

## Standards for Chinese Language Learning

全美中小學中文學習目標

The Chinese Language Association of Secondary-Elementary Schools (CLASS) has translated the above five national standards into Chinese with key words and phrases (in *Standards for Foreign Language Learning in the 21st Century*, 1999, p. 114).

### 1. Communication 溝通

Communicate in Chinese 運用中文溝通

- 1.1 Interpersonal communication 語言溝通: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese.
- 1.2 Interpretive communication 理解詮釋: Students understand and interpret written and spoken language on a variety of topics in Chinese.
- 1.3 Presentational communication 表達演示: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in Chinese.

### 2. Cultures 文化

Gain Knowledge and Understanding of the Chinese Speaking World 體認中國多元文化

- 2.1 Practices of cultures 文化習俗: Students demonstrate an understanding of the relationship between the **practices** and **perspectives** of the cultures of the Chinese-speaking world.
- 2.2 Products of cultures 文化產物: Students demonstrate an understanding of the relationship between the **products** and **perspectives** of the cultures of the Chinese-speaking world.

### 3. Connections 貫連

Connect with Other Disciplines and Acquire Information 貫連其他學科

- 3.1 Making connections 觸類旁通: Students reinforce and further their knowledge of other disciplines through the study of Chinese.
- 3.2 Acquiring new information 博聞廣見: Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and cultures

### 4. Comparisons 比較

Develop Insight into the Nature of Language and Culture 比較語言文化之特性

- 4.1 Language comparisons 比較語文: Students demonstrate understanding of the nature of language through comparisons of the Chinese language and their own.
- 4.2 Culture comparisons 比較文化: Students demonstrate understanding of the concept of culture through comparisons of Chinese culture and their own.

### 5. Communities 社區

Participate in Multilingual Communities at Home & Around the World

應用於國內與國際多元性

- 5.1 School and community 學以致用: Students use the Chinese language both within and beyond the school setting.
- 5.2 Lifelong learning 學無止境: Students show evidence of becoming life-long learners by using Chinese for personal enjoyment and enrichment.

## Designing Standards-Based Activities

Title of the Activity: Fashion Design

Designer: Naomi Wang, Taylor High School

Grade Level: 10<sup>th</sup> grade, 2<sup>nd</sup>-year Chinese

Proficiency Level: Novice High

Objectives Of the Activity 活动目的	To design and present a fashion poster which includes formal/informal clothing and accessories for real-life occasions
Description of the Activity 教案内容	<ul style="list-style-type: none"><li>• Each student creates a fashion poster which include clothing/accessories for three different occasions: 1) attending classes 2) home-coming party 3) weekend activity</li><li>• The poster can be designed by drawing or cutting/pasting the photos found in fashion magazines.</li></ul>
Standards Targeted 教学目标	Communication: presenting posters Connection: connecting artistic design
3 Modes of Communication 沟通模式	Presentational communication: Students present fashion posters

### Designing Standards-Based Activities

Title of the Activity                     What is your nationality?                                          Designer:           Sarah Tsai, Bellaire High School          

Grade Level:           High School (9<sup>th</sup>-12<sup>th</sup>)                                Proficiency Level:           Intermediate Low          

Objectives Of the Activity 活动目的	To describe a country that one would like to visit or a country that one has visited already
Description of the Activity 教案内容	<ul style="list-style-type: none"> <li>• Each student decides a country that he/she would like to visit (or a country he/she has already visited)</li> <li>• Find the information of that country regarding the following aspects: food, weather, entertainment, sports</li> <li>• Based on the information found, write a short paper.</li> <li>• Present the country in class with photos or Powerpoint.</li> </ul>
Standards Targeted 教学目标	Communication: presenting the countries; writing on the poster; question & answer Cultures: food, sports, entertainment Comparisons: compare the countries presented
3 Modes of Communication 沟通模式	Interpersonal mode: question/answer after each report Interpretive mode: writing the main characteristics of each country reported on posters Presentational mode: writing and speaking presentation of the chosen country

### Designing Standards-Based Activities

Title of the Activity Who am I? Designer: Shui Wen, Pin Oak Middle School

Grade Level: High School 1<sup>st</sup> year Proficiency Level: Novice Mid

<p>Objectives Of the Activity 活动目的</p>	<p>To guess the family members and draw family trees</p>
<p>Description of the Activity 教案内容</p>	<ul style="list-style-type: none"> <li>• Familiar with the family members terms, such as 爷爷, 奶奶, 哥哥, 妹妹</li> <li>• Students divided in two groups. Each group chooses an actor. Teacher gives the actors a card with characters (family members). The actor needs to act out that person.</li> <li>• His/her teammates at the same time ask yes/no questions, such as 她是女的吗? 他很老吗? The actor can only replies 是 or 不是.</li> <li>• The team that guesses the correct family member wins.</li> </ul>
<p>Standards Targeted 教学目标</p>	<p>Communication: asking question          Cultures: understand the family terms          Comparisons: understand the differences between the use of family terms in China and USA</p>
<p>3 Modes of Communication 沟通模式</p>	<p>Interpersonal mode: asking yes/no questions          Presentational mode: students complete a family tree</p>

## Designing Standards-Based Activities

Title of the Activity: Interviews with Native Speakers

Designer: Jiayao Pang, Awty International School

Grade Level: 10<sup>th</sup> grade, 2<sup>nd</sup>-year Chinese

Proficiency Level: Novice High

Objectives Of the Activity 活动目的	To solicit personal information and response questions regarding one's family, work or school
Description of the Activity 教案内容	<ul style="list-style-type: none"><li>• Invite volunteer native speakers to visit the class. Arrange a free and relaxing environment in which the visitors and students interview each other.</li><li>• Before the interview session, practice important expressions and vocabulary.</li><li>• The content of the interviews are related to the topics of family, school, work and hobbies.</li></ul>
Standards Targeted 教学目标	Communication: face-to-face interview Culture: understand the cultural background of the guests Community: native speakers from the community
3 Modes of Communication 沟通模式	Interpersonal communication: Students engage in interpersonal speaking communication with native speakers Presentational communication: Student express their ideas and opinions (higher level) regarding the interviews after the sessions