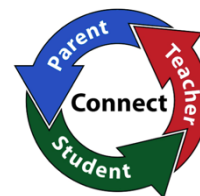
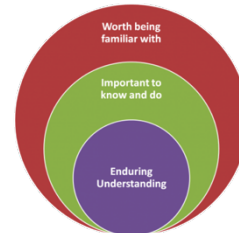


PART ONE

- Expound on unit curriculum mapping

What are difficult?



What would you like to hear today?



“ Is my job getting easier? ”

- My class should be easy..
- Students should have fun.
- I should not need to spend as much time for teaching after so many years.
- The more activities we have the more effective our teaching is.

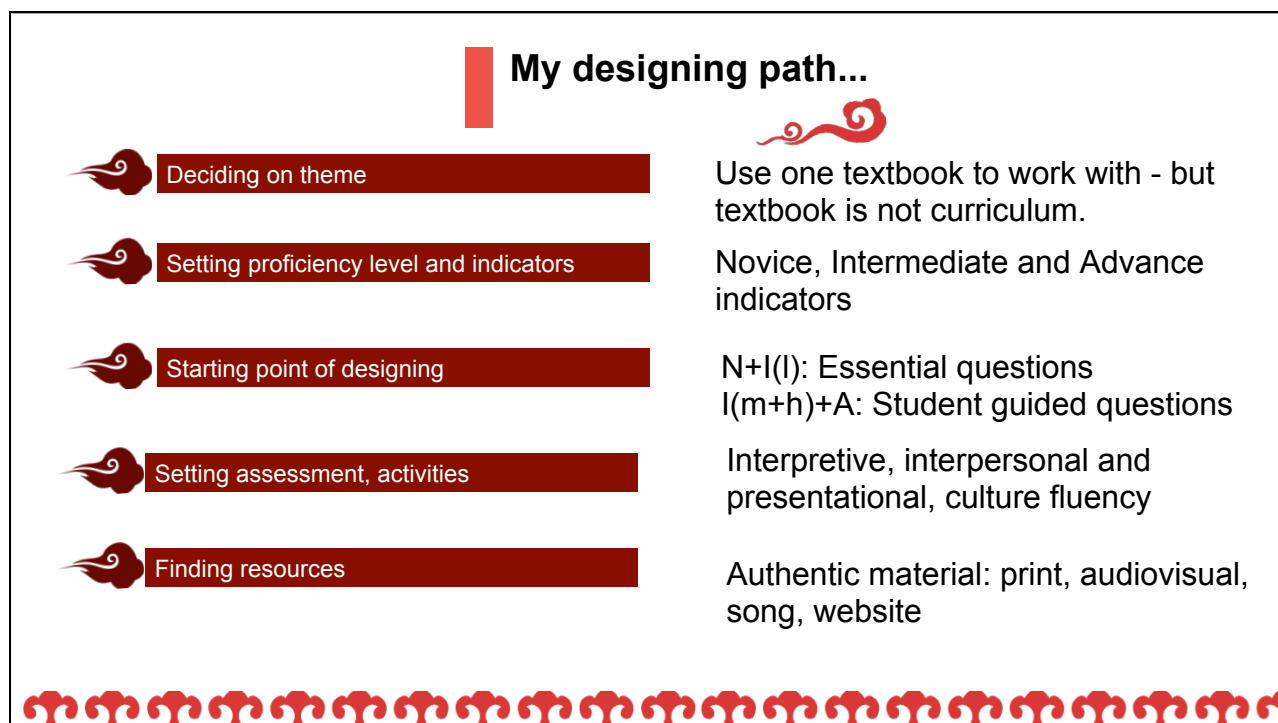
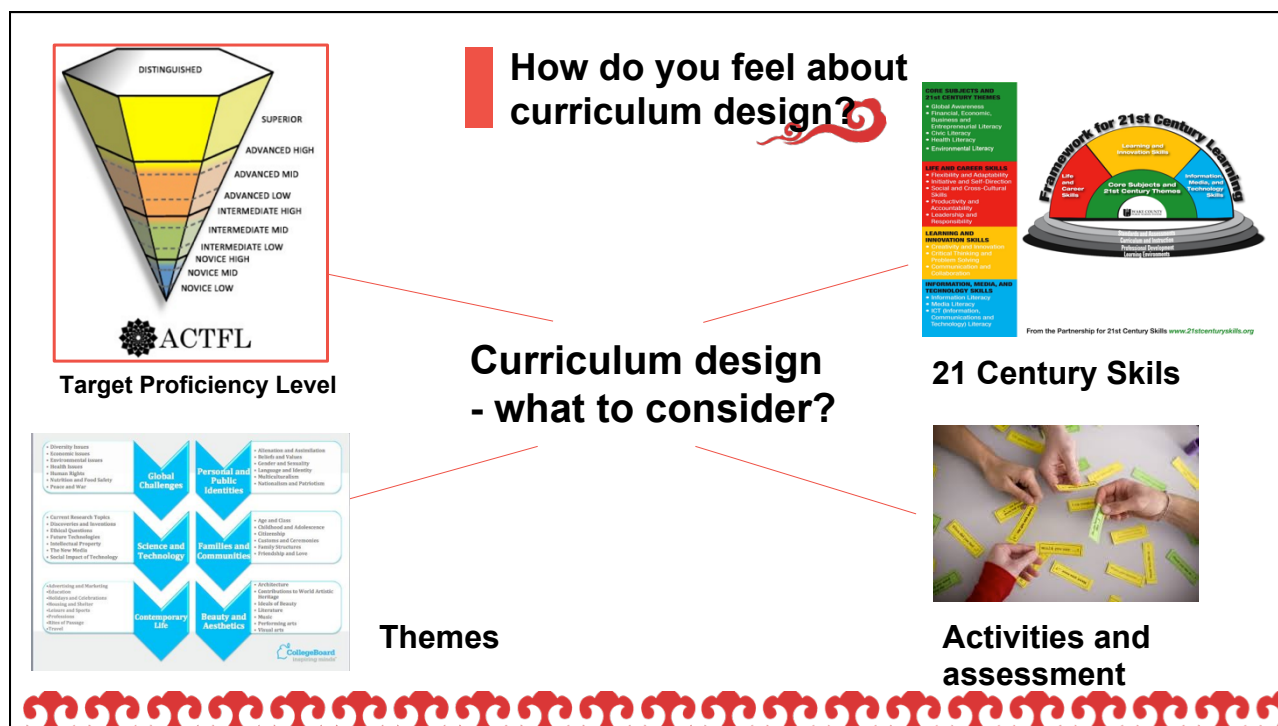


