

全美中小學中文學習目標

Standards for Chinese Language Learning

COMMUNICATION 溝通 GOAL ONE

運用中文溝通 Communicate in Chinese

Standard 1.1 語言溝通

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese.

Standard 1.2 理解詮釋

Students understand and interpret written and spoken language on a variety of topics in Chinese.

Standard 1.3 表達演示

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES 文化 GOAL TWO

體認中國多元文化 Gain Knowledge and Understanding of the Cultures of the Chinese- Speaking World

Standard 2.1 文化習俗

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese-speaking world.

Standard 2.2 文化產物

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese-speaking world.

CONNECTIONS 貫連 GOAL THREE

貫連其他學科 Connect with Other Disciplines and Acquire Information

Standard 3.1 觸類旁通

Students reinforce and further their knowledge of other disciplines through the study of Chinese.

Standard 3.2 博聞廣見

Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.

COMPARISONS 比較 GOAL FOUR

比較語言文化之特性 Develop Insight into the Nature of Language and Culture

Standard 4.1 比較語文

Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.

Standard 4.2 比較文化

Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.

COMMUNITIES 社區 GOAL FIVE

應用於國內與國際多元社區 Participate in Multilingual Communities at Home and Around the World

Standard 5.1 學以致用

Students use the Chinese language both within and beyond the school setting.

Standard 5.2 學無止境

Students show evidence of becoming life-long learners by using Chinese for personal enjoyment and enrichment.




Introduction

Standards for Chinese Language Learning is part of a series of nine language-specific standards documents that complement the *Standards for Foreign Language Learning: Preparing for the 21st Century*. The goals and standards in the generic document describe a K-12 foreign language program in a core curriculum for all students. The Chinese-specific standards are intended to be used only in conjunction with the generic document and do not, therefore, reiterate major sections of the generic document, such as the Statement of Philosophy, Implication of Standards, Weave of Curricular Elements, Diverse Learners, Instructional Approaches, Multiple Entry Points, Learning Strategies, Critical Thinking Skills, and Technology. Within the content of the generic standards, these Chinese-specific standards are intended to provide an attainable vision for the future of Chinese language education in the United States. This vision is for a long, well-articulated sequence of Chinese language instruction that leads to high levels of competency in Chinese and enables students to know how, when, and what should be said to whom and the reason why. This set of content standards will serve as a guide for locally developed Chinese language curricula to support the needs of particular states and districts. It is anticipated that these content standards will create a compact connection among learners, school, and society; enhance students' problem-solving and creative skills; provide opportunities for native speakers of Chinese to maintain and enhance their proficiency; and develop a firm foundation for life-long learning. These standards will also improve the continuity and cumulative effect of language learning and provide a seamless linkage to connect K-12 Chinese programs with post-secondary programs as well as to the programs offered at Chinese community language schools.

ABOUT THE CHINESE STANDARDS PROJECT

Standards for Chinese Language Learning is the result of a cooperative effort of the National Standards in Foreign Language Collaborative Project and the Chinese Language Association of Secondary-Elementary Schools (CLASS). In the fall of 1995, with the inspiration and encouragement of the late Dr. Ronald Walton, CLASS launched an important Chinese Standards Project to develop the Chinese-specific standards. A Task Force organized under this project produced the current document based on valuable input sought and received from CLASS members across the country and from other sources, including the Chinese Language Teachers Association (CLTA), professors of various post-secondary institutions, teachers at Chinese heritage schools, and an array of foreign language specialists. The members of the Task Force came from three regional CLASS committees (Western, Eastern, and Southern/Midwestern regions), and all committee members were practicing K-12 teachers representing both public and private schools and both urban and suburban settings. They also represented (a) native speakers with various backgrounds in the Chinese-speaking world



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LONG, WELL-
ARTICULATED
SEQUENCE OF
CHINESE**

and (b) non-native speakers who received their Chinese education primarily in American colleges and who had spent various amounts of time in China.

The Chinese standards document took about three years to complete. The feedback solicited through presentations at various state and national conventions, from K-12 Chinese teachers, college Chinese instructors, as well as specialists in the foreign language field, has been invaluable in honing and refining various sections of the document. The Advisory Council members—consisting of representatives from the Chinese Language Teachers Association (CLTA), the National Foreign Language Center (NFLC), and the National Council of Associations of Chinese Language Schools (NCACLS), and of various foreign language teaching professionals—also offered diverse input and advice at various stages during development of the project. Every effort was made to ensure that this document is the product of the Chinese language teaching profession.

▼
**SAMPLE
PROGRESS
INDICATORS,
MARKED BY
ASTERISKS,
KEEP
ADVANCED
LEVEL
STUDENTS
AND CHINESE
HERITAGE
LEARNERS
CHALLENGED**

NATURE OF THE DOCUMENT

The standards are not a stand-alone document, nor do they constitute a curriculum or syllabus. Rather, they are intended to assist educators—whether at the level of the individual classroom, school, or district—in developing standards-based Chinese curricula. The document is divided into five goals taken directly from the generic document for foreign language learning. Each goal is supported by two or more content standards that elaborate what students should know to achieve the goals. They are followed by sample progress indicators that describe what students need to be able to do to meet the standards at different developmental stages – represented by grade levels four, eight, and twelve. These sample progress indicators are cumulative, but not intended to be prescriptive or exhaustive. Any classroom teacher will immediately note that some progress indicators do not directly reflect current practice in the profession; rather, they set forth a vision of what might be possible if a long-sequence Chinese language program were implemented without interruption from kindergarten through the twelfth grade. One intention of the standards is to enable school districts to recognize the desirability, even necessity, of this vision and to implement such programs accordingly.

Nonetheless; the standards are also adaptable to current classroom reality. The sample progress indicators for any grade level can easily be spiraled up or down in level of sophistication in order to accommodate learners of different language backgrounds and levels. The standards are also applicable to heritage learners who are often already familiar with various aspects of Chinese culture. In recent years, a growing number of heritage learners have been entering the K-12 Chinese programs with prior background in Mandarin Chinese or another Chinese dialect. These standards, therefore, contain some sample progress indicators, *marked by asterisks under the Grade 12 sections*, to keep advanced level students and Chinese heritage learners challenged and performing at their maximum level of ability. The Chinese-specific examples under each sample progress indicator serve as a starting point for teachers to conceptualize how the standards might be applied in the classroom. In addition, field-tested sample learning scenarios, submitted by practicing K-12 teachers, demonstrate how the standards and progress indicators might be used as the foundation for a unit or a daily lesson. Most of the sample learning scenarios can be expanded or modified for different classroom situations at various levels.

The Chinese standards were developed with an integrated approach in mind, encouraging the use of speaking, listening, reading, and writing, to be transacted through a spiraling and recursive process at all levels to lead toward developmentally appropriate communicative proficiency and literacy in Chinese. The regular inclusion of the latest instructional technologies brings the Chinese language and culture into the classroom in an immediate and authentic way, and it provides an additional means for achievement of the standards. The accessibility to information and opportunities for interaction with others through the interactive technologies will enhance the ability of students in their learning to become self-sufficient, life-long learners.

IMPORTANCE OF CHINESE

The teaching and learning of Chinese language hold an increasingly vital place in American education. The Chinese language has considerable importance to Americans on personal, community, and national levels. The emergence of China as a major player in the world scene has created a need for greater understanding of what is the world's most populous nation. The United States government has designated America's relations with China to be one of the most important foreign policy issues now and in the foreseeable future. Clearly, successful communication in Chinese is the key for promoting a better understanding of China; yet, many American schools do not offer basic instruction in Chinese. The promotion and development of Chinese language education is of critical importance to the United States in terms of both economic advantages and the national interest in the dynamic global community of the 21st century. In addition to these national and international concerns, ever-broadening U.S.-China relations are continuing to increase the Chinese presence in American communities. Chinese visitors, immigrants, and Chinese-Americans are all becoming more involved in all facets of the American society, including business, education, the arts, and various services in the community. Being able to communicate with and better understand these community members can only be of benefit to our multicultural society.

Abundant opportunities for government and business careers as well as for scientific, scholarly, and cultural exchanges await the student of Chinese. In addition, the Chinese language is the key to the accumulated knowledge and experience of one of the world's oldest civilizations, as well as the path to communication with over one billion people. Thus, the opportunities for personal growth and enjoyment through reading, conversing, traveling, and making friends are almost limitless.

CHINESE LANGUAGE EDUCATION IN THE UNITED STATES

Chinese language instruction in the United States dates back to the latter part of the nineteenth century. Until after World War II, instruction was pointed towards college and graduate school students desiring to become scholars of the Chinese language and culture, children whose parents were ethnic Chinese and who wanted their children to learn the language and culture of their ancestors, and adults who had a special need to learn the Chinese language, such as missionaries. Each of them developed its own traditions in pedagogy, teaching materials, and goals. Scholars were more pointed towards mastering the written word; ethnic Chinese were more interested in transferring their cultural identi-

fication to the next generation. The interests of the diffuse group of adult learners ranged from mastering any one of the spoken Chinese languages or dialects to mastery of the written language, or both.

The state of Chinese language instruction changed in the late 1950s, particularly after the passage of the National Defense Education Act of 1958. For the first time, under Title VI of that Act, the federal government encouraged students to study the less commonly taught languages, including Chinese. The number of colleges and universities offering instruction in Chinese expanded. At the same time, the reason to study Chinese began to change slowly from focusing mostly on mastery of the written language towards mastery of both the spoken and written languages. However, as China became less accessible to Americans during this period, reasons for adults to learn the language narrowed, and adult instruction withered. There was little change in instructional patterns among ethnic Chinese, as the desire to transfer their Chinese heritage to the next generation remained strong. The first efforts to introduce Chinese language instruction into pre-collegiate education emerged in the early 1960s when the Carnegie Corporation encouraged several colleges to cooperate with nearby school districts in the introduction of Chinese. Most of these first pre-collegiate programs were short-lived. Major expansion and development of pre-collegiate Chinese language instruction didn't take place until the 1980s, a period of time in which schools were generally trying to expand their offerings and introduce new areas of study. Chinese language programs were given a substantial boost when the Geraldine R. Dodge Foundation, in its Chinese Initiative, provided funds to sixty secondary schools to introduce or expand their Chinese language programs. Most of the programs funded by the Dodge Foundation still exist in 1998.

