

Powerspeak Chinese High School Year 1 ACTFL Alignment

| Strand: Communication Communicate in languages other than English | | |
|--|---|---|
| Related Lessons | Title | Description |
| Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. | | |
| 3, 8, 13, 73, 83, 92, 103, 108, 123, 128, 143, 148, 163 | Dialogues | In these dialogues, students learn to follow and perform a simple conversation that highlights some aspect(s) of the target culture. Students follow the dialogue in English, Pinyin, and Chinese characters, and are assessed on both Pinyin and Chinese characters. The juxtaposition of the three writing systems aids making comparisons between the different systems, and helps students make discoveries about language structure. |
| Chinese High School Year 1 ACTFL Alignments | Pattern Practice: Asking Questions | In this Pattern Practice, students review and practice conversing incorporating basic questions and answers. |
| Weekly | Online Synchronous Sessions | In these sessions, students participate in a synchronous meeting with the teacher and other classmates and practice material from the week's contents, including conversational exchanges, listening and reading comprehension, oral or written production, or compare cultural practices and products. |
| Weekly | Written or Oral Assessments | In Written or Oral Assessments, students draw from, and incorporate material they have learned that week to speak or write in complete sentences. |
| Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. | | |
| 3, 8, 13, 73, 83, 92, 103, 108, 123, 128, 143, 148, 163 | Dialogues | In these dialogues, students learn to follow and perform a simple conversation that highlights some aspect(s) of the target culture. Students follow the dialogue in English, Pinyin, and Chinese characters, and are assessed on both Pinyin and Chinese characters. The juxtaposition of the three writing systems aids making comparisons between the different systems, and helps students make discoveries about language structure. |

| Related Lessons | Title | Description |
|-----------------|---|--|
| 7 | Tongue Twister | Students listen to a tongue twister in Chinese that helps them recognize different tones in Chinese, they read along in Pinyin and Chinese characters. |
| 17 | Hou Yi and Chang E | In Diglot Weave™ stories, students listen to a story that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible. Students can get into a story that is more involved earlier when we leverage their familiarity with their native language or recognizable plot lines. In this Diglot Weave story, students learn the classic Chinese legend of Hou Yi and Chang E. |
| 18 | Pattern Practice: Asking Questions | In this Pattern Practice, students review and practice conversing incorporating basic questions and answers. |
| 19 | Thoughts on a Quiet Night | In this activity, students explore an authentic literary work from the target culture, and learn about the author and the cultural context and influence of the work. |
| 37 | The Princess and the Monkey | Students listen to and read this story in the target language for comprehension, then rehearse the story to tell it on their own, and to create their own story with a similar structure. They also have a parallel text in English to refer to in reading. The simple plot of the story and the parallel English text help students compare the languages and aid comprehension. |
| 47 | Bedroom Picture | Students listen to an audio description (in Chinese) of a bedroom they see pictured. Because of the context provided through the imagery, and their familiarity with many of the items in Chinese, they can make sense of the description, even as it extends beyond what they could produce on their own. |
| 57 | Sample Sentences: Months and Days | These sample sentences take the form of a simple conversation incorporating different months and days. Students learn to follow the conversation that highlights some aspect(s) of the target culture. Students follow the dialogue in English, Pinyin, and Chinese characters, and are assessed on both Pinyin and Chinese characters, and providing appropriate responses to provided prompts from the conversation. |
| 77 | The Story of the Three Monks | Students listen to and read this old Chinese fable in the target language for comprehension. They also have a parallel text in English to refer to in reading. The parallel English text helps students compare the languages and aids comprehension. |

| Related Lessons | Title | Description |
|-----------------|---|--|
| 82 | Getting Sick | In Diglot Weave™ passages, students listen to, and read a text that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible. Students can get into a passage that is more involved earlier when we leverage their familiarity with their native language. In this Diglot Weave passage, students learn the terminology for some common sicknesses, as well as some practices in Chinese medicine. |
| 97 | The Three Bears | In Diglot Weave™ stories, students listen to a story that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible. Students can get into a story that is more involved earlier when we leverage their familiarity with their native language or recognizable plot lines. |
| 117 | Talking about Fruit | In Diglot Weave™ passages, students listen to, and read a text that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible. Students can get into a passage that is more involved earlier when we leverage their familiarity with their native language. In this Diglot Weave passage, students learn the terminology for some fruit as well as some of the cultural significance of fruit in classic legends or folktales in China. |
| 147 | The Story of the Chinese Zodiac | In Diglot Weave™ passages, students listen to, and read a text that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible. Students can get into a passage that is more involved earlier when we leverage their familiarity with their native language. In this Diglot Weave passage, students learn the terminology for some of the Chinese Zodiac as well as the cultural significance of the Zodiac. |
| 152 | Listening Practice: Drawing a Face | In these lessons, students follow a simple narrated demonstration. Students watch a video and listen, after they have learned many of the building blocks so that the input they receive is maximized. Because the lesson is at once narrated and demonstrated, students can follow relatively involved lessons. |

