

## Chinese III Overview 2023-2024

**This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, Unit Overview, Big Ideas and Essential Questions, Concepts and Instructional Model.**

### Definitions

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.

Process Standards – The process standards describe ways in which students are expected to engage in the content. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use knowledge learned efficiently and effectively in daily life.

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

Big Ideas and Essential Questions - Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

Concept – A subtopic of the main topic of the unit

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

### Parent Supports

The following resources provide parents with ideas to support students' understanding

- [Guiding Principles for Language Learning](#)
- [ACTFL Proficiency Guidelines](#)
- [WordReference.com](#)

### Instructional Model

In any World language class, students should be engaging with the language in an authentic way for at least 90% of the class period. The emphasis in our classes is on communication rather than translation or grammar. Students

will also have the opportunity to engage with authentic resources from the target culture, much as they would if they were to visit that culture. Our goal with our students is to provide real-world opportunities for students to communicate in the target language as much as possible, and by doing so, to move them up the proficiency scale in all three modes of communication: interpersonal, interpretive and presentational.

### Adopted Resources

High School: <https://www.fortbendisd.com/Page/93927>

## Grading Period 1

### Unit 1: A New School Year

Estimated Date Range: 8/9/23-10/6/23

#### Unit Overview:

In this unit, students will continue to learn to talk and write about their school life, building on what they learned in levels 1 and 2. They will discuss the courses they take, as well as their extracurricular activities, including sports, and they will be able to explain why they made the choices they did. Students will take a closer look at their experience studying Chinese, since this is the one class they all definitely have in common. They will read articles and stories related to learning Chinese, and will be able to express their opinions about their own experiences both orally and in writing.

Concepts within Unit 1 <a href="#">Link to TEKS for Languages Other than English</a>	Students will be able to...
<p>Concept #1: My Academic Life TEKS: 3.1a, 3.1b, 3.1e, 3.2a, 3.2b, 3.2c, 3.2d, 3.3a</p>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of authentic materials about courses in a Chinese school.</li> <li>• List the courses I am taking this year, both orally and in writing.</li> <li>• Answer questions about what courses I am taking.</li> <li>• Ask others about what courses they are taking.</li> <li>• Describe the differences between Chinese and American high school students' course selections.</li> <li>• Describe how I feel about my high school academic life.</li> <li>• Talk about why I chose certain courses using "because..."</li> <li>• Write an email describing my academic life</li> </ul>
<p>Concept #2: My Extracurricular Life TEKS: 3.1a, 3.1b, 3.1e, 3.2a, 3.2b, 3.2d, 3.3a, 3.3c</p>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of materials in Chinese related to extracurricular activities.</li> <li>• List my extracurricular activities both orally and in writing.</li> <li>• Answer questions about my extracurricular activities</li> <li>• Ask others about their extracurricular activities</li> </ul>

	<ul style="list-style-type: none"> <li>• Tell why I participate in the activities that I do.</li> <li>• Compare and contrast the different arrangements in extracurricular activities (such as taking part-time jobs, joining clubs, doing community service, etc.)</li> <li>• Interpret the key information from authentic resources related to sports, such as a news report</li> <li>• Discuss which sports I play</li> <li>• Discuss which sports I enjoy watching.</li> <li>• Write and email or text inviting a friend to go to a sporting event</li> </ul>
<p>Concept #3: Learning Chinese</p> <p>TEKS: 3.1a, 3.1d, 3.2a, 3.2b, 3.2c, 3.2d, 3.3b, 3.3c</p>	<ul style="list-style-type: none"> <li>• differentiate between passages written in traditional and simplified Chinese characters</li> <li>• interpret the key information in an article discussing the key features of Chinese language</li> <li>• grasp the main ideas and key words when reading articles and stories with respect to learning of Chinese language and culture.</li> <li>• talk about the key aspects and features of Chinese the language</li> <li>• comment on and exchange opinions regarding their Chinese-learning experiences.</li> <li>• suggest some strategies to improve their Chinese proficiency level in listening, speaking, reading, and writing</li> <li>• write a reflection about my experiences learning Chinese.</li> <li>• Talk about the similarities and differences in learning English and Chinese.</li> </ul>

## Grading Period 2

### Unit 2: Family Tree

Estimated Date Range: 10/11/23-12/15/23

#### Unit Overview:

In this unit, students will continue to learn to talk about their nuclear family (the one that lives in their home) and their extended family. They will describe their family members in terms of physical and personality characteristics. Students will also learn about characteristics of families in other cultures and how families are the same and different from one culture to the next. They will also tell where they go and the activities they do with their family in the community, and how that compares to the target culture. Finally, students will talk about typical family events, such as birthdays and other celebrations, where those family events take place and how they are celebrated, here and in the target culture.

