

Standards-Based Activities

Title of the Activity: Introduce a friend and his/her family

Designer: Ang Li

Grade Level: 9th grade, or 1st year learners

Proficiency Level: novice

<p>Objectives Of the Activity 活动目的</p>	<p>Students introduce a friend and his/her family in Chinese through learning from a model presented by the teacher.</p>
<p>Description of the Activity 教案内容</p>	<ul style="list-style-type: none"> • The teacher reviews necessary words and sentences needed to complete the activity. • The teacher presents a model in which he/she introduces his/her friend. • The teacher asks questions about the introduction and make sure they understand the content. • The students are guided by the teacher to prepare their presentations. • Students receive feedbacks after presentations through discussing with other students and the teacher.
<p>Standards Targeted 教学目标</p>	<p>Communication: introduce friends and people Culture: understand and practice the culturally appropriate ways of introducing friends and people in China</p>
<p>Three Modes of Communication 沟通模式</p>	<p>Presentational: Students present their own friends by following a model Interpersonal: Question and answer after each student's presentation</p>

Designing Standards-Based Activities

Title of the Activity: A Far Away Place Designer: Zhengying Bao, Westwood High school

Grade Level 9th-11th – Chinese II Proficiency Level: Intermediate-Low

<p>Objectives Of the Activity 活动目的</p>	<p>Students learn the culture and people in the northwest area of China through a folk song, 在那遥远的地方. Students are able to describe/ask questions relevant to the distance to places. Students express their preferences of ‘traditional’ and ‘pop’ version of that folk song.</p>
<p>Description of the Activity 教案内容</p>	<ul style="list-style-type: none"> • Learn the vocabulary and sentence patterns for describing distance, position, location, such as A 离 B 很远, 一百英里, 在中国西北边 • Use slides to introduce 青海, 新疆. Let students to describe locations of two provinces in China, the culture, traditional custom, and living style. • Play the music and ask students to listen to the lyrics and guide students to grasp the main ideas. • Play three different versions of the folk song, and students in small group discuss which version they like and why.
<p>Standards Targeted 教学目标</p>	<p>Communication: describe the locations, discussing the lyrics, expressing the preferences, writing a story Cultures: Chinese traditional musical instruments, Chinese folk songs, the way that Chinese people express love, nomadic life style in northwest China. Comparisons: Compare Chinese traditional musical instruments/song with western instruments /songs. Compare traditional folk music with western pop music</p>
<p>Three Modes of Communication 沟通模式</p>	<p>Interpretive: Listen, read, and comprehend the main ideas of the lyrics Interpersonal: Stating preferences and explain the reasons in small groups Presentational: Students describe their opinions at a voting section Students present their story with pictures and write the ending for the story described in the song.</p>

Standards-Based Activities

Title of the Activity Shopping For Clothes

Designer: Lichy Chang, Westlake High School

Grade Level 10th to 12th Grades

Proficiency Level: Intermediate (Second-year)

<p>Objectives Of the Activity 活动目的</p>	<p>Students ask prices, sizes, colors of the clothes in a store and negotiate the prices with the sale clerks.</p>
<p>Description of the Activity 教案内容</p>	<ul style="list-style-type: none"> • Students decide the occasion of the clothes she/he wants to buy for their paper dolls before going to the store. • Students respond to the salesperson's greeting and request the clothing items and the prices. Need to negotiate the best bargain in prices. • Make the final presentation to explain the reasons they bought the clothing items and describe the size/color/pattern/ prices for those items.
<p>Standards Targeted 教学目标</p>	<p>Communication: Conduct a spontaneous conversation with salespersons in a shop; Request the desired clothing items and ask for prices</p> <p>Culture: Understand the shopping practice differences between Chinese stores and American stores. (For example, negotiating the price). Note that it is not required to pay the tax of purchasing merchandizes in China. Explain the currency differences of Chinese, Taiwanese, and American money unit.</p>
<p>Three Modes of Communication 沟通模式</p>	<p>Interpersonal: Students communicate with the salespersons to obtain the clothing items.</p> <p>Presentational: Students present the clothing items and explain the reasons of buying them and the prices.</p>

Designing Standards-Based Activities

Title of the Activity: College Fair

Designer: Su Li, St. Stephen's Episcopal School

Grade Level: 12th Grade, 5th-year Chinese

Proficiency Level: Intermediate

<p>Objectives Of the Activity 活动目的</p>	<p>Able to describe and explain the application system, academic expertise, and campus life of a university/college; Able to compare the differences and similarities of the college education in the USA and China</p>
<p>Description of the Activity 教案内容</p>	<ul style="list-style-type: none"> • Read a short article about the university system in China and students in small groups discuss the differences/similarities compared to the one in the USA. • Each student selects a college or a university in China or in the US, which they want to introduce. • Students and the teacher discuss in class what information should be covered in the poster. • The teacher offers necessary assistance concerning the Chinese language or the social or cultural background. • Students make their posters outside of class. • Students present the posters in class and answer questions from the classmates about their chosen university.
<p>Standards Targeted 教学目标</p>	<p>Communication: discussing the college systems in two countries, designing and writing on the poster, presenting the poster, asking and answering questions about the posters Culture: college entrance exam, applying for colleges or universities, choosing majors, going to college Connections: searching for information about colleges in China Comparisons: identify the differences/similarities in entering and attending a college between China and the US</p>
<p>Three Modes of Communication 沟通模式</p>	<p>Interpersonal mode: question and answer about colleges and universities Interpretive mode: reading the article about the college system and entrance exam in China Presentational mode: writing and oral presentation of the posters</p>