Week of: 7/07-7/11/08

Overall Theme: 年轻人的天地
Young People’s World
Theme of Week Three: The Relationship between a Successful Career and a Desirable Lifestyle
Target Proficiency Level: Novice Mid – Novice High

Number of Hours: 25 hours

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Brief Description of Program (including curricular context and goals)
At the end of the third-week session, students will be able to express themselves in the three communicative modes in the following content areas: careers, part time jobs, internships and working conditions, managing finances to make purchases, and the importance of professional networking.

What Enduring Understandings are Desired:
Students will understand
• The relationship a successful career and a desirable lifestyle.
• Appropriate cultural norms for professional networking.
• The importance of forming culturally-appropriate positive work ethics.

What Essential Questions Will Guide this Program and Focus Teaching/Learning:
• What role do different careers play in providing for desirable lifestyles?
• What is the relationship among education, career choices and desirable lifestyles?
• How are different careers perceived across cultures?

Standards/Goals:
1. Major Standards: C1.1, C1.2, C1.3
2. Supporting Standards: C2, C3, C4, C5

Content:
Knowledge:
• Frequently-used language in the daily life of teenagers in a Chinese cultural setting
• Anecdotes based on ancient Chinese stories and legends
Sentence patterns

Key Vocabulary:
Chinese characters:

Characters:

Sentence Patterns
1. 流行 popular, in fashion
2. 难免 unavoidable, inevitable
3. 老是 always (usually unwelcomed situation)
4. 跟 1)towards, with (someone, something)
2) and, with
5. 如果 if, in case, in the event of
6. 只要 as long as, provided
7. 受不了 cannot endure/stand, unbearable
8. 曾经 once, ever, formerly
9. 不但...而且... not only...but also
10. V+起来 1) indicate an upward action
2) indicate a put-away, put-aside action
3) express an impression or opinion
11. 也好 may as well, may not be a bad idea
12. 可惜 it’s a pity
13. 嘮叨 to nag
14. 各自 respectively
15. 动心 heart set on (something or someone)
16. 犹豫 hesitate, be undecided
17. 急促 urge, push or tempt
18. 而且 also
19. 只好 have no choice but to, have to
20. 再过 another (+ length of time, distance)
21. 给...饯行 give someone a farewell party
22. 要好 good or close (friendship)
23. 被 (passive signifier) placed before verb to
    indicate how subject is treated
24. 对...来说 as for...
25. 划算 worth the cost, worth it
26. 味口 appetite

Skills:
• Name popular professional careers.
• Describe the relationship between careers and lifestyles.
• Relate the world of education to the world of work.
• Identify how being proficient in Chinese can further one’s career in the 21st Century.

Connections to Other Disciplines:
• Sociology
• Mathematics
• Cultural Anthropology
• Career and Technology Education
• Business, commerce and finance

Technology Integration: (Computer lab)
• Listening activities
• Timed-response activities
• I-Pod activities (Computer lab and home)
• PowerPoint presentations
• E-mail exchanges
• Business-related software

Assessments:
• Students do Bellwork activities at beginning of class to assess prior knowledge
• Comprehension checks to ensure continuous understanding
• Pronunciation and tonal checks to ensure accurate production of sounds
• Recognition of Chinese characters (hanzi) introduced
• Writing of Chinese characters using correct stroke order
• Timed-response activities in computer lab
• Oral response activities to given prompts
• I-Pod based assignments to check comprehension beyond the classroom
• Student-conducted interviews of business representatives during internships
• Successful completion of internship tasks in business contexts

What evidence will show that students understand and can perform?

Performance tasks
• Describe the attributes of one or more careers.
• Identify why one career would be advantageous than another.
• Define personal satisfaction resulting from a career not connected to monetary compensation.

Quizzes, Tests, Prompts, Work Samples
• Students do Bellwork activities at beginning of class to assess prior knowledge
• Comprehension checks to ensure continuous understanding
• Pronunciation and tonal checks to ensure accurate production of sounds
• Recognition of Chinese characters (hanzi) introduced
• Writing of Chinese characters using correct stroke order
• Timed-response activities in computer lab
• Oral response activities to given prompts
• I-Pod based assignments to check comprehension beyond the classroom

Unprompted Evidence (observations, dialogues)
• Role plays
• Paired-Activities
• Presentational Mode

Can do Statements From Linguafolio
• Interpretive Listening
  I can follow a command, especially when people use gestures.
  I can understand the difference between a question and a statement.
  I can understand names of objects in my immediate environment such as words for familiar objects found in classrooms.
  I can identify a short audio announcement relating the time and place of a movie or sporting event.
  I can follow a description of a typical day when visual support is provided.
  I can understand some simple questions when accompanied by appropriate nonverbal clues and visuals.
  • I can comprehend when asked how old I am, what my name is, and where I live.
  • I can understand when someone asks me what sports I play, which hobbies I have, and what I like to do in my free time.
  I can follow some simple directions or instructions, especially when people use gestures.
  • I can follow simple directions on a city map when told how to get there.
  • I can follow instructions for baking a cake or drawing a picture when I am doing this step by step with opportunity to ask for repetition.
  I can comprehend the main idea and key points when overhearing a conversation.

