

Chinese II Overview 2022 - 2023

This document is designed provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course, and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:

- A [glossary](#) of curriculum components
- The content area [instructional model](#)
- [Parent resources](#) for this content area

To advance to a particular grading period, click on a link below.

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- [Grading Period 2](#)
- [Grading Period 3](#)
- [Grading Period 4](#)

Grading Period 1

Unit 1: School Life

Estimated Date Range: 8/10/22-10/7/22

Unit Overview:

Part of being able to socialize with peers for high school students is to be able to communicate school-related topics. Students learn to practice communication and interpretation skills in everyday school life including one's daily routine, class schedule, and directions to campus facilities. In addition, students compare and contrast extracurricular activities in secondary level in the U.S. and China.

At home connections:

- Encourage students to practice by having them tell you and show you the names of the classes they are taking.

Concepts within Unit #1 Link to TEKS	Success Criteria for this concept
Concept #1: My Daily Schedule TEKS: 2.1a, 2.1c, 2.1d, 2.1e, 2.2a, 2.2d, 3.3b	<ul style="list-style-type: none"> • demonstrate understanding of short passages describing someone's daily routine, schedule, and/or activities. • specify when I participate in certain activities. • describe the sequence of daily routines and schedules. • conduct a conversation discussing my daily routines and schedules. • write a short paragraph describing the sequence of different routine activities and school schedules. • Compare and contrast a typical high school student's daily routine with a Chinese high school student's.

<p>Concept #2: School Subjects and Extracurricular Activities</p> <p>TEKS: 2.1a, 2.1c, 2.1d, 2.1e, 2.2a, 2.2d, 3.3b</p>	<ul style="list-style-type: none"> • read and interpret given course schedules. • describe how well I do with my school work and/or activities. • Compare my school schedule with a student's school schedule in China • read school activity flyers and make choices accordingly. • discuss the new school year schedules and extracurricular activity choices. • ask and answer simple questions about school schedules and activities. • generate a schedule based on my choices of classes and activities • Write/present orally about my schedule based on my choices of classes and activities.
<p>Concept #3: School Locations</p> <p>TEKS: 2.1a, 2.1c, 2.1d, 2.1e, 2.2a, 2.2d, 3.3b</p>	<ul style="list-style-type: none"> • Interpret a map, written directions and other visual information in Chinese in order to locate a place on campus successfully • Ask and answer questions in Chinese about the relative location of one place to another. • Introduce and explain specific school locations to others both orally and in writing in Chinese. • Write a note in Chinese to give directions to a specific school location. • Verbally give directions in Chinese to a specific school location.

Grading Period 2

Unit 2: Clothes and Fashion

Estimated Date Range: 10/11/22-12/16/22

Unit Overview:

Students practice weather, seasons and clothing vocabulary in this unit. They make real-life connections of wearing suitable clothes for a particular season or weather. Furthermore, they will ask for information about trying on clothes and share opinions with others about their clothes.

At home connections:

- Students can look at fashion websites from the target culture, or follow popular clothing brands from the target culture on social media.

Concepts within Unit # 2 Link to TEKS	Success Criteria for this concept
<p>Concept #1: Weather and Seasons</p> <p>TEKS: 2.1a, 2.1b, 2.1e, 2.2a, 2.3b</p>	<ul style="list-style-type: none"> • I can comprehend different characters used to describe different seasons. • I can describe each season orally and in writing. • I can converse with others about their favorite season and why. • I can give reasons why I like or dislike different seasons both orally and in writing. • I can comprehend written descriptions of weather. • I can comprehend oral descriptions of weather. • I can correctly use adjectives to describe the weather both orally and in writing. • I can ask and answer questions about today's weather.
<p>Concept #2: What Should I Wear?</p> <p>TEKS: 2.1a, 2.1c, 2.1d, 2.1e, 2.2a, 2.2b</p>	<ul style="list-style-type: none"> • I can demonstrate understanding when someone talks about clothing items and accessories

