

How do Stage 1, Stage 2 and Stage 3 of the curriculum development process connect to daily classroom instruction? How do instructors take program learning goals and key performance assessments and use them to develop learning plans and episodes? As instructors unpack the lesson Can-Do Statements by outlining vocabulary and language chunks for each lesson Can-Do Statement with a corresponding check for learning, they complete the bridge from curriculum to learning plan.

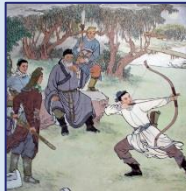
LANGUAGE: **Chinese**

GRADES: **6-12**

PERFORMANCE TARGET: **Novice Mid/Novice High**

### Unit Theme: **Personal Identity**

Students will work with the theme of *identity*. They will work with appropriate texts that portray young teenagers who take on responsibilities while learning life lessons and/or with biographical texts about heroes or important people both at home and within Chinese culture. Students will explore who they are, where they live, their nationalities, and their heritages. Students will also be able to introduce themselves by giving biographical details and will be able to talk about their interests and activities before discussing the people, places, and things that really matter to them. They will comment on the actions, personalities, and characters of fictional and historical figures. They will work together to tell the story of a modern-day hero from a community or region where Chinese is spoken. They will take part in a field trip to meet individuals involved in the local community and identify how various individuals are working to create a better community.



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- Presentational -

I can give a presentation about a famous athlete, celebrity, or historical figure.

## Program Can-Do Statement #1

Program Can-Do Statement:

**I can compare myself with my peers.**



Performance Assessment Task:

Students will interview a partner to identify similarities and differences using a personal identity card that students have created. To support their answers students will select images of people, places, things, activities, and hobbies that have personal meaning for them.

Lesson Can-Do	Vocabulary	Checks for Learning
<p><b>I can identify places when they are named in spoken or written text.</b> Interpretive</p>	<ul style="list-style-type: none"> <li>• 家</li> <li>• 学校</li> <li>• 社区</li> <li>• 国家(中国, 美国, ...)我从... 来。我住在....</li> </ul>	<p>Students have a personal identity card that includes images of places that have personal meaning for them that they have created. Students match these cards with the places they hear.</p>
<p><b>I can identify activities and hobbies when they are named in spoken or written text.</b> Interpretive</p>	<ul style="list-style-type: none"> <li>• 这是... (运动)。</li> <li>• 打... (运动); 拉/弹/吹... (乐器)</li> <li>• 社团</li> <li>• 其他活动, 比如看电影...</li> </ul>	<p>Fly swatter activity: Student pairs can identify the right activity/hobby after they hear it either from the teacher or their classmate.</p>
<p><b>I can recognize key details about a person who is being described in a spoken text.</b> Interpretive</p>	<ul style="list-style-type: none"> <li>• 外表: 高, 矮, 眼睛颜色, 棕色, 黑色, 蓝色, 绿色, 灰色, 头发颜色, 金色, 白色</li> <li>• 我喜欢..., 我最喜欢...</li> <li>• 基本资料: 年纪, 性别, 年, 月, 日(一到三十一), 我的名字是...。我的生日是... 我从... (国家, 城市) 来。</li> </ul>	<p>The teacher gives a physical description of a person. Students draw a picture based on the description they hear.</p>