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| 157 | Treasure in the Forest | Students listen to and read this story in the target language for comprehension. They also have a parallel text in English to refer to in reading. The simple plot of the story and the parallel English text help students compare the languages and aid comprehension. |
| 162 | Getting around a Big City | <p>In Diglot Weave™ passages, students listen to, and read a text that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible.</p> <p>Students can get into a passage that is more involved earlier when we leverage their familiarity with their native language. In this Diglot Weave passage, students learn the terminology for some basic city landmarks as well as some characteristics of Beijing and Shanghai.</p> |
| 167 | The Basics of Chinese Cuisine | <p>In Diglot Weave™ passages, students listen to, and read a text that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible.</p> <p>Students can get into a passage that is more involved earlier when we leverage their familiarity with their native language. In this Diglot Weave passage, students learn the terminology for some basic ingredients and items typical of Chinese cuisine, as well as some basic features of Chinese cuisine.</p> |
| 168 | Listening and Writing Practice: Ham Fried Rice | Students listen to an audio description (in Chinese) for how to make ham fried rice. They are also provided with some of the basic terms written in Pinyin to aid their comprehension. Because they are familiar with much of the terminology, they can follow an involved description, even as it extends far beyond what they could produce on their own. For the writing practice, students are challenged to write the instructions to the best of their understanding from what they could hear. |
| 173 | Trip to Suzhou and Hangzhou | <p>In Diglot Weave™ stories, students listen to a story that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible.</p> <p>Students can get into a story that is more involved earlier when we leverage their familiarity with their native language or recognizable plot lines. In this Diglot Weave story, students learn about some characteristics and features of the destinations Suzhou and Hangzhou.</p> |

| Related Lessons | Title | Description |
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| 21-22, 26-27, 31-32 | The Broken Window | In Diglot Weave™ stories, students listen to a story that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible. Students can get into a story that is more involved earlier when we leverage their familiarity with their native language or recognizable plot lines. |
| 52-53 | Young Love | Students listen to and read this structurally simple story in the target language for comprehension, then rehearse the story to tell it on their own, and to create their own story with a similar structure. They also have a parallel text in English to refer to in reading. The simple plot of the story and the parallel English text help students compare the languages and aid comprehension. |
| 62-63 | School Song, Friend Song | In these songs, students learn some basic conversational exchanges to familiar tunes so that they can perform them, and the exchanges are enduringly memorable. |
| Weekly | Written or Oral Assessments | In Written or Oral Assessments, students draw from, and incorporate material they have learned that week to speak or write in complete sentences. |
| Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. | | |
| 4, 22, 40, 48, 106, 147 | Out of seat activities | In Out of Seat activities, students are asked to participate in events of the target culture located near their local communities, or to research particular cultural products, figures, practices, or events (drawing on target-language resources). In both of these types of assignments, students are challenged to compare what they learn with products from their own culture. |
| 3, 8, 13, 73, 83, 92, 103, 108, 123, 128, 143, 148, 163 | Dialogues | In these dialogues, students learn to follow and perform a simple conversation that highlights some aspect(s) of the target culture. Students follow the dialogue in English, Pinyin, and Chinese characters, and are assessed on both Pinyin and Chinese characters. The juxtaposition of the three writing systems aids making comparisons between the different systems, and helps students make discoveries about language structure. |
| Weekly | Online Synchronous Sessions | In these sessions, students participate in a synchronous meeting with the teacher and other classmates and practice material from the week's contents, including conversational exchanges, listening and reading comprehension, oral or written production, or compare cultural practices and products. |