<p><b>Concepts within Unit 2</b> <a href="#">Link to TEKS for Languages Other than English</a></p>	<p><b>The students will be able to...</b></p>
<p>Concept #1: Extended Family TEKS: 3.1a, 3.1b, 3.2a, 3.2b, 3.3c</p>	<ul style="list-style-type: none"> <li>• Identify family relationships through the use of authentic resources such as charts, diagrams, short biographies, etc.</li> <li>• Demonstrate understanding of short passages (such as a letter or paragraph), both oral and written, related to families.</li> <li>• Write the characters for family relationships, including extended family.</li> <li>• Ask and answer questions about family relations and heritage in a conversation</li> <li>• Describe the physical traits of my family members, orally and in writing, using simple sentences.</li> <li>• Describe the personality traits of my family members, orally and in writing, using phrases and simple sentences.</li> <li>• Describe my family as a whole, both orally and in writing</li> <li>• Compare typical family structure in the U.S with typical family structure in the target culture(s) using simple sentences.</li> <li>• Present information, in writing or through oral presentations, about my own family, extended families and extended family roles, and compare those to the target culture.</li> </ul>
<p>Concept #2: Family Activities in the Community TEKS: 3.1b, 3.2a, 3.2c, 3.2d, 3.3a, 3.3b, 3.3c</p>	<ul style="list-style-type: none"> <li>• Identify common free time practices from print, digital, audio, and/or audiovisual materials</li> <li>• Talk and write about the activities in my community that I do with my family members</li> <li>• Discuss the places I go in the community with my family in conversations with others.</li> <li>• Discuss what I do at the places I go with my family</li> <li>• Ask others what they and their families and friends like to do in their free time both orally and in writing using simple questions</li> <li>• Compare what I do with my friends and family with typical free time activities in the target culture using simple sentences</li> </ul>

<p>Concept #3: Family Celebrations TEKS: 3.1a, 3.2a, 3.2c, 3.2d, 3.3b, 3.3c</p>	<ul style="list-style-type: none"> <li>• Read/watch and demonstrate understanding of authentic materials describing how Chinese people celebrate holidays and birthdays.</li> <li>• Write about some of the common practices of the way Chinese people celebrate holidays and birthdays.</li> <li>• Write about how my own family celebrates holidays and birthdays.</li> <li>• Ask and answer questions about our families' customs and traditions in oral conversations.</li> <li>• Describe the similarities and differences between how Chinese people typically celebrate holidays and birthdays, and how my family does.</li> </ul>
<p><b>Grading Period 3</b></p>	
<p><b>Unit 3: Celebrations, Festivals and Traditions</b> Estimated Date Range: 1/4/24-3/8/24</p>	
<p><b>Unit Overview:</b> In this unit, students will examine three of the biggest festivals in China: the Moon Festival, Chinese New Year, and the Dragon Boat Festival. Students will read authentic materials about these festivals, including legends and stories related to these holidays, recipes for traditional foods, and descriptions of celebrations. Students will compare these festivals to those in their own culture, as well. Students will converse with each other, respond to emails, and present information to their peers related to these celebrations.</p>	
<p><b>Concepts within Unit 2</b> <a href="#">Link to TEKS for Languages Other than English</a></p>	<p><b>Students will be able to...</b></p>
<p>Concept #1: Moon Festival TEKS: 3.1a, 3.1e, 3.1f, 3.2a, 3.2b, 3.2d, 3.3b, 3.3c</p>	<ul style="list-style-type: none"> <li>• demonstrate understanding of celebrations and traditions related to the Moon Festival.</li> <li>• read and interpret the legend about the moon festival.</li> <li>• ask and answer questions about the Moon Festival.</li> <li>• narrate a story related to the Moon Festival.</li> <li>• interpret Chinese food recipes related to the Moon Festival.</li> <li>• ask and answer questions about typical foods to eat and clothes to wear during the holiday.</li> </ul>