	<ul style="list-style-type: none"> I can demonstrate understanding of words in catalogs, ads and/or magazines about clothing and accessories. I can name, both orally and in writing, a variety of clothing and accessory items. I can describe clothing items and accessories by specifying their colors, size and styles both orally and in writing. I can listen, read and understand a simple weather report, and tell what type of clothes I should wear accordingly. I can take simple notes about someone talking about or suggesting items and accessories. I can use measure words to describe clothes and accessories, such as "a pair", "a piece", etc. I can complete a sentence about how I wear/how I look like certain types of clothes
<p>Concept #3: Shopping for Clothes TEKS: 2.1a, 2.1b, 2.1c, 2.1d, 2.1e, 2.2a, 2.2d, 2.3a, 2.3b</p>	<ul style="list-style-type: none"> I can ask information about clothing items, accessories and prices. I can understand general information on tags on clothing and accessories. I can understand information of catalogs, ads, and/or magazines about clothing, accessories, and basic daily items. I can describe clothing items and accessories, including colors, sizes, fits and styles in a conversation. I can describe clothing items or accessories in simple written form. I can tell the size, color, and general descriptions of the clothes I wear to school. I can bargain for a better price. I can handle simple money transactions involved in shopping for clothes and accessories. I can understand general information on tags, including price, of clothing and accessories.

Grading Period 3	
Unit 3: Food and Restaurant	
Estimated Date Range: 1/5/223-3/10/23	
<p>Unit Overview:</p> <p>When talking about Chinese culture, food definitely is an essential topic. This unit is mainly focus on communication of understanding common dishes and ingredients, expressing and understanding vocabulary about food preferences and basic tastes, learning culturally-appropriate etiquette in a Chinese dining table, and comparing Western and Chinese food. .</p> <p>At home connections:</p> <ul style="list-style-type: none"> Encourage students to seek out opportunities to interact with the target language, either through reading, listening or speaking with those who also speak the language. They can practice their reading skills using menus from their favorite Chinese restaurant. 	
Concepts within Unit # 3 Link to TEKS	Success Criteria for this concept
<p>Concept #1: Western Food TEKS: 2.1a, 2.1b, 2.2a, 2.2c, 2.2d, 2.3a, 2.3b</p>	<ul style="list-style-type: none"> Read menus and other resources about specific Western foods in Chinese and recognize characters for my favorites.

	<ul style="list-style-type: none"> • Demonstrate understanding when listening to others talk about typical Western foods. • Write the basic ingredients in some Western dishes using Chinese characters. • Describe to others in Chinese what I usually eat for each meal. • Describe to others in Chinese when I typically eat. • Tell what foods I want to eat. • Express, both orally and in writing in Chinese, my favorite foods. • tell why a Western food item is one's favorite/least favorite in a complete sentence.
<p>Concept #2: Exploring Chinese Cuisine TEKS: 2.1a, 2.1b, 2.2a, 2.2b, 2.2c, 2.2d, 2.3a, 2.3b</p>	<ul style="list-style-type: none"> • Show that I can understand what I read in authentic materials in Chinese such as food labels, restaurant menus, and ingredients in recipes. • Ask and answer questions about common Chinese food dishes. • Describe food items and some common dishes of Chinese food. • Write the basic ingredients in some Chinese dishes using Chinese characters. • Write about the basic tastes of Chinese dishes using Chinese characters. • Compare/contrast typical Western food with typical Chinese food in terms of taste and/or ingredients. • Tell what Chinese food I would like to eat • Express, both orally and in writing in Chinese, my favorite foods. • tell why a Western food item is one's favorite/least favorite in a complete sentence. • Express their preferences regarding food (Western vs Chinese cuisine) orally and in writing.
<p>Concept #3: Eating in a Chinese Restaurant TEKS: 2.1a, 2.1b, 2.1c, 2.2a, 2.2b, 2.2c, 2.2d, 2.3b</p>	<ul style="list-style-type: none"> • Identify, from a menu written in Chinese, the type of food and tastes (hot, sweet, etc.). • Recognize categories or radicals of certain characters in order to pick dishes to order. • Participate in conversations in Chinese about typical Western and Chinese foods and drinks. • Inquire and express preferences for food and drinks in Chinese. • Ask and answer questions in Chinese about basic tastes, such as sweet, spicy, salty, sour, and bitter. • Verbalize in Chinese what food item(s) I want to order at a restaurant (both Western and Chinese cuisine) • ask for the check.

	<ul style="list-style-type: none"> • Read and be able to express the price of each food item in Chinese that I want to order, and the total amount of money I need to pay. • Handle simple money transactions involved in food order.
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Grading Period 4

Unit 4: Home and Community

Estimated Date Range: 3/20/23-5/25/23

Unit Overview:

In this unit, students will learn basic housing vocabulary, and will use a visual map or floor plans to help grow their vocabulary. They will also dive into the interconnected community concept in China. Houses may have the same features and functions as in Western world, but concepts about personal privacy and multiple generations living together may be different from their own experiences. Students will compare their own homes and living situations with what is more common in China.

At home connections:

- Students can label the rooms in the house in Chinese, and teach you the words for each room.

Concepts within Unit # 4 Link to TEKS	Success Criteria for this concept
Concept #1: My House TEKS: 2.1a, 2.2a, 2.2c, 2.3b	<ul style="list-style-type: none"> • Read/watch authentic materials about homes in the target culture and demonstrate understanding • name the parts of a home using simple words and phrases • Write the characters for the parts of a home • name the furnishings of a home using simple words and phrases • Write the characters for the furnishings of a home • describe a home and the rooms in it using a mixture of phrases and sentences, both orally and in writing using characters. • Ask and answer questions in the target language, both orally and in writing, about my home or houses in general. • describe different types of housing here and in the target culture using complete sentences • Express opinions and preferences about housing and furnishings with supporting statements both orally and in writing using characters • Compare my home and other homes in the US with homes in the target culture using simple sentences in the target language.

<p>Concept #2: My Community TEKS: 2.1a, 2.2a, 2.2b, 2.2d, 2.3b</p>	<ul style="list-style-type: none"> • Read/watch authentic materials about target culture communities and demonstrate understanding • name important, culturally relevant parts of my community using words and phrases both orally and in writing. • name important, culturally relevant parts of target culture communities using words and phrases both orally and in writing. • compare culturally relevant parts of my community with target culture communities using sentences and strings of sentences • Describe my community using details such as color of buildings, what buildings are near by, etc. • Ask and answer questions, both orally and in writing, related to my community or another community.
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Glossary of Curriculum Components

Overview— The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Concept – A subtopic of the main topic of the unit.

Success Criteria—a description of what it looks like to be successful in this concept.