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| Weekly | Travel Journal | Through the Travel Journal, students follow an exchange student (Mike) visiting China, and just beginning to learn Chinese. Through Mike's discoveries, cultural and linguistic comparisons, as well as his frustrations, students have a companion, and a model for learning Chinese throughout the course. Students also keep their own journal documenting their experiences learning Chinese, and Chinese culture. |
| Weekly | Written or Oral Assessments | In Written or Oral Assessments, students draw from, and incorporate material they have learned that week to speak or write in complete sentences. |
| Strand: Cultures Gain knowledge and understanding of other cultures | | |
| Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. | | |
| 4, 22, 40, 48, 106, 147 | Out of Seat Activities | In Out of Seat activities, students are asked to participate in events of the target culture located near their local communities, or to research particular cultural products, figures, practices, or events (drawing on target-language resources). In both of these types of assignments, students are challenged to compare what they learn with products from their own culture. |
| 17 | Hou Yi and Chang E | In Diglot Weave™ stories, students listen to a story that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible. Students can get into a story that is more involved earlier when we leverage their familiarity with their native language or recognizable plot lines. In this Diglot Weave story, students learn the classic Chinese legend of Hou Yi and Chang E. |
| 77 | The Story of the Three Monks | Students listen to and read this old Chinese fable in the target language for comprehension. They also have a parallel text in English to refer to in reading. The parallel English text helps students compare the languages and aids comprehension. |

| Related Lessons | Title | Description |
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| 117 | Talking about Fruit | <p>In Diglot Weave™ passages, students listen to, and read a text that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible.</p> <p>Students can get into a passage that is more involved earlier when we leverage their familiarity with their native language. In this Diglot Weave passage, students learn the terminology for some fruit as well as some of the cultural significance of fruit in classic legends or folktales in China.</p> |
| 147 | The Story of the Chinese Zodiac | <p>In Diglot Weave™ passages, students listen to, and read a text that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible.</p> <p>Students can get into a passage that is more involved earlier when we leverage their familiarity with their native language. In this Diglot Weave passage, students learn the terminology for some of the Chinese Zodiac as well as the cultural significance of the Zodiac.</p> |
| 162 | Getting around a Big City | <p>In Diglot Weave™ passages, students listen to, and read a text that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible.</p> <p>Students can get into a passage that is more involved earlier when we leverage their familiarity with their native language. In this Diglot Weave passage, students learn the terminology for some basic city landmarks as well as some characteristics of Beijing and Shanghai.</p> |
| 173 | Trip to Suzhou and Hangzhou | <p>In Diglot Weave™ stories, students listen to a story that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible.</p> <p>Students can get into a story that is more involved earlier when we leverage their familiarity with their native language or recognizable plot lines. In this Diglot Weave story, students learn about some characteristics and features of the destinations Suzhou and Hangzhou.</p> |
| 19, 64 | Culture Poems | <p>In this activity, students explore an authentic, significant literary work from the target culture, and learn about the author and the cultural context and influence of the work.</p> |

| Related Lessons | Title | Description |
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| 29, 99, 144, 159 | CultureGrams™ | The CultureGrams™ module presents a wide range of cultural information, such as behaviors, customs, geography, climate, etc. from target-language-speaking nations. Students draw from this material to construct their own portrait of the culture, including comparisons to their own. |
| 3, 8, 13, 73, 83, 92, 103, 108, 123, 128, 143, 148, 163 | Dialogues | In these dialogues, students learn to follow and perform a simple conversation that highlights some aspect(s) of the target culture. Students follow the dialogue in English, Pinyin, and Chinese characters, and are assessed on both Pinyin and Chinese characters. The juxtaposition of the three writing systems aids making comparisons between the different systems, and helps students make discoveries about language structure. |
| 4, 9, 14, 24, 34, 39, 59, 74, 84, 109, 114, 119, 124, 129, 139, 154, 164, 174 | Culture Videos | In Culture Videos, through a simulated visit to China, students learn about significant practices and products of Chinese culture by following a narrated video, and completing an accompanying assessment. Lesson topics include Chopsticks, Sichuan, Chinese Tea Culture, etc. |
| 49, 54, 69, 79, 94, 104, 149, | Culture Lessons | In Culture Lessons, students read about significant practices and products of Chinese culture in the form of a report, and complete an accompanying assessment. Lesson topics range from business practices, to characteristic practices and products of different provinces and cities, to dining etiquette to Chinese Zodiac and many more. |
| Weekly | Travel Journal | Through the Travel Journal, students follow a student (Mike) just beginning to learn Chinese. Through Mike's discoveries, cultural and linguistic comparisons, as well as his frustrations, students have a companion, and a model for learning Chinese throughout the course. Students also keep their own journal documenting their experiences learning Chinese, and Chinese culture. |
| Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. | | |
| 3, 8, 13, 73, 83, 92, 103, 108, 123, 128, 143, 148, 163 | Dialogues | In these dialogues, students learn to follow and perform a simple conversation that highlights some aspect(s) of the target culture. Students follow the dialogue in English, Pinyin, and Chinese characters, and are assessed on both Pinyin and Chinese characters. The juxtaposition of the three writing systems aids making comparisons between the different systems, and helps students make discoveries about language structure. |