	<ul style="list-style-type: none"> <li>• exchange information about ways of celebrating major festivals in their own culture.</li> <li>• reply to emails about traditions and different ways of celebrating.</li> <li>• Compare and contrast the Moon Festival celebration to something in my own culture.</li> </ul>
<p>Concept #2: Chinese New Year TEKS: 1a, 1e, 1f, 2a, 2b, 2d, 3b, 3c</p>	<ul style="list-style-type: none"> <li>• demonstrate understanding of resources celebrations and traditions related to Chinese New Year.</li> <li>• read and interpret the story about Chinese New Year.</li> <li>• briefly describe Chinese New Year.</li> <li>• ask and answer questions about Chinese New Year on the lunar calendar.</li> <li>• narrate a story about celebrations and traditions for Chinese New Year.</li> <li>• read recipes of cooking traditional foods and demonstrate understanding.</li> <li>• ask and answer questions about typical foods eaten during the Chinese New Year.</li> <li>• exchange information about ways of celebrating major festivals in their own culture.</li> <li>• Compare and contrast Chinese New Year celebrations with how we celebrate the New year in the U.S.</li> <li>• reply to emails about celebrations and traditions for Chinese New Year.</li> </ul>
<p>Concept #3: Dragon Boat Festival TEKS: 1a, 1e, 1f, 2a, 2b, 2d, 3b, 3c</p>	<ul style="list-style-type: none"> <li>• demonstrate understanding resources about celebrations and traditions related to Dragon Boat Festival.</li> <li>• read and interpret the story about the Dragon Boat Festival.</li> <li>• briefly describe the Dragon Boat Festival orally and in writing.</li> <li>• ask and answer questions about Dragon Boat Festival on the lunar calendar.</li> <li>• narrate a story about celebrations and traditions related to the Dragon Boat Festival.</li> <li>• read recipes of cooking traditional foods associated with the Dragon Boat Festival and demonstrate understanding.</li> </ul>

	<ul style="list-style-type: none"> <li>ask and answer questions about typical foods eaten during the Dragon Boat Festival.</li> <li>reply to emails about celebrations and traditions for the Dragon Boat Festival.</li> </ul>
<b>Grading Period 4</b>	
<b>Unit 4: Travel and Tourism</b> Estimated Date Range: 3/18/24-5/23/24	
<b>Unit Overview:</b> In this unit, students will learn to talk and write about what they need to do to prepare for a trip to Beijing, to go shopping and eating out while in Beijing, and to explore the city during their visit. They will learn to express needs at the airport, in a store, and getting around the city. They will also interpret authentic materials such as guide books, messages, schedules and menus. Students will also investigate a particular sight in the city, and make a presentation to others as to why they should visit there.	
<b>Concepts within Unit 2</b> <a href="#">Link to TEKS for Languages Other than English</a>	<b>Students will be able to...</b>
Concept #1: Going to Beijing TEKS: 1a, 1c, 1d, 2a, 2c, 3c	<ul style="list-style-type: none"> <li>read a travel itinerary and interpret key information.</li> <li>read online travel resources and determine main idea and supporting details</li> <li>interpret travel details from authentic resources related to planning their trip.</li> <li>Describe and discuss items to bring on a trip to Beijing.</li> <li>ask and answer questions about travel arrangements.</li> <li>ask and answer questions about a travel schedule.</li> <li>fill out travel forms and documents.</li> </ul>
Concept #2: Shopping in Beijing TEKS: 1a, 1b, 1c, 1d, 1e, 1f, 2a, 2c, 3a	<ul style="list-style-type: none"> <li>interpret authentic travel materials related to shopping and dining</li> <li>ask questions about where to shop and dine in Beijing.</li> <li>ask and answer questions about the mode of transportation</li> <li>ask and answer questions about travel schedules .</li> <li>Ask for directions to famous shopping and dining attractions.</li> <li>Make my way to a shopping or dining destination using a proper mode of transportation.</li> </ul>

	<ul style="list-style-type: none"> <li>• write and talk, using connected sentences, about dining in Beijing, including specialty foods of Beijing.</li> <li>• write and talk, using connected sentences, about shopping in Beijing.</li> </ul>
<p>Concept #3: Exploring in Beijing TEKS: 1a, 1b, 1c, 1e, 2a, 2c, 3a, 3c</p>	<ul style="list-style-type: none"> <li>• read information and demonstrate understanding from online touring sources by answering questions.</li> <li>• interpret key terms from a guide book or other authentic resource about major attractions.</li> <li>• ask and answer questions about travel arrangements.</li> <li>• Listen to and understand messages about travel by answering questions.</li> <li>• Determine the main idea and a few details after reading a message or other authentic text.</li> <li>• Describe a tourist attraction and explain why someone should visit there.</li> </ul>

### 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.
<a href="#">Duolingo</a>	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.
<a href="#">Multilingual Books</a>	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