<p><b>I can recognize key words when listening very simple biographical text.</b></p> <p>Interpretive</p>	<ul style="list-style-type: none"> <li>• 你的，我的，他的，她的</li> </ul>	<p>The teacher posts different pictures of people around the room and numbers each picture. Teacher describes one of the pictures. Students write on a white board which number picture the teacher is describing.</p>
<p><b>I can ask and answer questions about hobbies and activities to compare likes and dislikes.</b></p> <p>Interpretive</p>	<ul style="list-style-type: none"> <li>• 你...(动词) ...(运动) 吗？</li> <li>• 你喜欢... (动词) ... (运动) 还是... (动词) ... (运动)？</li> </ul> <p>Ex: 你喜欢打棒球还是游泳？</p> <ul style="list-style-type: none"> <li>• 你喜欢做什么？</li> <li>• 最</li> </ul>	<p>Students survey classmates and make a class bar graph of activities/hobbies that they like. Students then use this information to state which activity the class likes the most.</p>
<p><b>I can ask and answer questions to share personal information and find out more about another person.</b></p> <p>Interpersonal</p>	<ul style="list-style-type: none"> <li>• 你叫什么名字？你的名字是什么？</li> </ul> <p>我叫.... 我的名字是...</p> <ul style="list-style-type: none"> <li>• 你几岁？我...岁。</li> <li>• 你住在哪儿？你从哪里来？</li> </ul> <p>我住在...。我从...来。</p> <ul style="list-style-type: none"> <li>• 你的生日是几月几号？</li> </ul> <p>我的生日是__月__号。</p>	<p>Students exchange personal information and create a mock Facebook profile based on what they hear from their partner.</p> <p>The teacher plays music. Students stand up, raise their hand, and walk around the room. When the music stops, students high-five a partner closest to them, and then pair up with that person. Students ask and answer one another these questions.</p>
<p><b>I can compare how I am different from or similar to another person.</b></p> <p>Interpersonal</p>	<ul style="list-style-type: none"> <li>• 也</li> <li>• 我不是，我不</li> </ul>	<p>Students make a checklist and survey their classmates to find out which classmates share the most/least likes/dislikes with them.</p>
<p><b>Authentic Materials &amp; Resources</b></p>		
<ul style="list-style-type: none"> <li>• <a href="https://tinyurl.com/yakngcnr">https://tinyurl.com/yakngcnr</a></li> <li>• <a href="https://tinyurl.com/yaorlr6g">https://tinyurl.com/yaorlr6g</a></li> </ul>		

## Program Can-Do Statement #2

Program Can-Do Statement:

**I can inquire about and share information about family, nationality, and heritage.**



Performance Assessment Task:

Students have random pictures of families from the target culture. They will imagine that they are part of the family that is pictured. Circulating to determine how their family is similar to and different from other families, students ask each other questions about “their” family without seeing the pictures of the other families. After completing the initial conversations, students will then meet with someone that they believe has a family that is nearly identical to their own and will compare pictures to verify similarities and differences.

Lesson Can-Do	Vocabulary	Checks for Learning
<p><b>I can identify the family member that is being named.</b> Interpretive</p>	<ul style="list-style-type: none"> <li>家人 (爸爸, 妈妈, 哥哥, 姐姐, 弟弟, 妹妹)</li> <li>(他/她是...)</li> </ul>	<p>Students identify the family members of a photograph with target culture names (romanized) of a target culture family to their partner.</p>
<p><b>I can identify someone in the family when I hear how they are related to me.</b> Interpretive</p>	<ul style="list-style-type: none"> <li>我的, 他的, 她的, 我们的</li> </ul>	<p>Students each have a whiteboard and marker. Teacher shows another family photograph with romanized names for each member of the family. Teacher states how a person is related to another in the family. Students write down the romanized names of the person being referred to.</p>
<p><b>I can ask and answer questions to identify a family member in a picture.</b> Interpersonal</p>	<ul style="list-style-type: none"> <li>这是你的...</li> <li>是, 这是...; 不, 这不是...</li> <li>这是谁?</li> </ul>	<p>Using the same photograph, students now ask and answer questions to each other in pairs to identify the family members.</p>
<p><b>I can select the correct family when the family is described by their activities and hobbies.</b> Interpretive</p>	<ul style="list-style-type: none"> <li>重复使用以前学过的内容</li> </ul>	<p>Students are provided with pictures of family members and action verbs. The teacher reads aloud the names of the family members and students match the activity or action verb with the picture.</p>
<p><b>I can identify the nationality/ heritage of a person when it is named or when I hear where a person is from.</b></p>	<ul style="list-style-type: none"> <li>不同的国家, 比如美国, 中国, 俄国, 韩国, 阿拉伯人</li> </ul>	<p>Students work in groups. Each group is given pictures of different country/nation. Students identify which country is mentioned by the teacher during the listening activity.</p>

## Interpretive

**I can describe a family giving information about nationality, family relationships, activities and hobbies.**

- 量词 口 / 个
- 连词 (和, 可是/但是)
- 我有...

