

Designing Standards-Based Activities

Title of the Activity Idiom Story Designer: Xinyan Liu Plano ISD

Grade Level High School (9th-12th) Proficiency Level: Intermediate Low (The third year learning)

<p>Objectives Of the Activity 活动目的</p>	<p>Understand, explain and perform the historical background and cultural significance of Chinese idioms</p>
<p>Description of the Activity 教案内容</p>	<ul style="list-style-type: none"> • Each student chooses his/her partners, 2-3 students a group and gets the teacher's approval. • Each group chooses a different idiom story from the list provided by the teacher • Students in groups search the historical and cultural information of their chosen idiom story, writes the description/script about the story, and design posters demonstrating historical background (such as dynasty, clothing, characters, etc.) as well as cultural significance (how and in what contexts the idioms are appropriately used). Posters will be displayed on the wall in class. Each group either performs a play or shows the filmed video clip of the idiom story.
<p>Standards Targeted 教学目标</p>	<ul style="list-style-type: none"> • Communication: Write/perform/film an idiom story. • Culture: research and understand the historical background and cultural significance of the idiom • Connection: producing a play, filming a video clip, designing posters
<p>3 Modes of Communication 沟通模式</p>	<ul style="list-style-type: none"> • Interpretive mode: Writing the description/script for the idiom Story • Presentational mode: Perform the idiom story

Designing Standards-Based Activities

Title of the Activity 大拍賣海報設計 Designer: 徐勝慧 聖心中文學校

Grade Level: 九年級

Proficiency Level: 中級

Objectives Of the Activity 活动目的	學生靈活運用語言來表達商品的拍賣，減價，折扣，以及銷售商品給顧客。
Description of the Activity 教案內容	1 老師介紹各種不同的商品廣告海報，學生小組討論廣告內容，回答老師的問題。 2 兩人一組，選定一種商品(例如: 衣服，鞋子，食品，飲料，家俱，汽車，化妝品等)，設計大拍賣廣告海報。(或者讓學生上網查詢在中國/臺灣常用的商品。這可以達到‘文化’的目標。) 3 海報內容包括: A 商品可用畫的，或是從產品雜誌剪貼。 B 減價折扣多少(例:打八折，買一送一) C 減價活動期限。 D 付款方式(例如:只收現金，信用卡，利息多少) E 介紹產品廣告詞(簡短) 4 兩人一組上台展示其海報，一人飾演店員，介紹推銷產品，另一人飾演顧客，詢問產品。
Standards Targeted 教学目标	1 Communication: 購物時如何與店員溝通，設計廣告海報內容。 2 Cultures: 了解不同文化的購物方式，殺價文化和不二價文化。付款方式不同。
3 Modes of Communication 沟通模式	Interpersonal mode (語言溝通): 讓學生小組討論不同的海報廣告，舉出解釋特別有效果的推銷策略。 Interpretive mode (理解詮釋): 設計海報內容，理解海報內容。 Presentational mode (表達演示): 上台介紹海報，說服顧客購買商品。

Designing Standards-Based Activities

Title of the Activity : 天气预报

Designer: Minning Wu, Highland Park High School

Grade Level: 十年級

Proficiency Level: 初級

Objectives Of the Activity 活动目的	运用学过的天气及季节词汇（如，天晴、下雨，热，冷，舒服，闷等等），预报世界某一大城市的一周的天气变化情况。（如：中国拉萨，澳洲肯堪培拉，等等）
Description of the Activity 教案内容	<ol style="list-style-type: none">1. 这个活动持续一周，每天利用课堂前十分钟进行。2. 每组三人, 写出一份书面的一周天气预报。3. 预报内容要求每组学生选择不同的城市：<ol style="list-style-type: none">a. 介绍城市的所在地：堪培拉在澳洲，拉萨在中国b. 用所学过的天气或季节词汇，预报该城市未来一周的基本天气情况。c. 用比较句型来说明该周的天气的变化。4. 以组为单位，一人向全班作口头天气预报，另外两人演示一段根据该同学的天气预报，计划户外活动的对话，例如晴天到公园去骑自行车，或者下雪天去山上滑雪。
Standards Targeted 教学目标	<ol style="list-style-type: none">1. Communication: 用中文来互相交流天气和气候信息。2. Connections: 了解当地的天气和气候特征。3. Comparisons: 比较世界各城市的地域和气候特征差别。
3 Modes of Communication 沟通模式	<p>Interpersonal mode (语言沟通): 描述，询问，回答有关天气的问题。</p> <p>Interpretive mode (理解注释): 读懂，听懂天气预报。</p> <p>Presentational mode (表达演示): 为全班作口头天气预报，根据天气预报表演短剧</p>