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| 4, 22, 40, 48, 106, 147 | Out of Seat Activities | In Out of Seat activities, students are asked to participate in events of the target culture located near their local communities, or to research particular cultural products, figures, practices, or events (drawing on target-language resources). In both of these types of assignments, students are challenged to compare what they learn with products from their own culture. |
| 4, 9, 14, 24, 34, 39, 59, 74, 84, 109, 114, 119, 124, 129, 139, 154, 164, 174 | Culture Videos | In Culture Videos, through a simulated visit to China, students learn about significant practices and products of Chinese culture by following a narrated video, and completing an accompanying assessment. Lesson topics include Chopsticks, Sichuan, Chinese Tea Culture, etc. |
| 17 | Hou Yi and Chang E | In Diglot Weave™ stories, students listen to a story that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible. Students can get into a story that is more involved earlier when we leverage their familiarity with their native language or recognizable plot lines. In this Diglot Weave story, students learn the classic Chinese legend of Hou Yi and Chang E. |
| 19, 64 | Culture Poems | In these activity, students explore an authentic, significant literary work from the target culture, and learn about the author and the cultural context and influence of the work. |
| 49, 54, 69, 79, 94, 104, 149, | Culture Lessons | In Culture Lessons, students read about significant practices and products of Chinese culture in the form of a report, and complete an accompanying assessment. Lesson topics range from business practices, to characteristic practices and products of different provinces and cities, to dining etiquette to Chinese Zodiac and many more. |
| 77 | The Story of the Three Monks | Students listen to and read this old Chinese fable in the target language for comprehension. They also have a parallel text in English to refer to in reading. The parallel English text helps students compare the languages and aids comprehension. |

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| 147 | The Story of the Chinese Zodiac | In Diglot Weave™ passages, students listen to, and read a text that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible. Students can get into a passage that is more involved earlier when we leverage their familiarity with their native language. In this Diglot Weave passage, students learn the terminology for some of the Chinese Zodiac as well as the cultural significance of the Zodiac. |
| 162 | Getting around a Big City | In Diglot Weave™ passages, students listen to, and read a text that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible. Students can get into a passage that is more involved earlier when we leverage their familiarity with their native language. In this Diglot Weave passage, students learn the terminology for some basic city landmarks as well as some characteristics of Beijing and Shanghai. |
| 173 | Trip to Suzhou and Hangzhou | In Diglot Weave™ stories, students listen to a story that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible. Students can get into a story that is more involved earlier when we leverage their familiarity with their native language or recognizable plot lines. In this Diglot Weave story, students learn about some characteristics and features of the destinations Suzhou and Hangzhou. |
| Weekly | Travel Journal | Through the Travel Journal, students follow a student (Mike) just beginning to learn Chinese. Through Mike's discoveries, cultural and linguistic comparisons, as well as his frustrations, students have a companion, and a model for learning Chinese throughout the course. Students also keep their own journal documenting their experiences learning Chinese, and Chinese culture. |

