Chinese.我的妈妈是中国人。Where do you live?你住在哪儿？你住在哪里？I live in (city).我住在（各人的的城市） |   |

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| **Planning for Instruction** |
| **What instructional activities will be used?** |
| **Lesson 1: Students ask and answer questions about countries/nationality. Students can recognize some characters that represent different countries.*****Vocabulary and Structure:*** 中国，美国，日本，英国，法国，中国人，美国人，日本人，英国人，法国人( optional other countries and people based on students family backgrounds), 你的妈妈是哪国人？我的妈妈是中国人*Teach Vocabulary:* Teacher introduces his/her family members’ nationalities using photos then shows [*你是哪国人PPT*](https://docs.google.com/presentation/d/1FqAqVT0TN2zU4h0AhKH8wcEGrWXh0B_P2xuuOzMVHdY/pub?start=true&loop=false&delayms=15000)  * [Flashcards](https://drive.google.com/open?id=0B3aEXdi8FPrmSy1yNVZkMmpGMXM)
* [Vocabulary List](https://docs.google.com/document/d/1xPn_TUSTW7K-jfuuqzeZYgHg_NBhib7EI_3har5ebkY/edit)

*Activity A:* [Bicycle Chain Instructions](http://clt7-12.org/sites/default/files/uploadfiles/FCap/L1Unit2/L1U2T3.Lesson1ABicycleChain.pdf)Students ask and answer nationality.*Activity B:* [Character Race Game Instructions](http://clt7-12.org/sites/default/files/uploadfiles/FCap/L1Unit2/L1U2T3Lesson1BCharacterRaceGame.pdf) Students practice reading characters. |

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| **Planning for Instruction** |
| **What instructional activities will be used?** |
| **Lesson 2: Students can ask and answer questions about the nationality and can write sentences about nationality.** **Vocabulary and Structure:** 中国人，美国人，日本人，英国人，法国人。你是哪国人？我是XX国人。*Teach Vocabulary:*  [*你是哪国人PPT*](https://docs.google.com/presentation/d/1FqAqVT0TN2zU4h0AhKH8wcEGrWXh0B_P2xuuOzMVHdY/pub?start=true&loop=false&delayms=15000)*Activity A:* [Nationality Survey instructions.](http://clt7-12.org/sites/default/files/uploadfiles/FCap/L1Unit2/L1U2T3Lesson2ANationalitySurveyInstructions.pdf) Students ask and answer questions about nationality using the [Nationality Survey Sheet](http://clt7-12.org/sites/default/files/uploadfiles/FCap/L1Unit2/L1U2T3Lesson2ANationalitiesSurveySheet.pdf)*Activity B:* Students write up and present the data from the [Nationality Survey Sheet](http://clt7-12.org/sites/default/files/uploadfiles/FCap/L1Unit2/L1U2T3Lesson2ANationalitiesSurveySheet.pdf)  |

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| **Planning for Instruction** |
| **What instructional activities will be used?** |
| **Lesson 3: Students can exchange information about where they live and write brief descriptions of their families****Vocabulary and Structure:** 住，在，哪儿/哪里。你住在哪儿/哪里？我住在(city name). or 你家在在哪儿？我家在(city name) 爱，我爱我的家人。*Teach Vocabulary:*  Project a world map and place or draw a stick figure on different parts of the map according to the countries, which have already been learned (China, America, Japan, English, France etc.). Ask 他／她 住在哪里？ 他／她 住在XX？*Activity A:*[Community Map Think Pair Share Instructions.](http://clt7-12.org/sites/default/files/uploadfiles/FCap/L1Unit2/L1U2T3Lesson3ANeighborhoodMap.pdf) Students will tally on a map where they live.*Activity B:* After watching the video“让爱住我家”. [*http://www.youtube.com/watch?v=oM9OXNY2F8g*](http://www.youtube.com/watch?v=oM9OXNY2F8g) Each student writes a short description of their family.  [Family description Switch Instructions](http://clt7-12.org/sites/default/files/uploadfiles/FCap/L1Unit2/L1U2T3Lesson3BDescriptionSwitch.pdf) |

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| **Planning for Instruction** |
| **What instructional activities will be used?** |
| **Lesson 4: Students can use graphic organizers to compare families from different cultures.***Teach Vocabulary:* Review - read some of the family descriptions from the previous lesson. *Activity A:*Teacher takes students to the computer lab and instructs them to read about three high school students’ families. See the webpage link below: <http://www2.kenyon.edu/Depts/Mll/Chinese/Class03/Classmates.htm#Top>*Activity B:* Students read through the page and choose three students’ families to compare and contrast on a [Venn diagram.](http://clt7-12.org/sites/default/files/uploadfiles/FCap/L1Unit2/L1U2T3Activity5VennDiagram.pdf) |

*Adapted from Jefferson County Public Schools, KY, 2011*