There has also been a tremendous increase in enrollments in Chinese at both the pre-collegiate and collegiate levels in this period of time. High school enrollments have grown from 309 students in 6 states in 1962 to 7,354 students in 32 states in 1990¹ and 9,456 in 1994.² At the same time, post-secondary enrollments have expanded from 10,259 students in 174 programs in 1974 to 19,268 students in 407 programs in 1990 and 26,330 students in 384 programs in 1995.³ Chinese has moved up in rank from the eighth to the sixth most commonly taught language in post-secondary institutions according to the Modern Language Association Report.⁴ There are no comparable data over time for enrollments in heritage Chinese language programs. A 1995 report by the National Council of Associations of Chinese Language Schools indicates that there were 82,675 pre-collegiate students studying Chinese in a heritage school setting.⁵

¹ Moore, Walton, and Lambert. *Introducing Chinese into High Schools: The Dodge Initiative*. The National Foreign Language Center, 1992. p. 5.

² American Council on the Teaching of Foreign Languages 1994 Survey.

³ "Variations in Foreign Language Enrollments through Time: Update Incorporating Data from Fall 1995." Modern Language Association, n.d. Table.

⁴ "MLA Releases Preliminary Findings of Fall 1995 Registrations in Foreign Languages." Fall, 1996. p. 12.

⁵ Xueying Wang. "Forging a Link: Tapping the National Heritage Language Resources in the U.S." The National Foreign Language Center, 1998.

The 1980s were a fertile period not only for expansion in the number of students learning Chinese, but also for the developments in the field of Chinese language instruction. Prior to the 1980s there was little need for colleges to pay attention to pre-collegiate language instruction because so few students, other than ethnic Chinese, entered college with any prior exposure to the Chinese language. That has changed. Now professors of Chinese are regularly faced with the need to place entering students from a wide variety of backgrounds and exposure to Chinese into classes appropriate to their level of skills. The growing need to articulate long-sequence Chinese instruction from pre-collegiate and Chinese heritage school programs to those offered by colleges and universities has led to efforts by representatives of these groups to try to come to some agreements about what the nature of instruction should be at various levels of learning. These efforts include the *Guidelines for Chinese Language Instruction in Secondary Schools* developed by CLASS as part of the Mellon Fellows program at the National Foreign Language Center in 1989 and *NFLC Guide for Basic Chinese Language Programs* funded by the National Endowment for the Humanities and published in 1997. *Standards for Chinese Language Learning* provides specificity and concreteness to these earlier efforts. It also offers a point of departure for program articulation as all teaching levels in the Chinese language profession – elementary, secondary, and postsecondary – come to consensus on a vision for the field through the process of the Chinese-specific standards development.

CHARACTERISTICS OF THE CHINESE LANGUAGE


Mandarin Chinese is spoken by more people than any other language in the world. It is one of the daily languages of the people who live in mainland China, Taiwan, Singapore, and the overseas Chinese communities. As a member of the Sino-Tibetan language family, Chinese is distantly related to languages such as Burmese and Tibetan. However, it is unrelated to the Indo-European language family, to which English and most other European languages belong. Nor is it genetically related to Japanese or Korean, even though its writing system and a portion of its vocabulary were borrowed and adapted by speakers of those languages.

China is a land of many languages, dialects, and cultures. In the borderlands, non-Chinese languages such as Mongolian, Uighur, and Tibetan are spoken. In much of northern and western China, various varieties of Mandarin are the native language. In southeastern China, a number of widely divergent, mutually unintelligible “dialects”—such as Cantonese, Hakka, and Taiwanese—are the daily language of the people. Mandarin, spoken by more than two-thirds of the Chinese population, is the official medium of school and all other governmental organs for the purposes of cross-dialect communication. Although there are many different spoken dialects of the Chinese language, only one common written language (Chinese characters) is used to communicate effectively between speakers of different dialects in China.

Compared to other languages, the sound system of Mandarin Chinese is relatively simple. There are only 405 basic syllables—far fewer than in English, which has several thousand. Chinese syllables are traditionally divided into twenty-two initial sounds and thirty-seven final sounds. One of the special characteristics of Chinese is that most Chinese



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syllables are pronounced with one of four tones. The same basic syllable pronounced with different tones is likely to have completely different meanings. Because almost all Chinese syllables have distinct meanings of their own, Chinese is often referred to as being “mono-syllabic.” But this does not mean that every Chinese word has only one syllable.

Chinese has a considerable number of grammatical rules, although many of them differ substantially from those of Western languages. The endings of Chinese words don’t change depending on gender, case, number, person, or tense, as in many Western languages. For this reason, Chinese is often termed an “isolating” or “analytic” language. In general, Chinese grammar depends heavily on word order, function words, and context. As in English, the normal sentence order is Subject-Verb-Object, with adjectives preceding nouns. Verbs have aspect rather than tense; classifiers are used before nouns when preceded by a number or specifier; and reduplication (repeating the same syllable twice) is often used to alter the meanings of words.

While the single syllable (morpheme) is the basic building block of modern Chinese, two-syllable words predominate. Words are easily broken down into their constituent parts because each syllable has its own character, which usually makes its meaning immediately apparent. Because of the long and largely independent development of Chinese culture, there are few cognates shared between Chinese and English. During the last century, the number of borrowings from English and other Western languages into Chinese has steadily increased. While sounds are sometimes borrowed, usually it is the meaning of the foreign term that is translated into Chinese. Due to increased contact and a greater amount of shared knowledge, Chinese and English—as well as Chinese and American culture in general—seem slowly to be moving closer together, which has made learning Chinese considerably easier than it once was.

Chinese characters, each formed by a combination of strokes written in a prescribed order, communicate ideas and word meanings but give only limited information about pronunciation. There is an alternative way of representing Chinese speech through the use of phonetic transcription systems. The transcriptions are not meant to be substitutes for characters; rather, they are intended to serve as useful tools in the learning of Chinese sounds and for special purposes such as computer entry. Chinese characters, in either traditional or simplified form, are the authentic writing system used in the Chinese-speaking world. The largest dictionaries include over 50,000 characters, but only about 3,000 characters are in common use. Often one character will have more than one pronunciation or meaning, or several different characters may sound alike but have different meanings. In reading Chinese, recognizing characters is only a part of the process; at least as important is recognizing words written with combinations of words, comprehending written Chinese grammar, gaining reading fluency, and so forth.

In view of the large number of characters, the huge differences between spoken and written Chinese, and the fact that there are two different sets of characters (traditional and simplified), learning to read and write Chinese takes a long time. It is important, therefore, that Chinese instruction be offered for at least as many, if not more, years as the European languages, and that those involved with Chinese programs not expect students’ skills to advance as rapidly as those of students studying other languages.

Communication

Goal One

運用中文溝通

Across thousands of miles in China, through thousands of years of its history, Chinese people have been connected by the Chinese language, which is one of the oldest continuous languages in the world. Understanding written and spoken Chinese enables students to gain access to the historical civilization and the distinctive viewpoints of the Chinese-speaking world, as well as to develop communicative skills essential for the 21st century.

Since language is a product of human behavior, the interactions among the speakers of the language bring about many complexities in communication patterns. In a society as old and enormous as China, this phenomenon is especially true. Students need to learn proper language usage in order to interact with Chinese speakers of different ages and social status, and they need to understand cultural and linguistic nuances. In comprehending spoken Chinese, students need to be aware not only of the difference between formal and informal speech patterns in verbal and nonverbal modes, but also of the style of subtlety—an “unspoken” aspect of the language. In comprehending written Chinese, students need to experience all sorts of written materials, ranging from literary texts to writings in the spoken form. Finally, in the presentational dimension, students need to demonstrate command of everyday spoken Chinese (Kǒutóu yǔ) and formal written Chinese (Shūmiàn yǔ). All three of these communicational modes must therefore be introduced and explained in cultural context in order for students to develop true understanding of and proficiency in the Chinese language.

Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Interpersonal Communication 語言溝通

Interpersonal communication is the primary means of entering the Chinese-speaking world and often is the standard by which people are judged. Accordingly, abundant opportunities for such communication must be integrated into the classroom. In order to build interpersonal relationships and to establish effective lines of communication, students must be able to master contextually and culturally appropriate utterances.

Sample Progress Indicators for K-4

- Students give and follow simple instructions to participate in age-appropriate classroom and/or Chinese cultural activities.

Example: Follow classroom routines and commands.
大家站起來，小朋友坐下。

- Students ask and answer simple questions about topics such as family, school, daily routine, and activities.



CHINESE

GRAMMAR

DEPENDS

HEAVILY ON

WORD ORDER,

FUNCTION

WORDS, AND

CONTEXT

Example: Exchange simple personal information.

你叫什麼名字？ 你今年幾歲？ 你住在哪？

- Students share likes and dislikes regarding various common objects and everyday activities.

Example: Interview classmates about their favorite things and activities.

你喜歡吃什麼？ 你喜不喜歡看電視？

- Students exchange descriptions of people and common objects with each other.

Example: Exchange information on family members while sharing family albums.

這是我媽媽， 那是我妹妹。

- Students exchange essential information such as greetings and leave-takings with each other.

Example: Practice greeting teachers and classmates.