Designing Standards-Based Activities

Title of the Activity Thanksgiving and Moon Festival

Designer: Yumi Wen, DCBC Chinese School

Grade Level: mixed 9th-12th

Proficiency Level: Intermediate

Objectives Of the Activity 活动目的	Able to describe the origin and tradition of Thanksgiving Able to compare Thanksgiving with Chinese Moon Festival
Description of the Activity 教案内容	Students read an article related to the history and traditions of Thanksgiving Students search on internet about Chinese Moon Festival Students in small groups compare the two festivals: food, stories, history, celebration
Standards Targeted 教学目标	Communication: discuss how their families celebrate the two festivals Culture: understand, describe Thanksgiving and Moon Festival Comparison: compare these two festivals
3 Modes of Communication 沟通模式	Interpersonal: find out from each other what Thanksgiving and Moon Festival mean to them Interpretive: read an article about Thanksgiving and search the information about Moon Festival Presentational: Write a letter to one's parents expressing thanks and gratitude

Designing Standards-Based Activities

Title of the Activity: Celebrating Chinese Lunar New Year
 Grade Level: 9th - 12th

Designer: Zhaohong Li
 Proficiency Level: Intermediate Low

Objectives Of the Activity 活动目的	Understand and appreciate the culture and tradition of the Chinese New Year
Description of the Activity 教案内容	<p>Students spend two weeks to study this most important Chinese traditional holiday. By the end of the unit, every 2-3 students will form a group to make a movie to demonstrate their understanding of the culture and tradition of Chinese Lunar New Year.</p> <p>Day 1: Study the tradition of Lunar New Year:</p> <p>A. Search internet to find the answers for the following questions:</p> <ol style="list-style-type: none"> a. What's the date of this year's Lunar New Year? How many days does the Chinese New Year last? b. What's this year's animal of the zodiac? c. What are the main activities that Chinese people usually do during the New Year time? List the names of the activities. d. Please list the similarity and difference of Chinese New Year and Christmas; <p>B. Produce a PowerPoint presentation as homework to show your favorite New Year traditions. Students are required to write 3-5 sentences to explain each of their slides.</p> <p>Day 2: In-class presentation:</p> <ol style="list-style-type: none"> A. Class discussion about the New Year Tradition; B. Individual PowerPoint Presentation; C. Teacher summarization by showing teacher's power point; <p>Day 3: Experiencing Lunar New Year</p> <ol style="list-style-type: none"> A. Write spring couplets, display them at Dining Hall, awarding top three winners judged by Chinese boarders; B. Decorate the classroom and dining Hall, and C. Making and eating dumplings and Tang Yuan

	<p>Day 4: Product Movie time. Students will use the information in their Powerpoint studied on Day 2 to make their movie. It is a big time to show!!!</p> <p>Day 5: Assessment A. Written test; B. Record 2 minute oral presentation.</p> <p>School wide celebration: A. Upper School Assembly: In order to let entire school to be aware of this culture, all of the students from the Chinese program perform a 35 min Assembly; B. Lower School Presentation: In order to help the younger kids to learn this culture, Chinese program students gave a Chinese New Year presentation in Chinese and English.</p>
<p>Standards Targeted 教学目标</p>	<p>Communication: All of these lessons, discussion, presentation are conducted in the target language Culture: Lunar New Year Connection: A. Connection between the Chinese language and Technology; B. Connection between the Chinese language and Chinese arts including music, instruments, games, dance, calligraphy; Comparison: Chinese holiday and American holiday Community: A. Chinese class students vs Chinese students from China; B. Upper School students vs. Lower School students; C. Chinese class students vs. the students in the entire school</p>
<p>3 Modes of Communication 沟通模式</p>	<p>Interpersonal Communication: Class discussion, Q and A after Teacher's Powerpoint Presentation Interpretive Communication: Internet searching for the traditions and calligraphy; Supplement reading material about Chinese New Year; Presentational Communication: Write scripts for the movies; Movie acting; Audio recording</p>