| Related Lessons | Title | Description |
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| Strand: Connections Connect with other disciplines and acquire information | | |
| Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. | | |
| 17 | Hou Yi and Chang E | <p>In Diglot Weave™ stories, students listen to a story that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible.</p> <p>Students can get into a story that is more involved earlier when we leverage their familiarity with their native language or recognizable plot lines. In this Diglot Weave story, students learn the classic Chinese legend of Hou Yi and Chang E.</p> |
| 19, 64 | Culture Poems | In these activity, students explore an authentic, significant literary work from the target culture, and learn about the author and the cultural context and influence of the work. |
| 72 | Chinese characters through history | In this activity, students learn a basic history of Chinese characters, and work to recognize the evolution from pictographs to characters for several characters. Students are challenged to consider how different writing systems emerge and develop over time. |
| 79 | Chinese Philosophy Culture | In this activity, students learn some basics trends and threads in Chinese philosophy, including the principle of the <i>paqua</i> , <i>dào</i> , <i>dé</i> , and features of the thoughts of Fu Xi, Confucius, and Lao Tzu. |
| 147 | The Story of the Chinese Zodiac | <p>In Diglot Weave™ passages, students listen to, and read a text that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible.</p> <p>Students can get into a passage that is more involved earlier when we leverage their familiarity with their native language. In this Diglot Weave passage, students learn the terminology for some of the Chinese Zodiac as well as the cultural significance of the Zodiac.</p> |

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| 167 | The Basics of Chinese Cuisine | <p>In Diglot Weave™ passages, students listen to, and read a text that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible.</p> <p>Students can get into a passage that is more involved earlier when we leverage their familiarity with their native language. In this Diglot Weave passage, students learn the terminology for some basic ingredients and items typical of Chinese cuisine, as well as some basic features of Chinese cuisine.</p> |
| Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. | | |
| 3, 8, 13, 73, 83, 92, 103, 108, 123, 128, 143, 148, 163 | Dialogues | <p>In these dialogues, students learn to follow and perform a simple conversation that highlights some aspect(s) of the target culture. Students follow the dialogue in English, Pinyin, and Chinese characters, and are assessed on both Pinyin and Chinese characters. The juxtaposition of the three writing systems aids making comparisons between the different systems, and helps students make discoveries about language structure.</p> |
| 4, 22, 40, 48, 106, 147 | Out of Seat Activities | <p>In Out of Seat activities, students are asked to participate in events of the target culture located near their local communities, or to research particular cultural products, figures, practices, or events (drawing on target-language resources). In both of these types of assignments, students are challenged to compare what they learn with products from their own culture.</p> |
| 4, 9, 14, 24, 34, 39, 59, 74, 84, 109, 114, 119, 124, 129, 139, 154, 164, 174 | Culture Videos | <p>In Culture Videos, through a simulated visit to China, students learn about significant practices and products of Chinese culture by following a narrated video, and completing an accompanying assessment. Lesson topics include Chopsticks, Sichuan, Chinese Tea Culture, etc.</p> |
| 7 | Tongue Twister | <p>Students listen to a tongue twister in Chinese that helps them recognize different tones in Chinese, they read along in Pinyin and Chinese characters.</p> |

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| 17 | Hou Yi and Chang E | <p>In Diglot Weave™ stories, students listen to a story that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible.</p> <p>Students can get into a story that is more involved earlier when we leverage their familiarity with their native language or recognizable plot lines. In this Diglot Weave story, students learn the classic Chinese legend of Hou Yi and Chang E.</p> |
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| Weekly | Grammar Modules | In Grammar Modules, students strengthen their grasp on grammar patterns by exploring--through interactive games--a variety of sentences incorporating the pattern. Students also read through an analytic explanation of the pattern, often comparing English grammar or conventions with Chinese. |
| Weekly | Travel Journal | Through the Travel Journal, students follow a student (Mike) just beginning to learn Chinese. Through Mike's discoveries, cultural and linguistic comparisons, as well as his frustrations, students have a companion, and a model for learning Chinese throughout the course. Students also keep their own journal documenting their experiences learning Chinese, and Chinese culture. |
| Strand: Comparisons Develop insight into the nature of language and culture | | |
| Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. | | |
| 3, 8, 13, 73, 83, 92, 103, 108, 123, 128, 143, 148, 163 | Dialogues | In these dialogues, students learn to follow and perform a simple conversation that highlights some aspect(s) of the target culture. Students follow the dialogue in English, Pinyin, and Chinese characters, and are assessed on both Pinyin and Chinese characters. The juxtaposition of the three writing systems aids making comparisons between the different systems, and helps students make discoveries about language structure. |
| 4, 22, 40, 48, 106, 147 | Out of Seat Activities | In Out of Seat activities, students are asked to participate in events of the target culture located near their local communities, or to research particular cultural products, figures, practices, or events (drawing on target-language resources). In both of these types of assignments, students are challenged to compare what they learn with products from their own culture. |
| 7 | Tongue Twister | Students listen to a tongue twister in Chinese that helps them recognize different tones in Chinese, they read along in Pinyin and Chinese characters. |

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| 17 | Hou Yi and Chang E | In Diglot Weave™ stories, students listen to a story that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible. Students can get into a story that is more involved earlier when we leverage their familiarity with their native language or recognizable plot lines. In this Diglot Weave story, students learn the classic Chinese legend of Hou Yi and Chang E. |
| 18 | Pattern Practice: Asking Questions | In this Pattern Practice, students review and practice conversing incorporating basic prompts and responses. |
| 19 | Thoughts on a Quiet Night | In this activity, students explore an authentic literary work from the target culture, and learn about the author and the cultural context and influence of the work. |
| 21-22, 26-27, 31-32 | The Broken Window | In Diglot Weave™ stories, students listen to a story that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible. Students can get into a story that is more involved earlier when we leverage their familiarity with their native language or recognizable plot lines. |
| 37 | The Princess and the Monkey | Students listen to and read this story in the target language for comprehension, then rehearse the story to tell it on their own, and to create their own story with a similar structure. They also have a parallel text in English to refer to in reading. The simple plot of the story and the parallel English text help students compare the languages and aid comprehension. |
| 47 | Bedroom Picture | Students listen to an audio description (in Chinese) of a bedroom they see pictured. Because of the context provided through the imagery, and their familiarity with many of the items in Chinese, they can make sense of the description, even as it extends beyond what they could produce on their own. |
| 52-53 | Young Love | Students listen to and read this structurally simple story in the target language for comprehension, then rehearse the story to tell it on their own, and to create their own story with a similar structure. They also have a parallel text in English to refer to in reading. The simple plot of the story and the parallel English text help students compare the languages and aid comprehension. |

| Related Lessons | Title | Description |
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| 57 | Sample Sentences: Months and Days | These sample sentences take the form of a simple conversation incorporating different months and days. Students learn to follow the conversation that highlights some aspect(s) of the target culture. Students follow the dialogue in English, Pinyin, and Chinese characters, and are assessed on both Pinyin and Chinese characters, and providing appropriate responses to provided prompts from the conversation. |
| 62-63 | School Song, Friend Song | In these songs, students learn some basic conversational exchanges to familiar tunes so that they can perform them, and the exchanges are enduringly memorable. |
| 77 | The Story of the Three Monks | Students listen to and read this old Chinese fable in the target language for comprehension. They also have a parallel text in English to refer to in reading. The parallel English text helps students compare the languages and aids comprehension. |
| 82 | Getting Sick | In Diglot Weave™ passages, students listen to, and read a text that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible. Students can get into a passage that is more involved earlier when we leverage their familiarity with their native language. In this Diglot Weave passage, students learn the terminology for some common sicknesses, as well as some practices in Chinese medicine. |
| 97 | The Three Bears | In Diglot Weave™ stories, students listen to a story that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible. Students can get into a story that is more involved earlier when we leverage their familiarity with their native language or recognizable plot lines. |
| 117 | Talking about Fruit | In Diglot Weave™ passages, students listen to, and read a text that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible. Students can get into a passage that is more involved earlier when we leverage their familiarity with their native language. In this Diglot Weave passage, students learn the terminology for some fruit as well as some of the cultural significance of fruit in classic legends or folktales in China. |

| Related Lessons | Title | Description |
|-----------------|---|--|
| 147 | The Story of the Chinese Zodiac | <p>In Diglot Weave™ passages, students listen to, and read a text that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible.</p> <p>Students can get into a passage that is more involved earlier when we leverage their familiarity with their native language. In this Diglot Weave passage, students learn the terminology for some of the Chinese Zodiac as well as the cultural significance of the Zodiac.</p> |
| 152 | Listening Practice: Drawing a Face | <p>In these lessons, students follow a simple narrated demonstration. Students watch a video and listen, after they have learned many of the building blocks so that the input they receive is maximized. Because the lesson is at once narrated and demonstrated, students can follow relatively involved lessons.</p> |
| 157 | Treasure in the Forest | <p>Students listen to and read this story in the target language for comprehension. They also have a parallel text in English to refer to in reading. The simple plot of the story and the parallel English text help students compare the languages and aid comprehension.</p> |
| 162 | Getting around a Big City | <p>In Diglot Weave™ passages, students listen to, and read a text that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible.</p> <p>Students can get into a passage that is more involved earlier when we leverage their familiarity with their native language. In this Diglot Weave passage, students learn the terminology for some basic city landmarks as well as some characteristics of Beijing and Shanghai.</p> |
| 167 | The Basics of Chinese Cuisine | <p>In Diglot Weave™ passages, students listen to, and read a text that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible.</p> <p>Students can get into a passage that is more involved earlier when we leverage their familiarity with their native language. In this Diglot Weave passage, students learn the terminology for some basic ingredients and items typical of Chinese cuisine, as well as some basic features of Chinese cuisine.</p> |