老師好，小朋友好，謝謝您，老師再見。

- Students understand common classroom interactions using culturally appropriate gestures and oral expressions.

Example: Students in China traditionally stand up when a teacher enters the room.

學生瞭解在中國老師走進教室時，學生起立敬禮。

Sample Progress Indicators for K-8

- Students follow and give directions for participating in age-appropriate Chinese cultural activities. They ask and respond to questions for clarification.

Example: Use directional complements to ask and clarify direction.

東西南北，前後左右上下。

- Students exchange information about personal events, memorable experiences, and school subjects with peers and/or Chinese speakers.

Example: Interview classmates.

你喜歡什麼課？ 昨天你到哪兒去了？

- Students express opinions and preferences about people, events, and everyday activities.

Example: Exchange lists of favorites and compare them with those of peers.

交換最喜歡的活動項目。

- Students use Chinese to acquire goods, services, or information through developmentally appropriate oral communication, writing, or the Internet.

Example: Practice frequently asked questions for a field trip to Chinatown.

小美飯館在哪？

- Students make reference to Chinese characters to clarify meanings in conversation.

Example: Write characters on the palms to indicate the character used in a spoken context.

用手在手掌或空中寫字，以辯明適當的字。

Sample Progress Indicators for K-12

- Students initiate, sustain, and close a conversation in a variety of real-life situations that reflect social amenities such as making introductions, expressing gratitude and regret, stating complaints, apologizing, and communicating preferences.

Example: Engage in a simulated situation to initiate a conversation.
對不起，我來晚了。

- Students discuss and support their personal feelings and ideas with peers and/or speakers of the Chinese language.

Example: Exchange personal feelings on college education.
學生表達對升大學的看法。

- Students share their personal reactions to selected literary texts such as poems, plays, short stories, and novels.

Example: Exchange personal views on a selected literary text.
學生交換讀書心得。

- Students exchange their opinions and discuss individual perspectives on a variety of topics including school or community related issues, or current and past events in Chinese culture.

Example: Compare and contrast points of view on dating.
交換對青少年交男女朋友的想法。

- * Students develop and propose solutions to issues and problems that are of concern to Chinese communities in group activities.

Example: In small groups, exchange solutions on how to protect pandas.
中文高班的學生分小組討論如何保護熊貓。

- * Students exchange, support, and discuss their opinions and individual perspectives with peers and/or Chinese speakers on a variety of topics dealing with contemporary and historical topics.

Example: Research and discuss the evolution of Chinese characters.
中文程度較高的學生談中國文字的演變。

Standard 1.2 Students understand and interpret written and spoken language on a variety of topics in Chinese.

Interpretive Communication 理解詮釋

The unique nature and certain characteristics of the Chinese language in both its spoken and written forms place great demands on students as they work to develop both listening and reading comprehension. In listening, the abundance of homophones requires attentiveness to both tones and context. Phonetic transcription systems, such as Pinyin romanization, the Chinese Phonetic Alphabet, and the Wade-Giles system, are aural guides in verbal acquisition as well as valuable transitional tools in the introduction of spoken and

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written Chinese. In reading, both traditional and simplified Chinese characters are widely used in the Chinese-speaking world; thus, a developmentally appropriate competency in reading both forms is recommended.

Sample Progress Indicators for K-4

- Students listen and respond to directions and commands related to classroom tasks.
Example: Respond to simple classroom commands.
請把門關上，大家跟我說。
- Students comprehend the main ideas and identify main characters in illustrated children's stories.
Example: Dramatize a children's story. 小兔乖乖。
- Students comprehend simple characters used in brief messages and notes on familiar topics.
Example: Signs 出口，入口； dates 三月二日； greeting cards 生日快樂！
- Students interpret gestures, intonation, and other visual or auditory cues.
Example: Match pictures with various hand gestures.
搖手，擺手，拱手。

Sample Progress Indicators for K-8

- Students comprehend the principle information contained in conversations on familiar topics.
Example: Listen to a short sample dialogue. 聽一段對話。
- Students understand and interpret the main ideas and significant details from selected authentic audiovisual and multimedia sources.
Example: Listen to songs and view video clips. 聽歌曲，看電視。
- Students understand announcements and messages connected to daily activities in Chinese culture.
Example: Find out the schedule of a sports event. 看球賽時間表。
- Students identify the principle characters and comprehend the main ideas and themes in selected literary texts.
Example: Identify the main characters in a literary text.
閱讀簡短的小故事。
- Students understand verbal and nonverbal Chinese signals used in communication.
Example: Finger gestures indicating numbers. 用手表達數字。
- Students recognize the multiple ways in which an idea may be expressed in Chinese.
Example: Express different ways of greeting and apologizing.
不好意思，對不起；沒事兒，沒關係，不要緊。

Sample Progress Indicators for K-12

- Students comprehend the main themes and some details on topics of interest as found in sources printed in Chinese such as newspaper announcements, magazine advertisements, and cartoon strips.
Example: Compare the content of two movie advertisements and select a favorite one.
看電影廣告。
- Students demonstrate an increasing understanding of cultural nuances in written and spoken Chinese in both formal and informal settings.
Example: Comprehend Chinese cultural nuances in spoken Chinese.
哎喲小王，哪陣風把你給吹來了？
(學生瞭解言外之意。)
- Students comprehend, analyze, and interpret the basic content of selected literary texts.
Example: Analyze the use of words in a selected essay.
閱讀朱自清的【春】然後討論。
- Students demonstrate an understanding of the principle elements of nonfiction articles in newspapers and magazines on topics of current and historical importance to Chinese speakers.
Example: Engage in a simulated news interview.
學生模擬報導一段新聞。
- Students demonstrate an understanding of the main ideas of lectures or presentations on topics associated with Chinese current and historical events.
Example: Organize a panel discussion after a current events workshop.
中文高班的學生交換對時事討論會的心得。
- Students analyze the main plot, subplot, characters, their descriptions, roles, and significance in authentic literary texts.
Example: Discuss and analyze a selected Chinese authentic literary text.
中文程度較高的學生選讀一段或一篇小說。
- Students demonstrate an increasing understanding of the cultural nuances of meaning in expressive products of the Chinese culture, such as various literary genres and the visual and performing arts.
Example: Learn about the Chinese performing arts.
增進中文高班的學生對中國地方戲劇以及各類文藝民俗作品的認識。

Standard 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in Chinese.

Presentational Communication 表達演示

This communicational mode requires various learning strategies to master both formal and informal presentations in both spoken and written Chinese. Students must also master tones and contextual clues to meaning, as described in Standards 1.1 and 1.2. The challenge of learning characters in order to produce intelligible essays or articles makes the attainment of competency in this area particularly time-consuming for students of Chinese, yet worthwhile. At the beginning stages, students may use phonetic transcription to facilitate their written communication of ideas. It is important that students' ability in writing Chinese characters should be developmentally enhanced through all learning stages. Students at all levels should be able to use phonetic transcriptions to produce computer-generated text.



**STUDENT'S
WRITING ABILITY IN
WRITING CHINESE
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SHOULD BE
DEVELOPMENTALLY
ENHANCED
THROUGH ALL
LEARNING STAGES**

Sample Progress Indicators for K-4

- Students give brief oral messages and presentations about home and family, school activities, and common objects.

Example: Talk about pictures of the 12 animals represented in the Chinese calendar.

用動物圖片介紹十二生肖。

- Students recite or dramatize songs, short anecdotes, or poems familiar to their Chinese peers.

Example: Recite nursery rhymes or riddles.

唱兒歌，表演帶動唱，猜謎，說繞口令。

- Students tell or retell children's stories orally or in writing.

Example: Retell a familiar folk tale.

讓學生講一遍剛聽過的故事。

- Students learn how to write simple Chinese characters with correct stroke orders.

Example: Learn the basic strokes in writing.

山，水，上，下，大，中，小。

- Students restate and rephrase simple information from materials presented orally and visually in class.

Example: Point out the major cities on a Chinese map.

這是北京。這是上海。這是廣州。

Sample Progress Indicators for K-8

- Students present skits, recite selected poems, tell anecdotes, and perform songs in Chinese for school events.

Example: Perform a short skit at a China Night in school.

表演短劇，背誦詩歌。

- Students write simple notes and reports about people and things at school.
Example: Prepare captions for a class album.
為課堂照片寫簡短說明。
- Students prepare stories or brief written reports about personal experiences, events, or other school subjects to share with peers and/or Chinese speakers.
Example: Make a list of daily routines. 列一張日常作息表。
- Students summarize the plot and describe characters in literature such as poems, short stories, folk tales, and anecdotes.
Example: Share famous Chinese stories with classmates.
講故事給同學聽。
- Students learn how to identify radicals and components of Chinese characters.
Example: Make a poster to show radicals and components of characters.
制作部首偏旁的海報。

Sample Progress Indicators for K-12

- Students write descriptions of the people and objects present in their everyday environment and in school.
Example: Describe one's best friend.
寫以我的好朋友為題的短文。
- Students prepare written and oral reports with the use of a Chinese dictionary or thesaurus.
Example: Use Chinese radicals to find words in a dictionary.
學用筆劃部首查字典或詞典。
- Students create stories or skits in both spoken Chinese (Kǒutóu yǔ) and written Chinese (Shūmiàn yǔ).
Example: Create a dialogue for a play. 用口頭語寫短劇。 Write an invitational letter to a teacher. 用書面語寫請帖給老師。
- Students write various types of texts such as letters or essays.
Example: Write various types of compositions. 寫便箋或短文。
- Students analyze and express their opinions about stories, plays, poems, radio/ TV programs, songs, films, or visual arts.
Example: Learn a popular Chinese song and analyze its lyrics.
學習唱【茉莉花】，並討論歌詞。
- Students perform and/or recite poems or excerpts from stories connected to topics from other disciplines such as world history, geography, the arts, science, or mathematics; or from material commonly read by speakers of Chinese.
Example: Summarize the voyage of Zheng He and make a visual presentation to tell the story about this Chinese historical figure.
中文程度較高的學生介紹鄭和航海的經過。

- Students prepare a research-based analysis of a current event from the perspectives of both the United States and Chinese cultures.

Example: Write an essay about issues related to environmental protection.
中文高班的學生報導環保問題。

- Students write a letter or an article describing and analyzing an issue for a student publication.

Example: Write an article about personal views on school uniforms.
中文程度較高的學生對學生應否穿制服發表意見。



“CHINESE
CULTURE”

Cultures

Goal Two

體認多元文化

PRESENTED IN
THIS DOCUMENT
IS UNDERSTOOD
TO INCLUDE
THE DIVERSE
CULTURAL
PERSPECTIVES,
THE SOCIAL
PRACTICES, AND
THE PRODUCTS
OF CHINESE
SPEAKING
SOCIETIES.

Developing cultural understanding is as important a goal as developing language proficiency. Indeed, it is much easier to make sense out of the Chinese language when students come to a true understanding of the important linguistic and cultural variations of the Chinese-speaking world. Recognizing China’s ethnic and linguistic diversity, the term “Chinese culture” presented in this document is understood to include the diverse cultural perspectives, the social practices, and the products of Chinese-speaking societies. In studying the culture, students need to be taught not only the history and geography of China, but also the Chinese people’s philosophical perspectives, their way of life, and contributions to world civilization. With clearer insights into the diverse perspectives of Chinese culture, students begin to understand why and how Chinese people may behave and interact in certain ways that differ from their own. They will then be able to make cultural comparisons with an open mind. Studying Chinese language provides students with the key that opens the door to understanding Chinese traditional values, attitudes, and ideas.

Given the thousands of years of Chinese civilization, plus the ethnic and regional diversity within China’s borders, students are abundantly furnished with magnificent examples of cultural products, ranging from fine arts, literature, architecture, medicine, and scientific inventions to vastly different regional foods, music, clothing, customs, and dialects. Studying aspects of these traditional and contemporary cultural products leads to clearer glimpses into the Chinese way of life. Students should be afforded as much exposure as possible to a range of learning experiences that reflect the richness of the diverse cultures encompassed in the Chinese-speaking communities. Through a thoughtful integration of culture and language studies, students will gain clearer insights and a better understanding of one of the oldest human civilizations.

Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese-speaking world.

Practices of Culture 文化習俗

Chinese cultural practices are derived from a long period of history and reflect the social structures, traditional ideas, attitudes, and values of the Chinese people. In the understanding of social patterns and the practice of conventions, students must be aware that Chinese views of society, government, family roles, and interpersonal relationships have similarities and differences from their own. Therefore, it is important for the students to experience numerous examples of Chinese customs and cultural practices, so that they can learn to interact appropriately in Chinese cultural settings.

Sample Progress Indicators for K-4

- Students observe and identify simple patterns of behavior or interaction in various settings.

Example: Watch video clips on Chinese New Year celebrations.
看中國新年的圖片或電視節目剪輯。

- Students use appropriate gestures and oral expressions for greetings and leave-takings in family and social settings.

Example: Role-play greetings with the elder members of the family.
奶奶您好。

- Students participate in age-appropriate cultural activities such as games, songs, festival celebrations, story telling, and dramatizations.

Example: Simulate a Dragon Boat Race. 摹擬端午節划龍舟。

Sample Progress Indicators for K-8

- Students observe and describe culturally based behavior patterns of Chinese youth.

Example: Conduct proper behaviors and manners toward teacher.
練習中國學校情境，學生遇見老師要行禮。

- Students use appropriate verbal and nonverbal communication for the practice of 禮 Lǐ (etiquette) for daily activities among peers and adults.

Example: Practice Chinese family etiquette.
長輩走進來時，坐著的小輩應該站起來。

- Students learn about and participate in age-appropriate cultural practices such as Chinese cooking, martial arts, and games.

Example: Play a tangram 玩七巧板，watch shadow puppets 看皮影戲，make dumplings 包餃子。

Sample Progress Indicators for K-12

- Students use appropriate verbal and nonverbal cues in a variety of cultural contexts that reflect both peer group and adult activities such as receiving gifts, accepting compliments, and using “kè tài huà.”

Example: The person receiving tea says 不敢當, the person offering it says 不客氣 or 沒關係。 Both should hold the cup with both hands.

- Students learn about and participate in age-appropriate cultural practices.

Example: Engage in Chinese cultural activities, such as Chinese chess 下象棋, Tàì Jí Quán 打太極拳, and Peking opera 欣賞京劇。

- Students identify, examine, and discuss connections between cultural perspectives and socially approved behavior patterns as well as Chinese taboos. 忌諱 (Jì Huì)

Example: Discuss Chinese customs.
各地過年習俗, 送禮不送鐘, 忌諱四。


- * Students identify, analyze, and discuss patterns of behavior and/or interaction in the context of Chinese culture.

Example: Students discuss and analyze patterns of behavior as observed in segments of movies, videos, news broadcasts, and articles of newspapers or magazines of Chinese culture.
中文程度較高的學生用電視電影的剪輯或報章雜誌的文章分析中國文化。

Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese-speaking world.

Products of Culture 文化產物

For thousands of years, China has continuously generated a wealth of cultural products that have profoundly influenced the world. Silk, compasses, paper, gunpowder, rockets, rudders, movable type, decimal mathematics, oil derricks, paper currency, astrolabes, and seismographs are just some of the significant inventions and innovations created by the Chinese. In addition to these inventions, the Chinese have also developed a rich body of philosophy, literature, and language that opens the door to a broader understanding of China as well as its neighboring countries. Therefore, a deep knowledge of Chinese contributions in science, technology, and the humanities will not only enable students to better appreciate Chinese culture but also help them function intellectually in the Chinese-speaking world.



**CHINESE ALSO
DEVELOPED A
RICH BODY OF
PHILOSOPHY,
LITERATURE, AND
LANGUAGE THAT
OPENS THE DOOR
TO A BROADER
UNDERSTANDING
OF CHINA.**

Sample Progress Indicators for K-4

- Students identify and observe tangible products of Chinese culture.
Example: Hands-on experience with food (餃子), children's games (毽子, 陀螺), decoration (燈籠), and Chinese dress (旗袍).
- Students participate in and learn about age-appropriate cultural activities such as children's nursery rhymes, songs, and selections of children's literature.
Example: Recite poems and nursery rhymes.
兒童詩歌, 童話, 兒童文學讀物。
- Students identify, discuss, and produce artwork, crafts, and games enjoyed or produced by Chinese children.
Example: Practice calligraphy (書法), paper folding (摺紙), or Peking opera masks (京劇臉譜).
- Students learn about Chinese symbolism of colors, animals, numbers, and other items.
Example: Make red envelopes for the Chinese New Year celebration.
紅色代表喜慶。

Sample Progress Indicators for K-8

- Students identify and learn about expressive products of Chinese culture (e.g., stories, poetry, music, painting, dance, and drama) and explore the way in which these products reflect the lifestyles in the Chinese-speaking communities.
Example: Make a video to illustrate the use of Chinese calligraphy scrolls as decoration in a Chinese home.
中國家庭常用中國畫或字畫裝飾室內。
- Students explore and identify the function of utilitarian products (e.g., sports equipment, household items, tools, foods, and clothing) of Chinese culture as found within their homes and communities.
Example: List Chinese kitchenwares.
筷子, 碗, 湯匙, 蒸籠, 炒菜鍋。
- Students identify and study major Chinese cultural and scientific contributions to the world.
Example: Make a list of important Chinese discoveries or inventions.
列出數項中國科學發明, 以及文房四寶紙墨筆硯的來源及重要性。

Sample Progress Indicators for K-12

- Students identify, discuss and analyze themes, ideas, and perspectives as revealed in the products of the Chinese-speaking world.
Example: Compare and contrast the themes of different festivals and their foods.
中秋節吃月餅, 端午節吃粽子。

- Students experience (read, listen to, observe, perform), discuss, and analyze expressive products of Chinese culture, including selections from various literary genres and the fine arts.

Example: Explore the perspectives of Chinese culture presented in Chinese paintings.

歲寒三友 松，竹，梅 的含義。

- Students identify, discuss, and analyze intangible products of Chinese culture, such as social, economic, and political institutions, and explore relationships among these institutions and the perspectives of Chinese culture.

Example: Discuss the examination system in China.

中文高班學生討論中國的考試制度。

- Students explore the relationships among the products, practices, and perspectives of Chinese culture.

Example: Examine and find examples of red couplets used for the Chinese New Year.

中文程度較高的學生分析春聯的用途及所表達的意義。

▼
**BY USING
 CONTENT
 FROM OTHER
 SUBJECTS TO
 EXPAND CHINESE
 LANGUAGE,
 VOCABULARY,
 AND CONCEPTS
 AS THE TOPICAL
 BASES FOR
 COMMUNICATION
 IN THE CHINESE
 LANGUAGE**

Connections

貫連其他學科

Learning Chinese creates numerous opportunities for students to expand their knowledge. Various topics and concepts learned in other subjects can all be integrated with and further reinforced through the study of Chinese. As students progress in their knowledge of the language, the possibility of gaining access to information and materials only available through Chinese becomes apparent. This firsthand information can take many forms, ranging from ancient texts to satellite broadcasts from such places as Beijing, Hong Kong, or Taipei. The accessibility to this abundance of authentic sources adds another dimension to language learning beyond the classroom.

With multimedia and computer technologies, the capacity to make connections to other subjects as well as to acquire more direct access to Chinese sources has been greatly enhanced. Students can now navigate through the information highway to access materials about China and Chinese-speaking communities around the world. Students can use Internet sites in Chinese, as well as multimedia materials, to gain knowledge and research information about topics of interest to them. The use of technology is not only an important tool by which to strengthen their language skills, but also guides them in becoming self-directed learners. Connecting with other disciplines, acquiring information, and using technology all are means that enable students to broaden their knowledge, cultivate their interest, and support a life-long learning process.

Goal Three

Standard 3.1 Students reinforce and further their knowledge of other disciplines through the Chinese language.

Making Connections 觸類旁通

Since the content of Chinese language instruction frequently overlaps with that of other subject areas, many opportunities exist for interdisciplinary reinforcement. Students can accomplish this standard by acquiring knowledge through Chinese sources to be applied to other disciplines, and by using content from other subjects to expand Chinese language, vocabulary, and concepts as the topical bases for communication in the Chinese language. School, grade, or team-based interdisciplinary units especially serve to empower students to make these connections as well as to teach them that Chinese can be an integral part of their growing knowledge base.

Sample Progress Indicators for K-4

- Students demonstrate an ability to use Chinese to name concepts learned in other subject areas.

Example: Name the animals in Chinese or identify different types of transportation common in China.
說出動物昆蟲的中文名字，列出常用的交通工具。

Sample Progress Indicators for K-8

- Students discuss topics of other school subjects, including geographical terms and concepts, historical facts and concepts, mathematical terms and problems, and scientific information.

Example: Identify famous Chinese and American historical figures and their contributions.
列舉孫中山，華盛頓或其他歷史人物。

- Students comprehend illustrated story books or short videos on topics being studied in other classes.

Example: Use Chinese folk art design and symbols to make mobiles.
用中國美術圖案做手工。

- Students present reports in Chinese, orally and/or in writing, on topics being studied in other classes.

Example: Create a map depicting the major cities and products in China.
用地圖解說中國各大城市及各地物產。

Sample Progress Indicators for K-12

- Students acquire information from a variety of Chinese sources written about a topic being studied in other school subjects.

Example: Gather information from Chinese newspapers on sports.
剪貼有關運動的新聞報導。

- Students combine information from other school subjects with information available in Chinese to complete activities in the Chinese class.

Example: Make a poster of the solar system in Chinese. 畫太陽系的海報。

- Students use Chinese to discuss topics from other school subjects, including political and historical concepts, health issues, and social concerns.

Example: Conduct a class discussion on the issue of Chinese population.
中文高班的學生表達對中國人口問題的看法和意見。

Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.

Acquiring New Information 博聞廣見

The Chinese language is most often the only pathway to gain information about China. The vast majority of modern publications as well as the accumulative scholarship of thousands of years are only accessible through the Chinese language. Students can use this pathway to obtain a wealth of knowledge that will enable them to reach a genuine understanding of many important facets of both traditional and contemporary Chinese culture.

Sample Progress Indicators for K-4

- Students read and/or listen to age-appropriate folk tales, short stories, poems, and songs written for Chinese speakers.

Example: Read aloud popular Chinese nursery rhymes.
朗讀童謠詩詞，聆聽兒童故事。

Sample Progress Indicators for K-8

- Students use age-appropriate Chinese sources to prepare reports in Chinese and/or English on topics of personal interest.

Example: Make a collage of Chinese clothing from different time periods.
剪貼不同時代中國服飾的圖片。

Sample Progress Indicators for K-12

- Students use a variety of Chinese sources to prepare reports in Chinese and/or English on topics of personal interest, or on those with which they have had limited previous experience. They compare Chinese language information to information obtained on the same topics written in English.

Example: Use the Internet to search for information on Chinese food recipes, and compare their nutritional values based on the USDA Food Pyramid.
用中英文資料研究中國食物的營養價值。

Comparisons

Goal Four

比較語言文化之特性

Students of any foreign language begin a process of alternating comparisons, constantly reflecting on their own language and culture through the perspective of the new language they learn. Through this process they emerge from a state of cultural-linguistic naivete to the realization that there are multiple world views and forms of expression. Students of Chinese discover many aspects of the language that differ from their own, such as the logographic writing system, lack of cognates shared with English, and the tonal system. In addition they find words and concepts in Chinese that have no counterpart in their own language, and vice versa. In the realm of culture, students also find marked differences, as they learn, for example, why in the Chinese culture respecting elders and honoring the family name are at the core of Chinese social norms, how the Chinese people retained their cultural continuity through so many tumultuous years of history, and what principle schools of thought gave rise to Chinese art, music, and literature. Through these linguistic and cultural comparisons, students benefit in three important ways: (1) they gain a better understanding of Chinese people and culture; (2) they understand their own culture and language better; and (3) they significantly develop their critical thinking skills.

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.

Language Comparisons 比較語文

Students of Chinese will notice major contrasts between Chinese and their own language. The tonal nature of the spoken language and the logographic written system are two salient features of the Chinese language. The lack of cognates demonstrates the different linguistic nature of Chinese to some students. However, many basic grammatical structures also provide a basis for comparisons. Of particular importance is the emphasis on Chinese word order to convey appropriate structure and common meaning.


Sample Progress Indicators for K-4

- Students cite and use examples of borrowed words in the language they are learning and their own, and they pose guesses as to why languages in general might need to borrow words from other languages.

Example: List “borrowed” words: 漢堡 (hamburger), 七喜 (Seven-up), 可口可樂 (Coca-Cola).

- Students use Chinese measure words and compare them with similar elements in their own language.

Example: Compare and contrast measure words: 一張紙 = a piece of paper
一杯茶 = a cup of tea.



**STUDENTS
EMERGE FROM
A STATE OF
CULTURAL-
LINGUISTIC
NAIVETE TO THE
REALIZATION
THAT THERE
ARE MULTIPLE
WORLD VIEWS
AND FORMS OF
EXPRESSIONS.**

- Students talk about differences and similarities between the sound system of their own language and the Chinese language.

Example: Talk about and practice the four tones.

四聲：媽，麻，馬，罵 (mā, má, mǎ, mà).

- Students demonstrate an awareness of formal and informal speech in greetings and leave-takings, compare expressions of politeness in other languages, and use courteous language in Chinese.

Example: Practice daily formal and informal expressions.

禮貌用語和日常用語的區別：請進 / 進來。

- Students demonstrate an awareness of the differences and similarities between the Chinese writing system and their own.

Example: Make a diagram to compare and contrast Chinese characters and

Roman letters. 分辨中國方塊文字和英文字母的異同。

Sample Progress Indicators for K-8

- Students recognize the unique function of Chinese time indicators—time words, aspects, particles, and patterns—and use them properly.

Example: Identify the use of time indicators: 昨天我沒上學，

(Yesterday I didn't go to school), 下雨了 (It's raining!), 我

們學了三年中文了 (I have been learning Chinese for three years).

- Students express respect and are aware of usage to reflect status differences in both Chinese and in their own language.

Example: Make a list of different ways to ask a person's name and age.

您貴姓？ / 你姓什麼？ / 你叫什麼名字？

- Students demonstrate awareness that the Chinese language has distinctive sounds and/or tones that must be mastered in order to communicate correctly.

Example: Compare and contrast the meanings of words that are the

same sound but have different tones. 飽了 / 爆了 (bǎole /

bàole), 水餃 / 睡覺 (shuǐjiǎo / shuìjiào), 重要 / 中藥

(zhòngyào / zhōngyào).

- Students recognize the relative lack of parsing in the Chinese written language and its effect on reading comprehension.

Example: Compare and contrast sentences that could be misread due to lack of

experience in determining word breaks. 他晚上下班以後來看

你 may be misread as 他晚上下班以後來看你。

- Students compare the organizational principle in the Chinese language of “general to specific” with that of their own language.

Example: Compare and contrast dates/time written in Chinese and English.

一九九八年二月二十八號上午九點十分 (The sequence presented in Chinese is read as – 1998 year, February 28, morning 9 o'clock, 10 minutes.)

Sample Progress Indicators for K-12

- Students demonstrate an awareness of the style of formal written Chinese and conversational Chinese, and compare them with formal as well as informal usage in their own language.

Example: Compare the use of 閒人免進 and 不可以進去。

- Students demonstrate an awareness that Chinese principles of word order may differ from their own language.

Example: In general, time and place precede action.
他今天下午三點在學校等你。

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.

Cultural Comparisons 比較文化

Students discover cultural differences ranging from everyday customs and habits, such as eating utensils and table manners, to belief systems and traditions, such as ancestor worships and holiday celebrations. Through thoughtful comparisons, students arrive at a better understanding of their own culture and a deeper appreciation of the cultures of the Chinese-speaking world.

Sample Progress Indicators for K-4

- Students compare simple patterns of behavior and interactions in various cultural settings.

Example: Compare different use of eating utensils, such as chopsticks (筷子), knives, and forks (刀叉).

- Students demonstrate an awareness that gestures are an important part of communication.

Example: Identify Chinese gestures revealed in pictures or video clips.
敬禮，鞠躬，握手，及手勢和臉部表情。

- Students compare and contrast tangible products such as toys, sports equipment, and Chinese food with such products in their own culture.

Example: Compare and contrast toys and food items with these products of their own culture.

比較玩具： 陀螺，扯鈴 vs 玩具熊，芭比娃娃
比較食品： 包子，餃子 vs 漢堡飽，熱狗

- Students compare and contrast intangible products of Chinese culture such as rhymes, songs, and folktales with similar products of their own culture.

Example: Compare and contrast children's nursery rhymes such as "Hickory Dickory Dock" with 小老鼠上燈台。

Sample Progress Indicators for K-8

- Students contrast verbal and nonverbal behavior in activities common in Chinese culture and their own.

Example: Make a diagram to illustrate different expressions and gestures.
比較不同的手勢。

- Students demonstrate an awareness of differences in daily activities in Chinese culture and their own.

Example: Talk about table etiquette and manners in different cultural settings.
比較各地吃飯習俗，以及主客坐位的安排和上菜順序。

- Students analyze why certain products are significant in Chinese culture while different products have gained prominence in other cultures.

Example: Compare and contrast the significance of historical monuments such as the Pyramids (金字塔) and the Great Wall (長城)。

- Students compare the relationship between cultural perspectives and traditional practices (e.g., holidays, celebrations, work habits) within Chinese culture and their own.

Example: Make a Venn diagram showing the similarities and differences between Thanksgiving and the Moon Festival.
比較中秋節和感恩節。

Sample Progress Indicators for K-12

- Students compare proverbs as reflections of culture, citing examples from both Chinese culture and their own.

Example: Compare and contrast proverbs. “Kill two birds with one stone”
with 一箭雙鵰。

- Students compare nuances of meanings of words, idioms, and phrases in the Chinese language and their own.

Example: Compare and contrast idioms.
請，請上坐；不敢當，那裡那裡；
沒事兒，沒事兒。

- Students analyze the relationship between perspectives and practices in Chinese culture and compare and contrast these with their own.

Example: Compare and contrast family relationships in China and their own culture.
比較家庭親屬關係。

- Students identify and analyze cultural perspectives as reflected in a variety of literary genres.

Example: Identify the cultural perspectives represented in poems and selected excerpts from literature. 中文高班的學生瞭解 a poem 靜夜思 (思鄉), a proverb 磨杵成針 (恆心), and a familiar story 管仲和鮑叔牙的故事 (友誼)。

- Students analyze the relationship between the perspectives and expressive products (e.g., music, visual arts, and various forms of literature) in Chinese culture and compare and contrast these with their own.

Example: Analyze the concept of ideology presented in books of *Utopia and The Great Harmony*. 中文程度較高的學生分析理想國與禮運大同篇。

Communities

應用於國內與國際多元社區

This goal combines elements from each of the other goal areas. As students use Chinese to communicate in authentic real-life contexts, come to understand Chinese culture through its products and practices, and use Chinese beyond the classroom setting, they will inevitably access resources from Chinese community organizations, business or government agencies; they will also utilize electronic resources, broadcast media, and print media. Chinese language learners will become more proficient in Chinese through developmentally appropriate exposure to programs and activities in the schools and community.

The first standard of this goal emphasizes the use of Chinese to communicate at school, in the community, at the workplace, and abroad. The second focuses on personal enjoyment and enrichment through exposure to Chinese history, literature, art, music, opera, dance, and other cultural activities. As students progress in the Chinese language, they will ideally not only seek out every possible opportunity to apply their competencies in the real world, but will also continue to pursue their life-long studies out of an intrinsic interest in Chinese culture.

Standard 5.1 Students use the Chinese language both within and beyond the school setting.

School and Community 學以致用

Students of Chinese must have opportunities within the school setting as well as outside to practice and hone their communicative and cultural competencies in a progressive fashion. They will use the Chinese language to access information and resources, and transfer knowledge acquired outside the Chinese classroom to their language learning process. The proximity of Chinese communities and their affiliated institutions (cultural centers, heritage language schools, community organizations, etc.) facilitates the practical application of the Chinese language. Students should be encouraged to make use of such local resources to learn the language and culture of the Chinese-speaking world.

Goal Five

STUDENTS WILL
NOT ONLY SEEK
OUT EVERY
POSSIBLE
OPPORTUNITY
TO APPLY THEIR
COMPETENCIES...
BUT ALSO
CONTINUE TO
PURSUE THEIR
LIFELONG
STUDIES OUT OF
AN INTRINSIC
INTEREST IN
CHINESE CULTURE

Sample Progress Indicators for K-4

- Students communicate on a personal level with Chinese speakers via dialogues, notes, and cards.
Example: Make a birthday card for a Chinese friend.
送自己做的生日卡給中國小朋友。
- Students identify professions that require proficiency in the Chinese language.
Example: Identify jobs that require the use of Chinese language such as Chinese bilingual or language teacher (雙語老師或中文老師), diplomat (外交人員), or translator (翻譯員).
- Students present information about the Chinese language and culture to others in Chinese, English, or both.
Example: Use play dough or sticks show the formation of Chinese numbers from one to ten.
用小木棒或玩具麵做成中國數字一到十的形狀，或教同學寫中國數字。
- Students illustrate Chinese stories to present to others.
Example: Make an illustrated storybook on a familiar Chinese folk tale.
畫嫦娥奔月的故事。
- Students perform for a school or community celebration.
Example: Sing songs and perform dances at a school assembly.
唱中國兒歌，跳中國舞。

Sample Progress Indicators for K-8

- Students discuss their preferences concerning leisure activities and current events, in written and oral form, with Chinese speakers.
Example: Read a headline on sports in a Chinese newspaper.
閱讀中文報紙體育新聞版的大標題。
- Students interact with members of the local community to hear how they use Chinese in their work.
Example: Interview local people who use Chinese at work.
訪問中國城的商店及餐館。
- Students present information about the Chinese language and culture to others.
Example: Give a calligraphy demonstration to other classes.
中文班的學生到別班示範用毛筆寫中國字。
- Students participate in Chinese culture-related activities that benefit the school or community.
Example: Participate in a Chinese New Year celebration.
參加中國新年公演或才藝表演。

- Students write and illustrate Chinese stories to present to others.

Example: Create an illustrated storybook.
分小組編寫有插圖的故事書。

- Students perform for a school or community celebration.

Example: Participate in a community event.
表演唱歌，舞蹈，或畫畫。

Sample Progress Indicators for K-12

- Students present information about the Chinese language and culture to others.

Example: Teach elementary students about the Chinese sound system and Chinese character writing.
高中學生到小學或其他班級介紹中文，或用海報介紹中文。

- Students write and illustrate Chinese stories to present to others.

Example: Make a calendar, with each month depicting an aspect of a Chinese immigration history.
用早期移民歷史大事設計月曆。

- Students participate in a career exploration or school-to-work project that requires proficiency in the Chinese language and culture.

Example: Research job opportunities in Chinese-American communities.
中文程度較高的學生用中文網路及中文報章雜誌調查職業資料以瞭解中國社區的就業情形和需要。

- Students use community resources to research a topic related to the Chinese language and culture.

Example: Utilize a Chinese community library to do research.
中文高班的華裔子弟使用社區圖書館的資料，瞭解中國移民在美國的生活情形。

Standard 5.2 Students show evidence of becoming life-long learners by using the Chinese language for personal enjoyment and enrichment.

Life-long Learning 學無止境

Personal interest in the language and culture ensures that the students will become self-motivated, life-long learners of Chinese. Many students of long-sequenced K-12 Chinese programs will continue to pursue their studies of Chinese in college, attend study abroad programs, or take trips to China to enhance their language competency and cultural understanding. Therefore, personal appreciation of and experience with the language and culture make life-long learning of Chinese attainable.

Sample Progress Indicators for K-4

- Students read materials and/or use various media from the Chinese language and culture for enjoyment.
Example: Watch Chinese cartoons.
看童話圖片及欣賞中文卡通片。
- Students play Chinese sports or games.
Example: Play jump ropes or games.
玩跳繩和老鷹捉小雞的遊戲。
- Students interact with Chinese speakers in activities of personal interest.
Example: Participate in a children's singing or dance performance.
參加兒童合唱團的演唱或舞蹈表演。
- Students plan a real or imaginary trip to a Chinese-speaking community.
Example: Gather pamphlets and use pictures to make a collage of an imaginary trip to China.
向旅行社索取資料剪貼中國旅遊圖片。
- Students attend cultural events and social activities or view them through various media.
Example: Watch selected Chinese children's TV or video programs.
看兒童電視節目的節錄。
- Students listen to Chinese music, sing Chinese songs, or learn about traditional Chinese musical instruments.
Example: Learn to sing Chinese children's songs.
唱兒歌，聆聽中國樂器演奏。

Sample Progress Indicators for K-8

- Students consult various sources in Chinese to obtain information on topics of personal interest.
Example: Gather information on the excavation of terra cotta figures.
利用圖書館或網路查詢對個人有興趣的資料
(例如秦俑的發現)。
- Students play Chinese sports or games.
Example: Make a Chinese chess set and play the game with peers.
學生學習做象棋和下象棋。
- Students exchange information with Chinese speakers about topics of personal interest.
Example: Participate in a summer camp organized by Chinese-American communities.
參加華人組織舉辦的夏令營活動。
- Students use various Chinese media for entertainment or personal growth.
Example: Watch a Chinese movie or video clips with or without English subtitles.
觀賞中國電影或電視綜藝節目的剪輯。

- Students attend Chinese cultural events or social activities.
Example: Participate in a parade associated with an Asian event.
參加華人代表隊。
- Students listen to Chinese music, sing Chinese songs, or learn about Chinese musical instruments for enrichment.
Example: Listen to a Chinese music concert.
學生聆聽國樂團的演奏，入二胡，琵琶，鼓，古箏。

Sample Progress Indicators for K-12

- Students consult various sources in Chinese to obtain information on topics of personal interest.
Example: Gather information via various authentic sources.
學生閱讀報章雜誌，搜集網路資料。
- Students play sports or games that reflect Chinese culture.
Example: Learn how to play popular Chinese games.
學習扯鈴，下跳棋或下圍棋。
- Students read and/or use Chinese media for entertainment and personal growth.
Example: Read books or watch video on Chinese cooking.
閱讀有關中國烹飪的書籍。
- Students listen to Chinese music, sing Chinese songs, and/or learn about Chinese musical instruments.
Example: Listen or learn how to play a Chinese musical instrument.
學生聆聽或學習中國樂器及中國歌曲。
- Students attend Chinese cultural events and social activities or view them through various media.
Example: Organize a cultural event to raise funds to benefit a Chinese institution or individuals in China.
中文程度高的學生為領養中國鄉村圖書室募捐籌款，並與負責人聯係辦理領養手續。
- Students establish and/or maintain interpersonal relations with Chinese speakers.
Example: Participate in a Chinese performing arts organization and become actively involved in its activities.
中文程度較高的學生參加中國社團活動，邀請中國學者專題演講及舉辦討論會。

Sample Learning Scenarios

TARGETED STANDARDS

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 2.2 Products of Culture
- 3.1 Making Connections
- 3.2 Acquiring Information
- 4.2 Cultural Comparisons

SÌHÉYUÀN - CHINESE FAMILY RESIDENCE

In Boston, Ms. Lin's second year Chinese class at Snowden International School learns about the SÌhényuàn, a traditional dwelling with four-sided enclosed courtyards. Students view pictures presented by the teacher and discuss the physical structure of the SÌhényuàn. Students identify common features of traditional Chinese architecture and make a Venn diagram to compare the SÌhényuàn to homes in their own neighborhoods. At the end of the unit, each student makes a floor

plan of his/her own dream home. Students make visual presentations of their dream homes. They talk about the way in which the family hierarchy and family values were reflected in the layout of the SÌhényuàn, the application of "fengshui" (geomancy) for selecting home sites that are harmonious with nature, and the changing role and responsibilities of each member within the family in China today.

Reflection

- 1.1 Students discuss the traditional family residence in China.
- 1.2 Students comprehend information presented by the teacher.
- 1.3 Students present their dream homes.
- 2.1 Students learn how the arrangement of Chinese houses reflected the family hierarchy and family values.
- 2.2 Students identify the physical structure of a SÌhényuàn.
- 3.1 Students make connections to social studies, history, and architecture.
- 3.2 Students acquire cultural information.
- 4.2 Students compare the SÌhényuàn with their own homes.

The SÌhényuàn lends itself to many related topics which can be incorporated either at this second year level or a later year. For example, expanding the SÌhényuàn unit can include examining other Chinese architectural structures such as the Forbidden City, ancient Chinese palaces, and temples that were built basically on the pattern of the SÌhényuàn. These courtyard houses were common throughout different regions of China but the SÌhényuàn now accommodates several unrelated families instead of one big family with multiple generations. Studying the SÌhényuàn enables students to discuss the pros and cons of both traditional and modern family living quarters.

EVOLUTION OF CHINESE CHARACTERS

Ms. Chung's third graders at Rebecca Johnson School at Springfield, Massachusetts learn how Chinese characters evolved by playing a game. The teacher prepares five sets of cards (Figure 1). Each set is comprised of the same ten characters written in a particular style. In addition to the first set of the picture cards (red), the second set (yellow) contains 10 pictographs: Xiàngxíng (象形) used in the Neolithic Age; the third set (blue) uses Zhuànzì (篆字) developed in 221 B.C.; the fourth set (orange) uses Lìshū (隸書) style; and the fifth set (green) uses Kǎishū (楷書) which is the style used today. Students choose one card from each stack at random and try to group the cards themselves by finding the matching characters written in different styles. They then show how the characters evolved by putting the cards in the correct order of development.

TARGETED STANDARDS

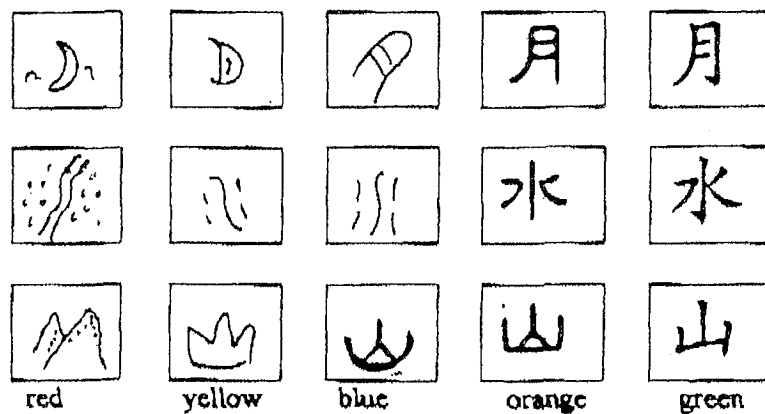
- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 4.1 Language Comparisons

Reflection

- 1.1 Students exchange responses during the character game.
- 1.2 Students understand different styles of characters.
- 1.3 Students form groups to present the same characters in different styles.
- 2.1 Students understand the evolution of characters.
- 4.1 Students compare the evolution of the Chinese language to that of their own.

For advanced students, this learning activity requires students to discuss, compare and negotiate without using color-coded cards as a cue.

Figure 1.



TARGETED STANDARDS

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 2.2 Products of Culture
- 3.1 Making Connections
- 4.2 Cultural Comparisons
- 5.1 School and Community
- 5.2 Life Long Learning

CHINESE KITES

Mrs. Kottenbeutel's Chinese class at James Madison High School in Wisconsin learns the history of kites in China and concepts in making kites. The students read a short story in Chinese about kite flying and popular "insect" kites. They review vocabulary on weather, colors, seasons, and learn new vocabulary related to kites. After viewing video clips and diagrams on kite making, students work

in groups to design and build their own kites. Later, they describe orally their completed kites to the class. After school, they fly the kites on the football field.

Reflection

- 1.1 Students work together to build kites and discuss the finished products.
- 1.2 Students read and listen to information about kites.
- 1.3 Students describe their kites orally in class.
- 2.1 Students learn the history of Chinese kites.
- 2.2 Students participate in making kites.
- 3.1 Students connect arts, shapes and weight, winds, and altitude to kite making and flying.
- 4.2 Students compare Chinese and American concepts of kites and styles.
- 5.1 Students fly kites on the school football field and the community playground.
- 5.2 Students fly kites for personal enjoyment.

Students can further use their kite-making skills to build more kites of different designs and establish a kite-flying club. Community members can be invited to the class to share their experiences. Advanced students can be required to compare and contrast the concepts of Chinese kite-making with the Wright Brothers' theory of flying.

TARGETED STANDARDS

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 2.2 Products of Culture
- 3.2 Acquiring Information
- 4.2 Cultural Comparisons

PEKING OPERA

Second year Chinese students at Lincoln High School in San Francisco learn about Peking Opera. The teacher, Ms. Chang, first shows the class slides taken in Beijing, giving background information on the opera and describing well-known Peking Opera stories. Students compare and contrast the makeup, colors, and costumes worn by various

characters. Students examine the language spoken in Peking Opera and compare it to the spoken language used today. Students have a chance to watch a Peking Opera performed by a local opera club. They compare and contrast Peking Opera to Western operas in terms of theme, plot, costumes, makeup, music, and stage design. At the end of this unit, students make Peking Opera masks and give a presentation about the masks and their significance.

Reflection

- 1.1 Students discuss Peking Opera.
- 1.2 Students comprehend the information presented by the teacher.
- 1.3 Students give a presentation on masks.
- 2.1 Students understand the symbolism reflected in the makeup and costumes of Peking Opera.
- 2.2 Students view a Peking Opera performance.
- 3.2 Students acquire information about Peking Opera.
- 4.2 Students compare and contrast Peking Opera and Western operas.

This learning scenario offers the students the opportunity to learn about Peking Opera, a Chinese performing arts treasure. Visual and audio demonstrations help students to comprehend the plot, characters, and themes found in Peking Opera. Students also deepen their knowledge of Chinese traditions and values through their study of Peking Opera. Advanced students may compare and contrast the opera with other regional performing arts such as the Shadow Puppet Show 皮影戲, and the Puppet Show 布袋戲.

NEIGHBORHOODS

Ms. Hsieh's students at Sidwell Friends School in Washington, D.C., learn about the city of Beijing. In pairs, they interview each other to learn about their classmates' neighborhoods and what they like to do in their neighborhoods. They present to the class what their partners like/dislike about their neighborhoods. As a reinforcement, students bring in pictures, maps, or photographs to illustrate the living environment of their hometowns. They talk about why they like their neighborhoods. Finally, students research one area in Beijing and compare its neighborhoods with their own.

TARGETED STANDARDS	
1.1	Interpersonal Communication
1.2	Interpretive Communication
1.3	Presentational Communication
3.2	Acquiring Information
4.2	Cultural Comparisons

Reflection

- 1.1 Students interview each other on their neighborhoods.
- 1.2 Students comprehend information about Beijing.
- 1.3 Students make presentations on their partner's neighborhoods.
- 3.2 Students use authentic resources to collect information about Beijing.
- 4.2 Students compare one area of Beijing with that of their own neighborhood..

This unit gives students an opportunity to observe and describe the physical features of their locality, the seasons, the weather, and the flora and fauna, to learn environmental characteristics, the human impact on the environment, and ecology. They can discuss the things they would like to do to make their environment a better place in which to live. Students may also prepare a story or write a letter to a penpal or an imaginary Chinese friend in Beijing describing their living environment.

TARGETED STANDARDS

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 2.2 Products of Culture
- 3.1 Making Connections
- 4.2 Cultural Comparisons
- 5.1 School and Community

A CHINESE FOLK TALE PLAY

Third to fifth grade students in Mr. Nicholas' class in the Lee County Chinese Program at Ft. Myers in Florida prepare a presentation of a dramatic adaptation of "*The Foolish Old Man Moves the Mountain*" (yúgōngyí shān). Students learn about the story and talk about the main characters. Then, they choose roles and are given Chinese scripts to learn. With the cooperation of the music teacher, Chinese instruments and music are incorporated into the production.

Students borrow costumes from the local Chinese community or ask their parents to make them. The play is then performed in conjunction with a school-wide function or a "China Night" open to the general public. One or more student "interpreters" provide English translations for the parents and other members of the audience.

Reflection

- 1.1 Students work together on the play and interact in simple Chinese.
- 1.2 Students comprehend the story.
- 1.3 Students present the story in the form of a play.
- 2.1 Students learn about a popular Chinese folk tale and speculate on what it may reflect about the Chinese view of the world.
- 2.2 Students use Chinese costumes and musical instruments as props.
- 3.1 Students acquire knowledge in art and music through the use of Chinese costumes and music.
- 4.2 Students compare ideas about perseverance and delayed gratification in the folk tale and in their own culture.
- 5.1 Students present information about the Chinese folk tale to others.

In this activity, parents and community members, as well as the students themselves, become familiar with a famous Chinese folk tale, as well as with Chinese music and costumes. Students also learn Chinese language associated with the story. Other Chinese folk tales can be studied and presented in a similar manner, for example, "Wūsōng dǎ hǔ." For middle and high school students, this activity can be expanded to include reading authentic texts of various Chinese folk tales, writing a summary of the plot and describing main characters. They can then create skits and perform for a school event.

SUN, MOON, AND PLANETS IN THE SOLAR SYSTEM

Mrs. Su's students at Amherst Middle School in Amherst, Massachusetts, learn seven basic characters that represent the sun, moon, and planets in the solar system. Those seven characters are radicals commonly used to form other characters. Students learn the concept of Yin Yang and the five essential elements (Wuxing) in Chinese culture. They are asked to match the characters with the names of the sun, moon and the planets of Mars, Mercury, Jupiter, Venus, and Saturn. Each student produces a poster of the solar system in Chinese and displays

it in the school. As a follow-up activity, students look for characters from various authentic sources such as signs, newspapers, and books that contain one of these seven radicals, and they show how these characters relate to one another. Students make comparisons with the use of these seven characters (月, 火, 水, 木, 金, 土, 日) as days of the week in Japanese. Students learn that other languages, such as Spanish, French, and Latin, also use the sun, moon, and five planets in their calendrical terms.

TARGETED STANDARDS

- | | |
|-----|------------------------------|
| 1.1 | Interpersonal Communication |
| 1.2 | Interpretive Communication |
| 1.3 | Presentational Communication |
| 2.1 | Practices of Culture |
| 2.2 | Products of Culture |
| 3.1 | Making Connections |
| 3.2 | Acquiring Information |
| 4.1 | Language Comparisons |
| 4.2 | Cultural Comparisons |
| 5.1 | School and Community |

Reflection

- 1.1 Students discuss the use of a radical as part of other characters.
- 1.2 Students match radicals with names of the sun, moon, and five planets.
- 1.3 Students present their posters of the solar system to peers.
- 2.1 Students learn about the concept of Yin Yang Wuxing.
- 2.2 Students examine the Yin Yang sign and its cultural significance.
- 3.1 Students reinforce information learned in science class.
- 3.2 Students acquire knowledge of the five essential elements in Chinese culture.
- 4.1 Students compare days of the week represented in Chinese, Japanese, French, and Spanish calendars.
- 4.2 Students compare Chinese and Western astrology.
- 5.1 Students search for characters from authentic sources outside the classroom setting.

This scenario can be expanded for more sophisticated activities. Advanced students can research the Yin Yang Wuxing in *The Book of Change* (I-Ching) and study *fengshui* and its application to the daily life of the Chinese people. These seven characters illustrate the Chinese concept of the universe and the positions of the planets, which are believed to affect an individual's personality and health. Students can also examine how the Chinese people use the Yin Yang Wuxing to select the location of houses or business buildings, decide interior decorations, conduct match-making, and other activities.

Figure 2.

Pinyin	Character	Meaning	Wǔxíng	Solar System	Chinese characters used in Japanese Calendar
yuè	月	moon	Yīn	Moon	月曜日 Monday
huǒ	火	fire	Temperament	Mars	火曜日 Tuesday
shuǐ	水	water	Intelligence	Mercury	水曜日 Wednesday
mù	木	wood	Integrity	Jupiter	木曜日 Thursday
jīn	金	metal	Talkative	Venus	金曜日 Friday
tǔ	土	earth	Generosity	Saturn	土曜日 Saturday
rì	日	sun	Yáng	Sun	日曜日 Sunday

TARGETED STANDARDS

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 3.1 Making Connections
- 4.2 Cultural Comparisons
- 5.1 School and Community

ROMANCE IN LITERATURE

Fourth year students at Lowell High School in San Francisco read an adaptation of “Liáng Shānbó” and “Zhù Yīngtái,” a famous story about two student lovers in the Tang Dynasty. Students write a script based on this classical story, prepare a stage play, and videotape the performance for the school.

As a follow-up activity, students compare the story of Liáng and Zhù with that of Romeo and Juliet. Students examine similarities and differences in the social and cultural settings for the two stories. They also discuss how people can come into confrontation with the norms of a society and culture, and the consequences, both intended and unintended. To add another dimension to the discussion, students may also debate whether a similar tragedy could occur today.

Reflection

- 1.1 Students discuss and debate issues presented in the story.
- 1.2 Students comprehend the story of Liáng Shānbó and Zhù Yīngtái.
- 1.3 Students present their interpretations of the story in the form of a play.
- 2.1 Students discuss the confrontations with cultural norms presented in the story.
- 3.1 Students make connections with other disciplines such as English literature, social studies and history.
- 4.2 Students compare and contrast the social and cultural norms of today with those of the past.
- 5.1 Students perform a stage play for the school.

This activity offers students an opportunity to view human emotions and to explore complexity through comparative literature. In the discussions, students analyze topics such as

social systems, family values, traditions and customs, and religious beliefs. Students may explore other classical novels such as *Dream of the Red Chamber* (紅樓夢) and *The West Chamber* (西廂記). This activity is also applicable to advanced-level heritage learners. Such an activity may help students develop a deeper understanding and genuine appreciation of Chinese literature, which is a powerful and integral aspect of Chinese culture.

TI JIÀNZI – CHINESE SHUTTLECOCK

Mrs. Lee's third grade students in Livingston, New Jersey, use three pieces of colored tissue paper, a quarter or two metal washers, scissors, and a piece of string to make a Jiànzei (Chinese shuttlecock). Students first review colors and the name of materials used in this activity. They use the math concept of fractions to fold papers. Students follow the procedures step by step and repeat simple instructions after the teacher. Students count the numbers when their teacher shows them how to play. Students learn to recite a children's rhythm that gives commands to use different parts of the body to play Jiànzei. (jiǎo bǎn xī n, shǒu bǎn xī n, dào guǎizi, luódǐ xī n, zuǒ shǒu dǎ lái yī tiáo xī n.) In pairs, students give and respond to the commands, such as yòng zuǒ jiǎo tī sān xià (use the left foot to kick three times). Students compete in small groups and choose a winner from each group to perform at the school talent show.

TARGETED STANDARDS

- | | |
|-----|------------------------------|
| 1.1 | Interpersonal Communication |
| 1.3 | Presentational Communication |
| 2.2 | Products of Culture |
| 3.1 | Making Connections |
| 4.2 | Cultural Comparisons |
| 5.2 | Life Long Learning |

Reflection

- 1.1 Students learn to follow instructions and respond to simple commands.
- 1.3 Students perform and make presentations at a school talent show.
- 2.2 Students participate in making and playing authentic children's games.
- 3.1 Students use math concepts, and reinforce their skills for arts and physical education.
- 4.2 Students compare the differences and similarities of Jiànzei with "hacky sack."
- 5.2 Students play Jiànzei for personal enjoyment.

This activity can be extended to middle and high school students. Middle students can watch a video and learn different authentic ways of playing Jiànzei. High school students can make a report on the history of Jiànzei and write down detailed instructions for making them. This activity is fun for students, their friends, and their family members as a physical fitness exercise. Playing Jiànzei provides good training for eye, hand, and leg movements.

TARGETED STANDARDS

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 2.2 Products of Culture
- 3.1 Making Connections
- 3.2 Acquiring Information
- 4.2 Cultural Comparisons
- 5.1 School and Community

DRAGON WINGS

Mrs. Yen's Chinese for Native Speakers class at Lincoln High School in California read Lawrence Yep's *Dragon Wings*. Students are divided into four groups to write a script for a four-act play in Chinese based on the *Dragon Wings* story. The first act focuses on the boy prior to his departure from his family in China; the second act shows him being reunited with his father in

San Francisco; the third act depicts the survival of the boy and his father after the 1905 earthquake; and, the last act shows the fulfillment of the father's dream in which building and flying a glider become reality. Students divide up the roles and responsibilities, produce props, make their own costumes, and present the entire play to an audience of Chinese language learners in school. In order to support their views and exchange reflections about this book, students may research past and current immigration laws, analyze social and economic issues during different periods in the history of Chinese immigration to the United States, and compare the background of early immigrants in the book with those newly arrived. Students will interview local community people and compare their life styles with the characters in the book.

Reflection

- 1.1 Students produce a play and interview community people.
- 1.2 Students infer cultural facts and values based on *Dragon Wings*.
- 1.3 Students write and present their play.
- 2.1 Students learn about family values and traditions.
- 2.2 Students learn the Chinese art of kite-making.
- 3.1 Students make connections to other subjects such as arts, science, and social studies on issues in early twentieth century America.
- 3.2 Students research information on immigration and other topics through authentic materials.
- 4.2 Students compare the life styles of the Chinese immigrants with those of other immigrants in America.
- 5.1 Students interview community people.

This is a semester-length project. Before engaging students in this project, the teacher will present background information relating to the history of Chinese immigration. Students who have recently immigrated may contribute information about their experiences to their peers. This project will help native Chinese students to understand the text better through analyzing the story, selecting crucial elements, and interpreting them into Chinese.