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| Standard | Course example | Explanation |
| 2. Communication and Collaboration  b. communicate information and ideas effectively to multiple audiences using a variety of media and formats | Step 1.5 [肯德基/麦当劳的网站](http://moodle.district287.org/mod/forum/view.php?id=9839) | Students will be posting on forum both in and outside of the moodle format. They will be required to explain their opinions in English, and Chinese to the teacher, classmate and the public. |
| 3. Research and Information Fluency  c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks | Step 10.2 A Day in Shanghai | Students will use the web to research places and destinations within China and the world. They will be required to share where the found the information and websites with their classmates and the public. |
| Digital Citizenship  Students understand human, cultural, and societal issues related to technology and practice legal and ethical  behavior. Students:  a. advocate and practice safe, legal, and responsible use of information and technology | Step 10.2 A Day in Shanghai | The students will be working in public online forums and sites. They will be required to treat each other and other public users with respect and site the websites or sources they use within their own websites. |

The ISTE NETS and Performance Indicators

Foreign Language Standards (5 C’s)

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| Standard | Course Example | Explanation |
| Standard 1.1: Students engage in conversations,  provide and obtain information,  express feelings and emotions, and exchange opinions. | Step 3 Baozi Seller | The students will be using websites and information provided by the instructor and found on their own to engage in online conversations about the target language and culture. Sometimes the discussion will take place in English, but more often in the target language. |
| 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. | Step 3 Baozi seller  Step 6.2 | Through the conversation studied the students are learning about Chinese religions and temples, parks, food and dynasties etc. |
| 2.2 Students demonstrate an understanding of the  relationship between the products and perspectives  of the culture studied. | Step 3 Baozi seller  Step 6.2 | Students will learn about common foods and types of souvenirs that are common in China. They will be introduced to both traditional products and modern Chinese Shopping culture. |
| 5.2 Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. | Step 8.2  Step 9.2 | Students will engage in a fake prospective trip to Shanghai. The will acknowledge that they someday may to have the opportunity to travel abroad and use the target language in the future. |