Summit Public Schools
Summit, New Jersey
Grade Level: 9th to 12th grade
Content Area: Mandarin Chinese 1
Length of Course: One Full Year

Curriculum

Course Description:

This course is designed for the beginning students with no prior Chinese knowledge at all. Instruction is organized in thematic units including activities and assessment of each unit based on the three modes of communication: interpretive, interpersonal and presentational. Throughout time, students will develop their Chinese language fluency in listening, speaking, reading and writing. In one year, students will learn to use simple Chinese to exchange general information and to express their ideas in learned sentence patterns. Students will also be exposed to Chinese cultural perspectives, which they compare, and contrast with their background culture. Student learning will be evaluated by a variety of formative and summative assessments, including homework, pair/group work, class assignment, character writing quiz, the unit test and project presentation.

Standard 7.1 World Languages

All students will be able to use a world language in addition to English and engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Unit 1 Greetings

Big Ideas: *Course Objectives / Content Statement(s)*
Students will have a general understanding of Chinese language, including pinyin, tones and basic strokes. Students will learn to greet one another, and introduce themselves in Chinese.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● How are Chinese tones identified ? ● How does tone variation affect the meaning of sound? ● How do you greet people of different ages? ● In comparison to Westerners, how do Chinese people introduce themselves?	● Studying foreign language and culture offers insight into our own culture. ● Chinese is a tonal language. Tone change in one sound could mean differently

• How do we use Be verb in positive and negative formats and in forming related questions? • How are numbers used as a component for words of month, date and days of a week? • How do the harmonic sound in numbers convey meaning that impacts Chinese culture?	• Chinese people tend to introduce themselves formally with their family name. • Chinese concept on numbers greatly influences their daily living. • Chinese people say longer duration of time first such as year/month/date
Areas of Focus: Proficiencies (NJ Student Learning Standards)	**Lessons**
Students will: 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.	Instructional Focus: • Introduce the relationship of China and Taiwan. • Understand and respond to classroom etiquette. • Learn about Chinese Moon Festival. • Identify Chinese Pinyin and tones • Say Chinese Greetings to people of different ages. • Write character strokes in order. • Form a question sentence by adding 吗 at the end. • Learn Be verb 是, 不是 & 是不是 • Learn possessive word (的) and use it in sentence. • Count numbers 0 to 100 • Say years, months, dates and days of a week • Ask & answer in learned pattern: "How are you?" "What date is it?" "What is the day of the week?" "What is your family/last name?" "What is your name?" "What is your nationality?" "Where do you live?" Instructional Strategies: **Interpretive:**

7.1.NM.B.4 Ask and respond to simple questions, make requests, and make preferences using memorized words and phrases. 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhyme, songs, and skits. 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. **Career-Ready Practices** CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	• Present China & Taiwan on the world map. Show a video about China & Taiwan's changing relationship. Students ask & answer questions. www.youtube.com/watch?v=1X6ejraWoqE • Simon-say: Daily Classroom etiquette. • Character recognition game: fly swatter • Listening/speaking practice: pinyin with tones. • Counting numbers www.youtube.com/watch?v=2eLP3FuuEVs (1to 10) www.youtube.com/watch?v=HI704EY7gSs (1 to 20) • Student reflection/teacher feedback: Watch Chinese Moon Festival video www.youtube.com/watch?v=ndknxk4v4QY • Class exit: Student review: Matching the Chinese with the English or making simple sentences with words/phrases provided. • After class reinforcement: Quizlet.com **Interpersonal:** • Icebreaker: Fill the Get-To-Know sheet by interviewing others. • Teacher-student Q&A interaction. • Student role-play in a given scenario. • Bingo group play. **Presentational:** • Sing Chinese songs. How are you www.youtube.com/watch?v=XQr25ufJUTc&list=PLvETkiVzbCcmsuvLz9bLgQzT_hyMVwJki What is your name: www.youtube.com/watch?v=hP1NrkNMybo What is your nationality: www.youtube.com/watch?v=ZmAbAZ4LACU • Read aloud.

	• Write a guided self-introduction. • Make pair conversation script: Topic is Greeting and Introduction to Each Other. Pair work together to create a greeting conversation & introduction to each other. • Present Chinese Moon Festival project
Differentiation	**Assessments**
Interdisciplinary Connections • Geography/History: the location and relationship of China and Taiwan. • Math: Number counting and addition. • Language Arts: compare and contrast English language phonetics and rules vs. Chinese Phonetics : pinyin and tones. Chinese sentence structure: Be Verb and simple question formation. Technology Integration • Chinese typing: pinyin input method • Online learning: Quizlet.com • Multimedia resource (YouTube, CD player and Google Voice): Watching Moon Festival video on YouTube. Listening to CD for practice speaking & listening comprehension. Students leave messages on Google Voice for reading/translation assignments & pair conversation of greeting & introduction themselves to each other. • Google Drive/Apps: Students make & submit Moon Festival projects through Google Doc./Drive. Global Perspectives: • When introducing themselves to others, Chinese people usually start with their family name. Body contact is limited to hand shaking or just nodding head to others in a polite, respectful manner. Culturally Responsive Teaching	Sample Assessments: • Listening comprehension : Listening to the recorded message and answering the questions for teacher evaluating students' comprehension. • Teacher-student interaction : Daily Question and Answer to assess students' knowledge of the learned sentence patterns. • Character writing quiz: Each lesson has 2 word quizzes, which include new characters, pinyin with tones and English meanings. • Student pair conversation :Pair work together to create a conversation according to the learned sentence patterns or examples from book. • Individual student project: Chinese Moon festival project : After watching a video about Chinese Moon Festival, students write a 2 to 3 page project according to the guided outline. • Unit 1 test (written and speaking): Speaking test is an Ask & Answer format, which require students to be able to ask & answer the questions. Test is done in Computer Lab.