| Related Lessons | Title | Description |
|--|---|---|
| 168 | Listening and Writing Practice: Ham Fried Rice | Students listen to an audio description (in Chinese) for how to make ham fried rice. They are also provided with some of the basic terms written in Pinyin to aid their comprehension. Because they are familiar with much of the terminology, they can follow an involved description, even as it extends far beyond what they could produce on their own. For the writing practice, students are challenged to write the instructions to the best of their understanding from what they could hear. |
| 173 | Trip to Suzhou and Hangzhou | In Diglot Weave™ stories, students listen to a story that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible. Students can get into a story that is more involved earlier when we leverage their familiarity with their native language or recognizable plot lines. In this Diglot Weave story, students learn about some characteristics and features of the destinations Suzhou and Hangzhou. |
| Weekly | Written or Oral Assessments | In Written or Oral Assessments, students draw from, and incorporate material they have learned that week to speak or write in complete sentences. |
| Weekly | Travel Journal | Through the Travel Journal, students follow a student (Mike) just beginning to learn Chinese. Through Mike's discoveries, cultural and linguistic comparisons, as well as his frustrations, students have a companion, and a model for learning Chinese throughout the course. Students also keep their own journal documenting their experiences learning Chinese, and Chinese culture. |
| Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. | | |
| 3, 8, 13, 73, 83, 92, 103, 108, 123, 128, 143, 148, 163 | Dialogues | In these dialogues, students learn to follow and perform a simple conversation that highlights some aspect(s) of the target culture. Students follow the dialogue in English, Pinyin, and Chinese characters, and are assessed on both Pinyin and Chinese characters. The juxtaposition of the three writing systems aids making comparisons between the different systems, and helps students make discoveries about language structure. |
| 4, 22, 40, 48, 106, 147 | Out of Seat Activities | In Out of Seat activities, students are asked to participate in events of the target culture located near their local communities, or to research particular cultural products, figures, practices, or events (drawing on target-language resources). In both of these types of assignments, students are challenged to compare what they learn with products from their own culture. |

| Related Lessons | Title | Description |
|---|------------------------------|---|
| 4, 9, 14, 24, 34, 39, 59, 74, 84, 109, 114, 119, 124, 129, 139, 154, 164, 174 | Culture Videos | In Culture Videos, through a simulated visit to China, students learn about significant practices and products of Chinese culture by following a narrated video, and completing an accompanying assessment. Lesson topics include Chopsticks, Sichuan, Chinese Tea Culture, etc. |
| 17 | Hou Yi and Chang E | In Diglot Weave™ stories, students listen to a story that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible. Students can get into a story that is more involved earlier when we leverage their familiarity with their native language or recognizable plot lines. In this Diglot Weave story, students learn the classic Chinese legend of Hou Yi and Chang E. |
| 19, 64 | Culture Poems | In these activity, students explore an authentic, significant literary work from the target culture, and learn about the author and the cultural context and influence of the work. |
| 29, 99, 144, 159 | CultureGrams™ | The CultureGrams™ module presents a wide range of cultural information, such as behaviors, customs, geography, climate, etc. from target-language-speaking nations. Students draw from this material to construct their own portrait of the culture, including comparisons to their own. |
| 49, 54, 69, 79, 94, 104, 149, | Culture Lessons | In Culture Lessons, students read about significant practices and products of Chinese culture in the form of a report, and complete an accompanying assessment. Lesson topics range from business practices, to characteristic practices and products of different provinces and cities, to dining etiquette to Chinese Zodiac and many more. |
| 77 | The Story of the Three Monks | Students listen to and read this old Chinese fable in the target language for comprehension. They also have a parallel text in English to refer to in reading. The parallel English text helps students compare the languages and aids comprehension. |
| 117 | Talking about Fruit | In Diglot Weave™ passages, students listen to, and read a text that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible. Students can get into a passage that is more involved earlier when we leverage their familiarity with their native language. In this Diglot Weave passage, students learn the terminology for some fruit as well as some of the cultural significance of fruit in classic legends or folktales in China. |

| Related Lessons | Title | Description |
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| 147 | The Story of the Chinese Zodiac | <p>In Diglot Weave™ passages, students listen to, and read a text that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible.</p> <p>Students can get into a passage that is more involved earlier when we leverage their familiarity with their native language. In this Diglot Weave passage, students learn the terminology for some of the Chinese Zodiac as well as the cultural significance of the Zodiac.</p> |
| 162 | Getting around a Big City | <p>In Diglot Weave™ passages, students listen to, and read a text that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible.</p> <p>Students can get into a passage that is more involved earlier when we leverage their familiarity with their native language. In this Diglot Weave passage, students learn the terminology for some basic city landmarks as well as some characteristics of Beijing and Shanghai.</p> |
| 173 | Trip to Suzhou and Hangzhou | <p>In Diglot Weave™ stories, students listen to a story that is framed in their native language, but contextually introduces terms and phrases in the target language, so that terms or chunks of the target language are utterly comprehensible.</p> <p>Students can get into a story that is more involved earlier when we leverage their familiarity with their native language or recognizable plot lines. In this Diglot Weave story, students learn about some characteristics and features of the destinations Suzhou and Hangzhou.</p> |
| Weekly | Travel Journal | <p>Through the Travel Journal, students follow a student (Mike) just beginning to learn Chinese. Through Mike's discoveries, cultural and linguistic comparisons, as well as his frustrations, students have a companion, and a model for learning Chinese throughout the course. Students also keep their own journal documenting their experiences learning Chinese, and Chinese culture.</p> |

Strand: Communities
Participate in multi-lingual communities at home and around the world

| Related Lessons | Title | Description |
|---|------------------------------------|--|
| Standard 5.1: Students use the language both within and *beyond the school setting. | | |
| 4, 22, 40, 48, 106, 147 | Out of Seat Activities | In Out of Seat activities, students are asked to participate in events of the target culture located near their local communities, or to research particular cultural products, figures, practices, or events (drawing on target-language resources). In both of these types of assignments, students are challenged to compare what they learn with products from their own culture. |
| 4, 9, 14, 24, 34, 39, 59, 74, 84, 109, 114, 119, 124, 129, 139, 154, 164, 174 | Culture Videos | In Culture Videos, through a simulated visit to China, students learn about significant practices and products of Chinese culture by following a narrated video, and completing an accompanying assessment. Lesson topics include Chopsticks, Sichuan, Chinese Tea Culture, etc. |
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| Weekly | Written or Oral Assessments | In Written or Oral Assessments, students draw from, and incorporate material they have learned that week to speak or write in complete sentences. |
| Weekly | Online Synchronous Sessions | In these sessions, students participate in a synchronous meeting with the teacher and other classmates and practice material from the week's contents, including conversational exchanges, listening and reading comprehension, oral or written production, or compare cultural practices and products. |
| Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment. | | |
| 4, 9, 14, 24, 34, 39, 59, 74, 84, 109, 114, 119, 124, 129, 139, 154, 164, 174 | Culture Videos | In Culture Videos, through a simulated visit to China, students learn about significant practices and products of Chinese culture by following a narrated video, and completing an accompanying assessment. Lesson topics include Chopsticks, Sichuan, Chinese Tea Culture, etc. |

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| Weekly | Online Synchronous Sessions | In these sessions, students participate in a synchronous meeting with the teacher and other classmates and practice material from the week's contents, including conversational exchanges, listening and reading comprehension, oral or written production, or compare cultural practices and products. |
| 4, 22, 40, 48, 106, 147 | Out of Seat Activities | In Out of Seat activities, students are asked to participate in events of the target culture located near their local communities, or to research particular cultural products, figures, practices, or events (drawing on target-language resources). In both of these types of assignments, students are challenged to compare what they learn with products from their own culture. |