• Interpretive Reading
  I can connect some characters to their sounds and meanings.
  I can follow along on the page when something familiar is read out loud.
  • Identify months, days of the week and certain holidays/festivals in calendars
  I can interpret learned characters and reply with appropriate responses.
  I can understand the purpose of simple, everyday materials.
  • I can recognize advertisements, brochures, menu lists, schedules, greeting cards, and business cards.
  • I can comprehend the message in greeting cards (e.g. birthday, New Year’s, thank you).
  • I can identify destinations and major attractions in travel brochures.
  I can understand the main idea and a few details in texts I read.
  • I can read some comic strips and follow the story line.
  • I can comprehend some short descriptions or reviews in TV or entertainment guides.
  • I can locate places on city maps.

• Interpersonal Speaking
  I can introduce myself and others using basic culturally appropriate greetings.
• I can introduce myself and someone else.
• I can respond appropriate to an introduction (e.g. “I am happy to meet you.”).
  I can share some information about me, other members of my family, friends and
  free-time activities with others.
• I can ask and tell about family members and their characteristics (e.g. tall, short,
  funny, serious.)
• I can ask and tell about friends, classmates, and teachers.
  I can exchange information using simple texts, graphs, or pictures.
• I can ask about and identify familiar things in a picture.
• I can ask about and identify important information in a graph.
• I can ask and respond to simple questions about dates, times, places, and events
  on schedules, posters, and tickets.
  I can ask for and give directions with the help of a map or other visual aid.
• I can ask for directions to a place.
• I can tell someone how to get from one place to another (e.g. go straight, turn
  left, turn right).
• I can tell someone where something is located (e.g. next to, across from, in the
  middle of).

• **Presentational Speaking**
  I can present personal information about myself and others using words and
  simple phrases.
  • I can state my name, age, and where I am from.
  • I can give my phone number, home address, and email address.
  • I can say things about my physical appearance.
  • I can say things about my personality.
  • I can say things about my and my immediate world.
  I can express my likes and dislikes.
  • I can express which sports I like and don’t like.
  • I can express my favorite free-time activities and those I don’t like.
  • I can state my favorite foods and drinks and those I don’t like.
  • I can express some of my personal likes and dislikes.
  I can describe a familiar experience or event in simple terms.
  • I can describe what I do during the weekend.
  • I can describe the key elements of an event.

• **Presentational Writing**
  I can write about myself using learned phrases and memorized expressions.
  • I can list and describe my likes and dislikes.
  • I can list and describe my family members.
  • I can list and describe my free-time activities
  • I can describe my favorite food and clothes and state why.
  I can describe a conflict on my schedule.
  I can write sentences to describe aspects of my, my family and friends’ everyday
  life.
  I can express my opinion in writing on familiar topics.
  • I can express my opinion about friends, family, and school (e.g. cell phones in
    school).
  • I can express my opinion about a cultural topic (e.g. Chinese comics)
• I can describe and express my opinion about my Chinese-learning and using Chinese in my internship experience.

**Required Resources:**

Ni Hao 4- Textbook –Chinese Language Course – Advanced Level (ISBN 1876739002)  
iPods, Language Lab with Computers and Professional Internship Venues

**Differentiation of Instruction:**

• Instruction will reflect the following strategies aimed at meeting students’ diverse-learning styles and academic abilities, such as  
  Collaborative group work  
  Paired work  
  Individualized work focusing on students strengths and needs  
  Use of visuals and gestures  
  Technology  
  Instructional strategies addressing multiple intelligences  
  Differentiated tasks to demonstrate student understanding  
  Differentiated placement in internships based on student interest and ability

**Instructional Strategies:**

• Providing input in a contextualized manner to facilitate understanding and learning  
• Frequent comprehension checks to check for understanding  
• Guided practice to support students in apply new language and recycle previously-learned language  
• Continuous formative assessment of student progress in acquiring the language and culture  
• Opportunities to apply the language both in and outside of classroom settings (e.g. internships)  
• Differentiated instruction and assignments based on students’ learning styles and academic abilities  
• Employ real-world tasks to assess formative and summative student performance
Monitor student performance in internship settings and provide support to ensure positive learning experiences for the students.

What do they already know that will help them learn new information?
(May be assessed with surveys, background info given at the beginning of the course or a review of past work that the student presents)

- Diagnosis of previous student knowledge and skills, both at the beginning of each unit of instruction as well as each daily lesson

Links to relevant web sites:
- Chinese Pod (www.Chinesepod.com)
- Better Chinese (www.Betterchinese.com)

Sub-theme(s)/unit(s)
The program may consist of one or more sub-themes/units
Lesson 3 第三课
挣零花钱
Zheng ling hua qian
(Earning pocket money)
3.1 Feeling great
    感觉真好
3.2 Really unbearable
    真受不了
3.3 A long hesitation
    犹豫了半天
3.4 Not surprised at all
    一点都不惊讶