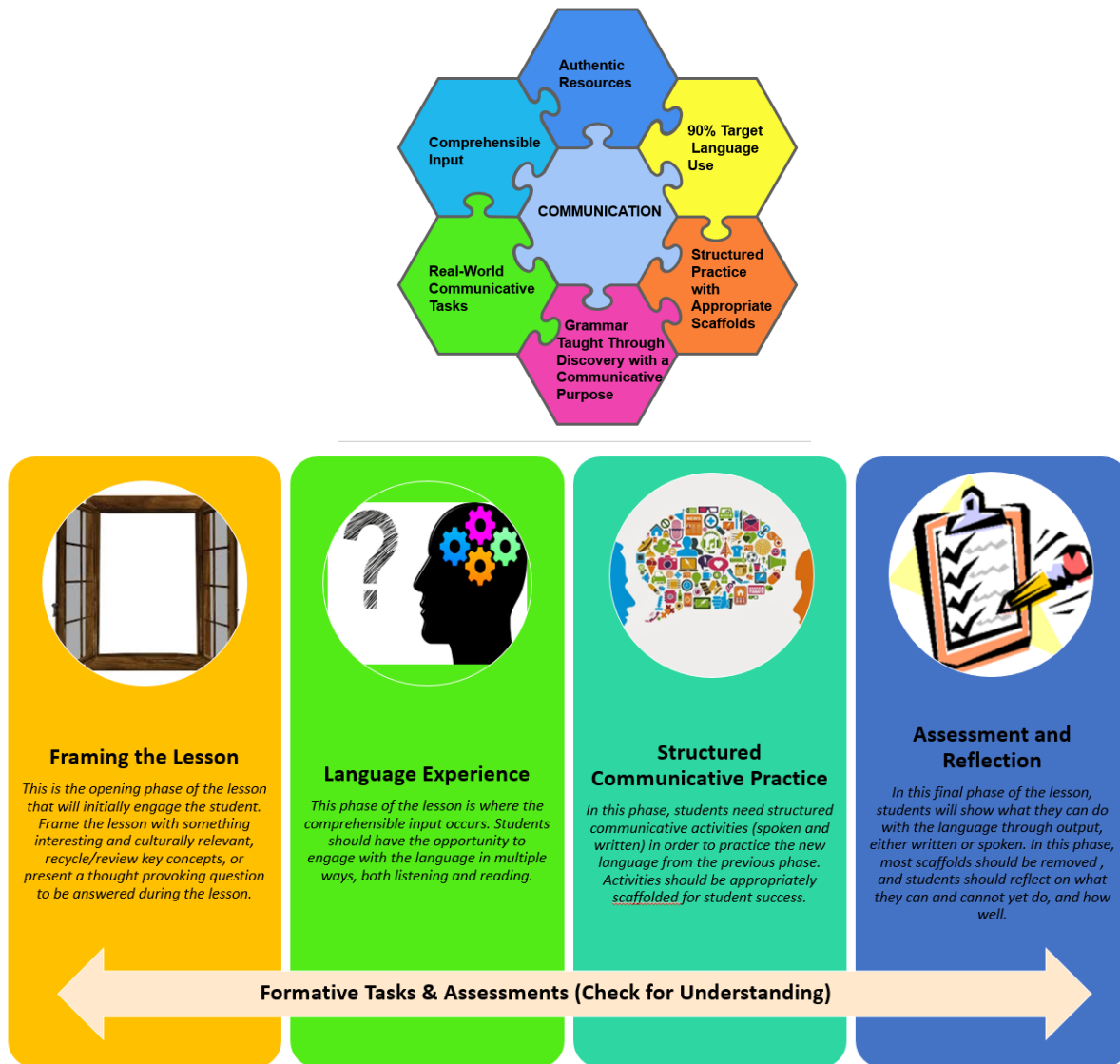
Parent Resources

The following resources provide parents with ideas to support students’ understanding. For sites that are password protected, your child will receive log-in information through their campus.

Resource	How it supports parent and students
Integrated Chinese 1	This is the link to the Chinese textbook. While our curriculum does not align to the textbook, it can be used as a resource for students who might want/need additional practice.
Duolingo	This site provides students with extra practice in a variety of languages. It is not aligned with the curriculum, but could be a great way to reinforce the basics.
Multilingual Books	This site has links to foreign newspapers and magazines. Reading in the target language is one of the best ways to increase proficiency with the language.

Instructional Model

The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.



The World Language Instructional Model has two key components: the core practices and the lesson cycle. The six core practices reflect current best practice in language teaching, as well as the expectations from our state and national standards. While teachers will not necessarily accomplish all six every day, they should incorporate them all into their lessons on a regular basis. The lesson cycle is where all of the core practices come together in a cohesive manner. The teacher begins by framing the lesson, either drawing on students' prior knowledge, or priming the pump for what is to come. During Language Experience, the focus is on comprehensible input, as it is through input that language proficiency is achieved. During Structured Communicative Practice, students get to engage with the language through structured opportunities for output. This is when they and the teacher can see if they have been able to internalize the new language from the input phase. Finally, students will reflect and assess their understanding