Students make a photo collage or drawing of their family members doing their favorite activities/hobbies. Students then use the collage or drawing to describe their family to the class.

## Presentational

**I can ask and answer questions to share information about my family and to find out more about another family.**

- 你家有几口 / 个人?
- 你呢?
- 你的哥哥喜欢...吗?  
( 其他家人 )

Use the photo collage or drawing. In pairs, students ask more questions about the family and family members.

## Interpersonal

**I can compare my family to another family.**

- 比...大, 小, 一样, 不同

With new partners, students use the same photo collage or drawing to ask each other comparative questions.

## Authentic Materials & Resources

- <https://tinyurl.com/y8tqqta3>
- <https://tinyurl.com/y7sdh3p6>
- <https://tinyurl.com/yb6c7b2z>
- <https://tinyurl.com/y6w6ott5>

### Program Can-Do Statement #3

Program Can-Do Statement:

**I can explain my preferences regarding practices in teenage life as well as trending products in my culture and in the target language culture.**



Performance Assessment Task:

Using native or heritage teenage speakers of the language (language assistants to the program, children from program staff or identified in the community) as conversation partners, students will interview a peer to find out what teenage life practices they have in common and which ones are different. After the initial conversations, students summarize their findings comparing similarities and differences between cultures.

Lesson Can-Do	Vocabulary	Checks for Learning
<p><b>I can recognize who is being described when hearing and/or reading what they are doing</b> Interpretive</p>	<ul style="list-style-type: none"> <li>青少年每天的活动，例如上学，工作，课后活动，和朋友去吃饭、逛街或者看电影。</li> </ul>	<p>The teacher prepares a sheet with six pictures of different people doing different actions that students already learned and gives each student a copy. Based on the teacher's verbal description, students identify the picture that corresponds with the description.</p>
<p><b>I can ask and answer questions about the activity that is being described.</b> Interpersonal</p>	<ul style="list-style-type: none"> <li>你多久(动词)一次(宾语)?</li> <li>你和谁(动词/宾语)?</li> <li>频率词(每天，常常，经常，有时候，从不)</li> <li>时间词：小时，天，星期，月，年</li> <li>你可以再说一次吗？ 请你再说一次。</li> </ul>	<p>Image streaming activity: Students stand opposite each other. When prompted by the teacher, they ask each other the questions taught in the lesson. Students rotate after 20 to 30 seconds.</p> <p>Partner around the clock activity: Students are assigned partners using the clock and they find their partner when prompted by the teacher to ask and answer questions. They write their name after answering their partner.</p>
<p><b>I can state cultural preferences for activities based on a visual or a graphic.</b> Interpretive</p>	<ul style="list-style-type: none"> <li>(活动)很流行/不流行。</li> <li>重复使用以前学过的内容</li> </ul>	<p>The teacher shows images of different activities and students stand if they agree that the activity is popular in the Chinese culture, and they remain seated if they feel it is not popular.</p>
<p><b>I can indicate when and how often others do certain activities.</b> Interpretive</p>	<ul style="list-style-type: none"> <li>时间副词</li> <li>重复使用以前学过的内容</li> </ul>	<p>Based on the information provided by a native speaker, the teacher provides each student with a sheet listing the activities in one column and adverbs of time in the opposite column. Students match them accordingly.</p>
<p><b>I can ask and answer questions</b></p>	<ul style="list-style-type: none"> <li>为什么？</li> </ul>	<p>See previous check for learning.</p>

**to find out more about activities I and others do.**

Interpersonal

**I can ask and answer questions to determine which practices are similar and which are different across cultures.**

Interpersonal

- (国家)人也(动词/动宾)吗？
- (国家)人也是吗？

Students interview a native speaker (either a guest in class or use a social media such as facetime or skype) about teenage daily life.