Short cut?



With limited amount of time, what should I prioritize?





Curriculum Example -Dating



Deciding on theme

Finding my best match



Setting proficiency level and indicators

I(h)



Starting point of designing

What do you **know** how to say?
What do you **want** to know?
What do you **wonder**?



Setting assessment, activities

Think-pair-share



Finding resources

Think-pair-share

Curriculum Example -Dating



Deciding on theme

- Describe yourself
 - personality, zodiac sign, etc.
 - hobbies and past time
 - academic background, major, etc.
 - family background such as ethnic group, celebrations
- What are you looking for in a partner
 - Must-haves, cannot stand, above content
- How to start dating
 - Express, initiate, agree
- Solve conflict
 - Apologize
- End result
 - Getting married, break up

Curriculum Example -Dating

Setting proficiency level and indicators

Interpretive: Reading and Listening

INTERMEDIATE HIGH

I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts.

INTERMEDIATE HIGH

I can usually follow the main story and actions expressed in various time frames in paragraph-length fictional texts.

Interpersonal

INTERMEDIATE HIGH

I can interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames.

Presentational (Speaking and Writing)

INTERMEDIATE HIGH

I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.

Curriculum Example -Dating

Starting point of designing

Q: What do you **know** how to say?

A: 约, 吃饭...

Q: What do you **want** to know?

A: kind, independent, organized, stubborn, to court, date, break-up, etc.

Q: What do you **wonder**?

A: How do Chinese people date, where do they go and what do they do?
Do kids kiss in schools? Is there a dating App like Tinder?

Curriculum Example -Dating



Setting assessment, activities

Interpretive (Int. Hi.): Reading and Listening

- Articles and video clip about dating
- Soap opera

Interpersonal:

- Speed dating

Presentational: Writing and Speaking

- Dating profile
- Storywriting

Curriculum Example -Dating



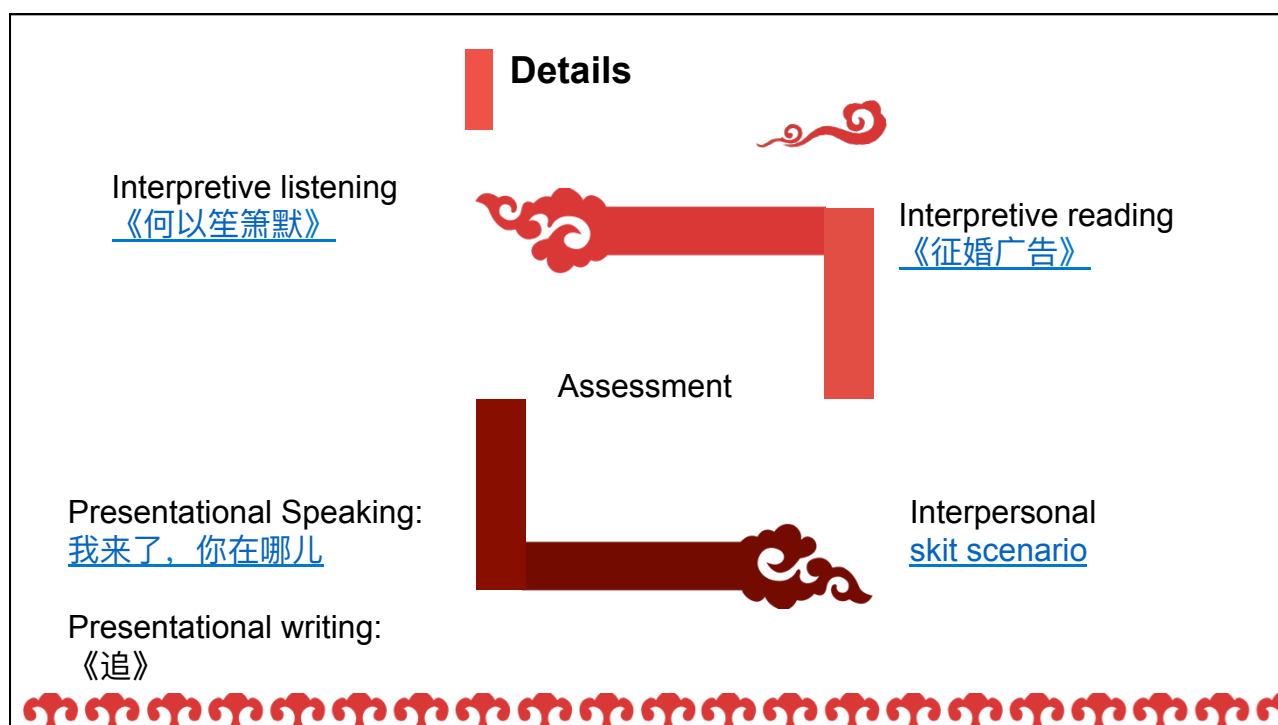
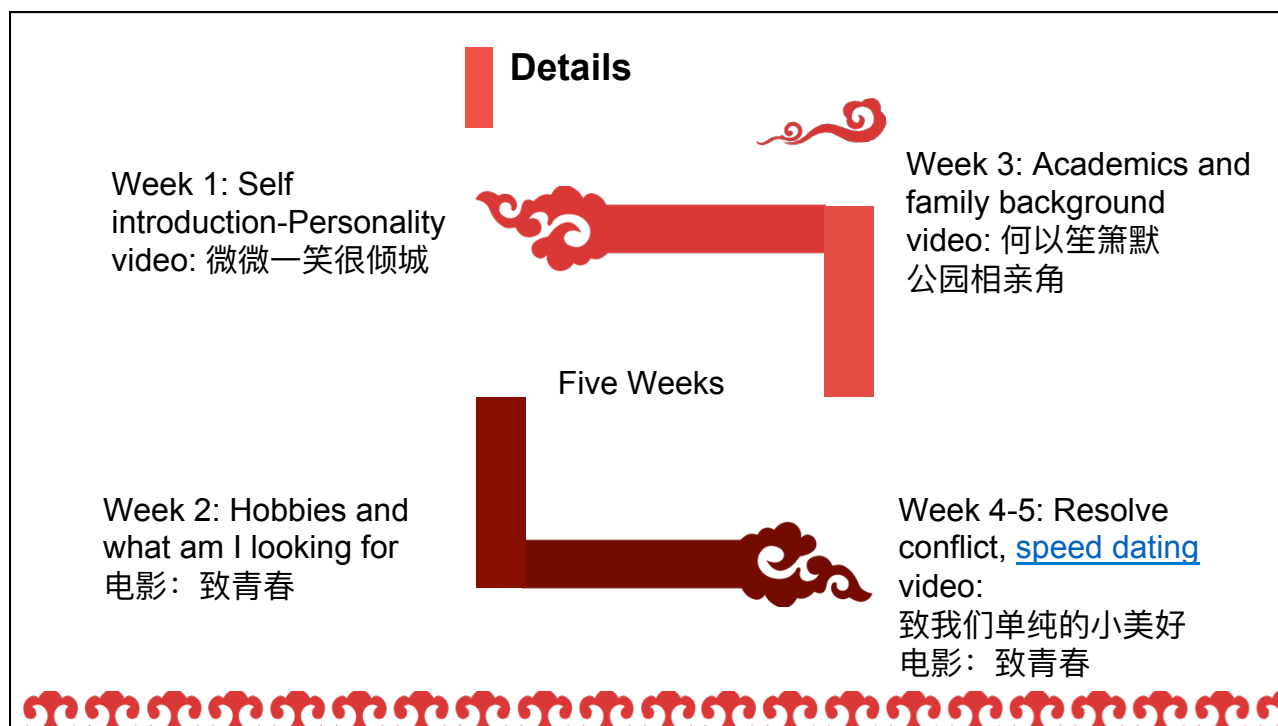
Finding resources