- Survey students about their background (home language, previous world language, siblings, favorite sport/ activity …), experience of Chinese & goals toward Chinese class

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommo	**Interventio**	**Modificati**

dations	ns	ons
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Textbooks and Resources:

Chinese Made Easy 1: Textbook, Workbook, CD
Easy Steps to Chinese 1
Discovering Chinese 1
Teacher made supplementary materials
Online Learning: Quizlet.com
Pinyin & tone conversion

- http://web.csulb.edu/~txie/Itool/type_pinyin_with_tones.htm

Online Pinyin input method

- http://www.pinyinput.com/?lang=en

Standard 7.1 World Languages

All Students will be able to use a world language in addition to English and engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Unit 2 My Family

Big Ideas: *Course Objectives / Content Statement(s)*

Family is the core unit of Chinese society. Chinese people inherit traditional perspectives such as family ties, respect for elders, and family values, which outweigh personal interest, even more so after chaos of the Cultural Revolution in the mid 20th century. Students in this unit will learn about Chinese family under the premise that leads to their appreciation of their cultural background. Students will also learn about the most important holiday, Chinese New Year, to Chinese family.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● What is Chinese family value? ● Do Chinese people value individualism? ● How do you identify family kinship? ● How can we use the verb "to have" to form negative term and related questions? ● Is Chinese education the same as ours?	● Studying foreign language and culture fosters cultural appreciation. ● Chinese people value kinship that affects the way they call each other including the maternal and paternal side of a family. ● In Chinese, one way to form a yes-no question is to first use a verb in the positive, then repeat the same verb in its negative form such as 有(positive)+ 没有(negative) means "have or don't have".
Areas of Focus: Proficiencies (NJ Student Learning Standards)	**Lessons**
Students will: 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in	Instructional Focus: ● Review Unit 1 words and phrases. ● Identify family members

culturally authentic materials using electronic information and other sources related to targeted themes. 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. 7.1.NM.B.5 Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas. 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	• Make single and plural pronouns • Learn verb: to have/to have no • Learn measure word 个 for common object. • Learn ending particle word: 了 • Say 3 things related to Chinese New Year and make "spring" Chinese character through paper cutting. • Ask & answer questions: "Who is this/that/he/she/they?" "How many people in your family?" "Do you have any siblings?" "How many siblings do you have?" "Is that your sister/brother?" "How old are you ?" "Does your father work?" "What is your school grade?" Instructional Strategies: **Interpretive:** • Word preview: New Vocab List. • Watch a Chinese family video. (produced by BBC) www.youtube.com/watch?v=u58lZxeInCg&index=2&list=PLzPbniWVSHVXwbsUN4GSaQEB_zIW_la3H • Watch Chinese New Year Video: Student reflection/teacher feedback www.youtube.com/watch?v=2EUsmbqnuw8 • Character recognition game: fly swatter • Listening/speaking/reading practice • Class exit: Student review: Matching, writing simple sentences with words/phrases provided or pair reconstruct the sentences. • After class reinforcement: Quizlet.com: Students use flash cards & games to review words and phrases. **Interpersonal:** • Teacher & student Q&A interaction: Practice the sentence patterns through

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. **Career-Ready Practices** CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	Ask & Answer Questions. The asker & the answer may switch their role. ● TPR- guided conversation making: Students follow instructions to make My Family Introduction origami for display. ● TPR paper cutting: To celebrate Chinese New Year, students follow instructions to make spring character for display. ● Interactive game play: Bingo Students choose words & fellows to continue the game. ● Information Gap: Students interview each other about age, school grade, nationality to fill the blanks. **Presentational:** ● Sing Chinese songs I love my family: www.youtube.com/watch?v=3JhsKruODts Friends: www.youtube.com/watch?v=v-I92RW_OWE How old are you: www.youtube.com/watch?v=XaWNcNb6Jlk ● Say Chinese New Year blessing. ● Sing Chinese New Year songs ● Read aloud: Text & Tongue Twister ● Write family introduction ● Make a pair conversation script: Topic is My Family. Pair work together to create a conversation about their family including numbers of family members, who they are, name, age, school grade, work or not work... ● Present Chinese New Year project ●
Differentiation	**Assessments**
Interdisciplinary Connections ● Social study: Family type and relatives. ● Language Arts: present perfect tense.	Sample Assessments: ● Listening comprehension: Listening to CD and answering the questions.