### Authentic Materials & Resources

- <https://tinyurl.com/y6w5qtr6>

## Program Can-Do Statement #4

Program Can-Do Statement:

**I can talk about why someone is or is not a hero or leader.**



Performance Assessment Task:

Students will consider famous or well-known individuals of the target culture and their own. They will look at social media posts, photographs, and/or video-clips of well-known actors, athletes, or other famous people. They will make note of actions or activities of these people and categorize them as examples of talents, heroic acts, or leadership. After collecting information, students will have a conversation about a personally selected individual and why he/she is famous or well-known.

Lesson Can-Do	Vocabulary	Checks for Learning
<p><b>I can agree/disagree that someone is a famous figure based on what I hear/read about their actions or inactions.</b></p> <p>Interpretive</p>	<ul style="list-style-type: none"> <li>• 有关才艺、英雄事迹、领导力的词汇</li> </ul>	<p>Students watch a video clip of a well-known personality and identify his/her positive and negative actions using a checklist.</p>
<p><b>I can connect key personality traits to well-known heroes.</b></p> <p>Interpretive</p>	<ul style="list-style-type: none"> <li>• 帅、漂亮、好看</li> <li>• 帮助别人</li> <li>• 友善的</li> <li>• (做什么) 做得很好</li> </ul>	<p>Students receive a handout with pictures of famous individuals from both cultures. Teacher reads a description of an individual aloud by number and students write that number next to the corresponding picture of the well-known person.</p>
<p><b>I can categorize the opinion of someone regarding a hero based on the information they share.</b></p> <p>Interpretive</p>	<ul style="list-style-type: none"> <li>• 重复使用以前学过的内容</li> </ul>	<p>Same as previous check for learning.</p>
<p><b>I can describe a hero in terms of personality.</b></p> <p>Presentational</p>	<ul style="list-style-type: none"> <li>• 重复使用以前学过的内容</li> </ul>	<p>Big paper/butcher paper activity: Students outline their body on the paper and create the hero assigned to them. They present it to their classmates by telling them their hero's positive and negative personalities.</p>
<p><b>I can tell someone what a hero does or doesn't do.</b></p> <p>Interpersonal</p>	<ul style="list-style-type: none"> <li>• 重复使用以前学过的内容</li> </ul>	<p>Students work with partner. Each student gets a different hero. Student tells his/her partner what a hero does or does not do.</p>
<p><b>I can share my opinion about</b></p>	<ul style="list-style-type: none"> <li>• 描述性形容词</li> </ul>	<p>Inside-outside circle activity: students ask each other questions and answer about the talents or skills they</p>



<p><b>why I am or others are heroes.</b> Interpersonal</p>	<ul style="list-style-type: none"> <li>• 我擅长的体育运动</li> </ul> <p>我+动宾+ (动词)得很好。</p> <ul style="list-style-type: none"> <li>• 重复使用以前学过的内容</li> </ul>	<p>do well.</p> <p>Each student gets a hidden superhero picture and answers yes or no questions from classmates until the class can guess which superhero the student has based on adjectives provided.</p>
<p><b>I can exchange simple opinions about why someone is or isn't a hero.</b> Interpersonal</p>	<ul style="list-style-type: none"> <li>• 这个人很有名，因为他/她...</li> <li>• 他 / 她 有很多粉丝。</li> </ul>	<p>Am I a hero? Students have a picture of a hero or non-hero on their backs. They do not know who they have. Students walk around and ask classmates, "My hero is... or my hero isn't..." until they figure out who they have.</p>
<p><b>Authentic Materials &amp; Resources</b></p>		

## Program Can-Do Statement #5

Program Can-Do Statement:

**I can present information about my life.**



Performance Assessment Task:

Students will create a digital/multimedia presentation that shares key information about themselves. To get to know others in the class, they will share their presentations in small groups or in a gallery walk format. As students learn about their classmates, they will record key information on a chart. They will use that information to create a class composite that can be shared with parents at the end of the program.

