**Chinese Curriculum connections to the Social Studies Curriculum**

By Angela Mao and Dana Yang

CFL1

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| **Cultures:**  Students will gain knowledge and demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese-speaking world. | | | |
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| **1.** | The learner will be able to participate in the celebration of major Chinese festivals, e.g., , Moon Festival  **SAMPLE Tasks**: Learning evidence must include but is not limited to the following: | |
|  | 1.1 | To make decorations for Chinese New Year (handcraft, red lanterns, particular Chinese characters) |
|  | 1.2 | To participate in the group discussion on the typical Chinese ways of celebrating Moon Festival |
|  | 1.3 | To participate in various of cultural activities such as making dumplings for Chinese New Year and making lanterns for Lantern Festival |
| **2.** | The learner will be able to develop appreciation of the strong concept of a family according to the Chinese tradition and demonstrate appropriate social behavior when meeting people  **SAMPLE Tasks**: Learning evidence must include but is not limited to the following: | |
|  | 2.1 | To role play of showing respect to elderly |
|  | 2.2 | To properly use greetings and introductions |
|  | 2.3 | To show understanding of Chinese family structure by making a family tree |
| **3.** | The learner will be able to demonstrate a passion for and an appreciation of Chinese language and culture by actively engaging in all learning activities **SAMPLE Tasks**: Learning evidence must include but is not limited to the following: | |
|  | 3.1 | To read a picture book of popular children’s story and to share the highlight with peers |
|  | 3.2 | To act out a children’s story |
|  | 3.3 | To appreciate Chinese culture by watching classic Chinese movie |
| **4.** | The learner will be able to demonstrate appropriate social behavior when interacting with native Chinese speakers  **SAMPLES** **Tasks**: Learning evidence must include but is not limited to the following: | |
|  | 4.1 | To identify appropriate and inappropriate behavior in a given situation |
|  | 4.2 | To role play a scene that a child is visiting a friend, to demonstrate the appropriate behavior interacting with the friend’s grandparents |
|  | 4.3 | To show respect to school ayi and guards by using polite expressions or giving greeting cards |
| **Connections:**  Students will re-enforce and further their knowledge of other disciplines through the study of Chinese language and culture, and acquire information and recognize the distinctive viewpoints only available through Chinese language and culture | | | |
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| **1.** | To reinforce and further one’s knowledge of other subjects through the study of Chinese, as in or  **SAMPLES** **Tasks**: Learning evidence must include but is not limited to the following: | |
|  | 1.1 | To say numbers in Chinese |
|  | 1.2 | To sing some Chinese songs |
| **2.** | The learner will be able to recognize the basic yet obvious different aspects that are only available in Chinese language and culture  **SAMPLES Tasks**: Learning evidence must include but is not limited to the following: | |
|  | 2.1 | To demonstrate hand gestures for numbers |
|  | 2.2 | To say Chinese Zodiacs and the connection to one’s birth year |
| **3.** | The learner will be able to recognize special features in the Chinese folk arts  **SAMPLES Tasks**: Learning evidence must include but is not limited to the following: | |
|  | 3.1 | To make mud figures according to the demonstration |
|  | 3.2 | To recognize special decorations using Chinese characters for special occasions, e.g., (福, 春) for Chinese New Year |
| **Comparisons**:  Students will demonstrate an understanding of the nature of language and the concept of culture through comparisons of Chinese language and culture with their own | | | |
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| **1.** | The learner will be able to compare the major aspects of the Chinese language with their own  **SAMPLE Tasks**: Learning evidence must include but is not limited to the following: | |
|  | 1.1 | To Compare Chinese names and their own names |
|  | 1.2 | To compare the writing system |
|  | 1.3 | To identify some differences between (English-language) phonics and (Chinese-language) pinyin (e.g. c, k, q, x, . . . ) |
| **Communities:**  Students will use the Chinese language both within and beyond the school setting and show evidence of becoming active learners by using Chinese for personal enjoyment and enrichment | | | |
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| **1.** | The learner will be able to apply Chinese language skills in the interaction with local community.  **SAMPLE Tasks**: Learning evidence must include but is not limited to the following: | |
|  | 1.1 | To carry out a very basic conversation with a native Chinese speaker regarding daily life |
|  | 1.2 | To participate in a field trip to a nearby local Chinese community to practice Chinese language skills |
|  | 1.3 |  |
| **2.** | The learner will be able to increase the awareness of the major aspects of Chinese culture and share personal learning experience with peers.  **SAMPLE Tasks**: Learning evidence must include but is not limited to the following: | |
|  | 2.1 | To share with peers about personal awareness of any aspects of the Chinese culture |
|  | 2.2 | To discuss personal understanding of certain features of the Chinese language, e.g., This Chinese character looks like . . ., that is how I can remember it. |