Important culture to introduce (Product, Practice and Perspective):

- Dating in school
- Family involvement
- 11.11 and 七夕
- Cultural difference regarding what people are looking for and why

Resources:

- [Print](#)
- [Websites](#) (NEO personality test)
- Song: 《童话》
- Videos



我来了，你在哪儿

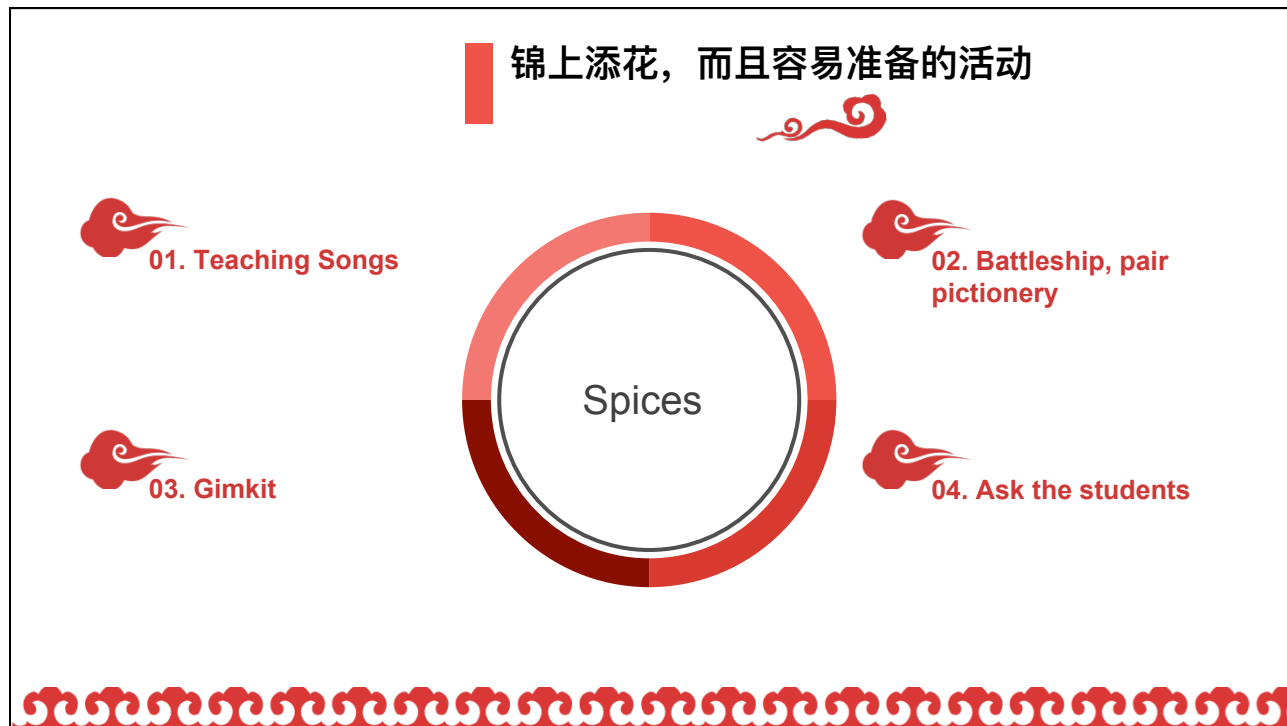


《约会》

Other tips...



- Use the previous unit vocab for “Clock Buddy” system
- Consider how to incorporate the previous 1 - 2 units into the new theme
- We are equally tired, but students should always speak more than me
- Model making mistakes
- Hold students accountable
- Assume good intentions: Relationship before rational



PART TWO

- Group work on curriculum design on a unit of your choice

Please try...



Deciding on theme



Setting proficiency level and indicators



Starting point of designing



Setting assessment, activities



Finding resources



Use one textbook to work with - but textbook is not curriculum.

Novice, Intermediate and Advance indicators

N+I(I): Essential questions

I(m+h)+A: Student guided questions

Interpretive, interpersonal and presentational, culture fluency

Authentic material: print, audiovisual, song, website

PART THREE



- Group share