Technology Integration

- Google Pinyin Input method: Students type pinyin to find characters for Family Introduction origami project.
- Online Learning: Quizlet flash cards to review learned words & phrases.
- Multimedia resource: Watch a Chinese New Year video on YouTube; CD for listening comprehension; CJ 7 DVD movie for discussing a family relationship between a father & a son..
- Google Voice: Students leave messages for assigned reading & translation homework.

Global Perspectives:

- Chinese people value family ties & respect for elders. Family interest is above personal one.

Culturally Responsive Teaching

- Survey students about their Chinese learning of Unit 1, activities & strategies that work best for them.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines	Timelines	Structures

- Teacher-student interaction: Teacher interviews students' family members' information including name, age…
- Character writing quiz.
- Student pair conversation: Pair interviews each other about family members & teacher assesses students' speaking.
- Individual student project : Chinese New Year project : After watching a video about Chinese New Year, students make a Power Point project according to the guided sheet.
- Unit test: written and speaking.

& Newspapers		
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities	Modified assessment grading

	previews, anticipatory guides, and semantic mapping		

Textbooks and Resources:

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Discovering Chinese 1
Teacher made supplementary materials
Online Learning: Quizlet.com
Pinyin & tone conversion

- http://web.csulb.edu/~txie/Itool/type_pinyin_with_tones.htm

Online Pinyin input method

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Movie : CJ 7 (DVD)

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Unit 3 Language and Country

Big Ideas: *Course Objectives / Content Statement(s)*

In this global village, it's common that people in the 21-century travel among countries speaking multiple languages for various purposes. Languages and countries are more related to geographical classification than to identification. In this unit, students will learn to express their experience abroad and to share their foreign language learning experience using the Chinese language.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How do I identify myself and my family? • How do we convert country word roots to identify people and languages?	• Foreign language and culture provide different views of the world. • In Chinese language, country word, 国 is the base to form the word used to identify a country; person word, 人 is the base to identify people of that

• How can root words in Chinese help us to communicate?	country; language word,文 or 语 is the base to identify the language of that country.
Areas of Focus: Proficiencies (NJ Student Learning Standards**)**	**Lessons**
Students will: 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.	**Instructional Focus:** • Review Unit 1 & 2 words and phrases. • Say continents, countries, peoples and languages • Introduce present perfect tense: have been to/ have not been to • Introduce Conjunction word: but • Introduce the Verb: can/cannot • Introduce the Verb: to want/ not want • Ask & answer question: "Where is + country?" "Have you been to + country?" "Where were you born?" "What countries have you been to?" "What language do + people speak?" "What languages can you speak?" "How many languages can you speak?" "Can you speak + language?" Instructional Strategies: **Interpretive:** • Word preview: New Vocab List. • Country & citizenship: www.youtube.com/watch?v=418qZ5ELXlQ Question: What words are common in the video indicating the country and people of that country. • Watch a culture video by BBC (Being Chinese, Speaking Chinese): Students ask & answer questions about the video. www.youtube.com/watch?v=oy-4UHVNOKg • Character recognition game: fly swatter • Listening/speaking/reading practice: Play CD of the lesson's main content, students read it aloud and pair

7.1.NM.B.5 Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas. 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target cultural. **Career-Ready Practices** CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	exchange information such as nationality & languages. ● Class exit: students review: matching, making simple sentences with words/phrases provided or pair reconstruct the sentences. ● After class reinforcement: Quizlet.com: Students use flash cards & games to review words and phrases. **Interpersonal:** ● Teacher & student Q&A: Teacher asks questions about students' origin, languages and travel experience. ● Guided conversation making: Pair ask questions about the other student's origin, languages & travel experience. ● Interactive game play: Bingo ● Information Gap: Pair interviews each other such as age, grade, nationality & languages and fills the blanks. **Presentational:** ● Read aloud ● Write foreign experience in term of country and language. ● Make a pair conversation script: The topic is My Friend. After interviewing each other, students write about the other student's nationality, languages they speak and places they have been to. ● Draw graphic chart of country/people/language

Differentiation	Assessment
Interdisciplinary Connections ● Geography/Social study: Mapping countries with continents and languages. ● Language Arts: grammar focus on present perfect tense: particle 过 & have been to去过 / have not been to 没有去过 Technology Integration ● Online learning: Students use Quizlet to review the learned characters & phrases and practice listening & speaking. ● Multimedia Resources: Watch YouTube links of China & Taiwan transportation ; CD player for practicing listening & finishing classwork in the textbook. ● Google Voice: Students leave messages for reading assignments.. Global Perspectives: ● Mandarin is one of seven major dialects in Chinese languages (汉语). Though Mandarin is the official language of China & Taiwan, many Chinese speak some form of Chinese as their first language. