Curriculum Unit Design
—Beijing Opera

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Contents

- General Introduction of the Project
- General Design of the Unit (Backward Design)
- Daily Lesson Plan
General Introduction of the Project

Setting and Students:
- University level, 18-20
- Various majors, selective course, 10 a class
- One year background, 60 mins Mon.-Fri.

Rationale and Reasons:
- Cultural treasure
- Profound topic
- Vocabulary through interesting activities

Relationship to the National and State Standards
- Five C’s covered
- Three standards focused
General Design of the Unite
(Backward Design)

Stage 1-Identifying the desired results

- **Established goals:**
  - Standard 1.1 “Students engage in conversations, provide and obtain information, express feelings and emotions, exchange opinions.”
  - Standard 2.1 “Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese-speaking world.”
  - Standard 2.2 “Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese-speaking world.”

- **Desired Understandings**
- **Essential Questions**
- **Knowledge and Skills**
General Design of the Unite (Backward Design)

Stage 2—Assessment Evidence

- 5 Formative Assessments in class
- 1 Summative Assessment at the end of the unit

(Assessments will be explained in Daily Lesson Plan)
Stage 3—Learning Plan*

- Learning Activities:
  - Show video clip of Beijing Opera to …
  - Ask questions
  - Use TALKING POSTER (有声拼音挂图) …
  - Use explanation, TPR, matching game, role play to …
  - Paint a Beijing Opera mask to …
  - Use prediction game to …
  - Teaching pop songs that integrate Beijing Opera and show various cultural products to …
Daily Lesson Plan:

- Refer to the word document
Demonstrations on
- Masks (Hongjuan Zhou)
- Movements (Kaishan Kong)