Lesson Can-Do	Vocabulary	Checks for Learning
<p><b>I can identify biographical information when others are introducing themselves.</b> Interpretive</p>	<ul style="list-style-type: none"> <li>• 重复使用以前学过的内容</li> </ul>	Using white boards, students draw a picture of the biographical information shared by the teacher to illustrate their understanding.
<p><b>I can recognize how others feel in terms of likes and dislikes.</b> Interpretive</p>	<ul style="list-style-type: none"> <li>• 重复使用以前学过的内容</li> </ul>	Using a graphic organizer, students identify their likes and dislikes based on what they hear and see.
<p><b>I can give biographical information about myself.</b> Presentational</p>	<ul style="list-style-type: none"> <li>• 重复使用以前学过的内容</li> </ul>	Students are divided into small groups. Each member of the group presents to their peers on their biographical information, likes and dislikes.
<p><b>I can name likes and dislikes and share information on how often I do certain things.</b> Presentational</p>	<ul style="list-style-type: none"> <li>• 重复使用以前学过的内容</li> </ul>	Students create a poster (physical or digital) with pictures of their favorite activities. They identify the activity and say how often they do it, and whether or not they like doing this.
<p><b>I can share simple facts about the students in my class.</b> Presentational</p>	<ul style="list-style-type: none"> <li>• 重复使用以前学过的内容</li> </ul>	After watching poster presentations of classmates, or interviewing classmates, students create a digital presentation showing the biographical information of classmates.
<p><b>Authentic Materials &amp; Resources</b></p>		

## Program Can-Do Statement #6

Program Can-Do Statement:

**I can give a presentation about a famous athlete, celebrity, or historical figure.**



Performance Assessment Task:

Students will create digital posters that focus on personal heroes. These presentations will include each hero's name, age, and nationality, as well as information about her/his personality, biography, and heroic characteristics. Students will then review the presentations created by their classmates and make suggestions for information that can be added. Students will share their personal hero posters in a short presentation at the closing ceremony for the program.

Lesson Can-Do	Vocabulary	Checks for Learning
<p><b>I can recognize people based on their physical and character traits.</b> Interpretive</p>	<ul style="list-style-type: none"> <li>• 身体特征 ( 重复使用 Task 1 的内容 )</li> <li>• 个性 : 聪明、勇敢 , 等等。</li> </ul>	<p>The teacher places pictures of different well-known individuals with different traits around the room. Students stand next to the right picture after teacher calls out a trait.</p>
<p><b>I can recognize key biographical details.</b> Interpretive</p>	<ul style="list-style-type: none"> <li>• 重复使用以前学过的内容</li> </ul>	<p>The teacher places pictures of different well-known individuals with different traits around the room. Students are given different post-it notes with descriptions of biographical details. They place the post-it on the right picture after they hear the description from the teacher.</p>
<p><b>I can identify the person being described based on what I read and/or hear.</b> Interpretive</p>	<ul style="list-style-type: none"> <li>• 重复使用以前学过的内容</li> </ul>	<p>Students are given a paper of pictures of various celebrities. Students number the pictures accordingly after they hear the descriptions from the teacher.</p>
<p><b>I can give a simple opinion about a person based on evidence.</b> Presentational</p>	<ul style="list-style-type: none"> <li>• 重复使用以前学过的内容</li> </ul>	<p>Use the same pictures of well-known individuals around the classroom. Students choose an individual to present on and share their opinion through a gallery walk. Students stand next to the picture they chose and share their opinion of the person they are presenting. Other students stand with them, listening to the presenter.</p>
<p><b>I can share a few simple facts about a person.</b> Presentational</p>	<ul style="list-style-type: none"> <li>• 重复使用以前学过的内容</li> </ul>	<p>Students create an electronic presentation with voice recording and pictures (i.e. PowerPoint slideshow with a recording app) about a celebrity of their choosing. Students share key biographical information about their celebrity.</p>
<p><b>Authentic Materials &amp; Resources</b></p>		
<ul style="list-style-type: none"> <li>• <a href="https://tinyurl.com/y7sdh3p6">https://tinyurl.com/y7sdh3p6</a></li> </ul>		