CFL3

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| **Cultures:**  Students will gain knowledge and demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese-speaking world. | | | |
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| **1.** | The learner will be able to become familiar with the Chinese monetary system as well as the various means of public transportation in China  **SAMPLE Tasks**: Learning evidence must include but is not limited to the following: | |
|  | 1.1 | To say the amount of the money with accurate language. |
|  | 1.2 | To tell the names of different public transportations. |
|  | 1.3 |  |
| **2.** | The learner will be able to demonstrate appreciation of a variety of traditional Chinese shows, TV program, films, opera  **SAMPLE Tasks**: Learning evidence must include but is not limited to the following: | |
|  | 2.1 | To briefly know about the meanings of the opera masks in different colors. |
|  | 2.2 | To role play in the following situations: The moon lady “chang e” |
|  | 2.3 |  |
| **3.** | The learner will be able to demonstrate an understanding of social patterns, and interact properly in various Chinese cultural settings  **SAMPLE Tasks**: Learning evidence must include but is not limited to the following: | |
|  | 3.1 | To distinguish the meaning of “你”and “您”, and use it properly. |
|  | 3.2 | To tell different job titles. |
|  | 3.3 |  |
| **4.** | The learner will be able to demonstrate the basic skills of Chinese calligraphy **SAMPLES** **Tasks**: Learning evidence must include but is not limited to the following: | |
|  | 4.1 | To participate in the practice of using a brush with the special ink to write Chinese characters and to display it to the public. |
|  | 4.2 | To explain how one should hold the brush to produce the best result |
|  | 4.3 |  |
| **2.** | The learner will be able to apply the Chinese language skills in the study of Social sciences.  **SAMPLES Tasks**: Learning evidence must include but is not limited to the following: | |
|  | 2.1 | To study a world map in Chinese and locate five countries and explain their relative location to each other, |
|  | 2.2 | To name at least two dynasties in Chinese history. |
| **3.** | The learner will be able to recognize aspects of the Chinese culture and tradition regarding the way of expressing appreciation and respect  **SAMPLES Tasks**: Learning evidence must include but is not limited to the following: | |
|  | 3.1 | To role play the story of Chinese Zodiac. |
|  | 3.2 | To make Chinese dumplings and know when and why Chinese people eat dumplings. |
| **Comparisons**:  Students will demonstrate an understanding of the nature of language and the concept of culture through comparisons of Chinese language and culture with their own | | | |
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| **1.** | The learner will be able to compare and contrast the celebration of festivals in China with those in one's own country, e.g., the comparison of Chinese New Year with Christmas  **SAMPLE Tasks**: Learning evidence must include but is not limited to the following: | |
|  | 1.1 | To compare the Chinese New Year with Christmas in several aspects: What to eat, What to wear, How to celebrate. |
|  | 1.2 | To compare the Moon Festival with Thanks Giving Day in several aspects: What to eat, What to do, etc. |
| **Communities:**  Students will use the Chinese language both within and beyond the school setting and show evidence of becoming active learners by using Chinese for personal enjoyment and enrichment | | | |
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| **1.** | The learner will be able to interact with the people who are living in the same compound or SAS community  **SAMPLE Tasks**: Learning evidence must include but is not limited to the following: | |
|  | 1.1 | To participate in the project, phone pal (a local Chinese student) to collect information of that friend on their school schedule, their study habit and share with the class |
|  | 1.2 | To visit a local Chinese school, to survey a local Chinese student and share the information with the class |
|  | 1.3 |  |
| **2.** | The learner will be able to participate in the activities that are organized by the compound they reside to increase their awareness of the immediate local community  **SAMPLE Tasks**: Learning evidence must include but is not limited to the following: | |
|  | 2.1 | To describe to the class what the activity is and share personal observation. |
|  | 2.2 | To compare local school settings with SAS settings. |

CFL 4

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| **3.** | The learer will be able to demonstrate an understanding of social patterns, and interact properly in various Chinese cultural settings (could be the same as CFL3, if it is appropriate, but there should be different tasks, that shows the progression of the learning.)  **SAMPLE Tasks**: Learning evidence must include but is not limited to the following: |

**Connections:**

Students will re-enforce and further their knowledge of other disciplines through the study of Chinese language and culture, and acquire information and recognize the distinctive viewpoints only available through Chinese language and culture

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| **2.** | | The learner will be able to apply the Chinese language skills in the study of Social sciences. (geography, history)  **SAMPLES Tasks**: Learning evidence must include but is not limited to the following: | | | |
|  | | 2.1 | | To name several historically known figures in Chinese paintings and discuss their contributions to the development of Chinese art ????? | |
|  | | 2.2 | | To name major cities in Chinese ,e.g., 北京 | |
| **3.** | | The learner will be able to apply Chinese language skills in the study of sciences | | | |
|  | | 3.1 | | To name the four inventions in the Chinese history and briefly explain their contributions to the world | |
|  | | 3.2 | | To name various of illness | |
|  | | 3.3 | |  | |
| **4.** | | The learner will be able to recognize aspects of the Chinese culture and tradition regarding the relationship between the language and the culture  **SAMPLES Tasks**: Learning evidence must include but is not limited to the following: | | | |
|  | | 4.1 | | To list evidence that the language reflects the culture ??????? | |
|  | | 4.2 | | 理解汉字的表意功能(能辨认简单的象形字并能说出它们的含义) | |
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| **Comparisons**:  Students will demonstrate an understanding of the nature of language and the concept of culture through comparisons of Chinese language and culture with their own | | | | | |
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| **1.** | The learner will be able to demonstrate an understanding of the nature of Chinese language and culture through comparisons with one's own language and culture **SAMPLE Tasks**: Learning evidence must include but is not limited to the following: | | | |
|  | 1.1 | | To conduct a research project on herbals medicine for common cold compare that with the Western medicine, ,make a poster with text and graphics | |
|  | 1.2 | | To compare table manner popular in China and one’s own country | |
|  | 1.3 | | To compare and contrast the ways people from different cultures celebrate their major festivals, e.g., activities for Chinese New Year and for Christmas | |
| **2.** | The learner will be able to notice the major distinctions between Chinese and one's own language.  **SAMPLE Tasks**: Learning evidence must include but is not limited to the following: | | | |
|  | 2.1 | | To demonstrate the correct use of measure words in the Chinese language, | |
|  | 2.2 | | To demonstrate the correct use of clock time words in the Chinese language | |
|  | 2.3 | | To be aware of the different use of conjunctions between Chinese and one’s own language, e.g., “ 除了…还…” | |

***Chinese Literacy Level 2***

* Students will be able to demonstrate his/her awareness and appreciation of the Chinese culture by applying Chinese language skills in his/her daily life, participating in the cultural activities, behaving appropriately in a variety of social occasions, producing level appropriate projects related to the Chinese culture and making appropriate comparison between the Chinese culture and culture of their own

***Chinese Literacy Level 3***

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| Standard VI  Chinese Culture  The learner will be able to demonstrate his/her awareness and appreciation of the Chinese culture by applying Chinese language skills in his/her daily life, participating in the cultural activities, behaving appropriately in a variety of social occasions, producing level appropriate projects related to the Chinese culture and making appropriate comparison between the Chinese culture and culture of their own. | The learner will be able to present, discuss and share ideas and opinions about interesting and characteristic Chinese natural scenery, flora an fauna, such as Yellow Mountain, bamboo forests and the panda. |

Chinese Literacy Level 4

* The learner will be able to understand that the impact of the culture on language is slightly different from language to language;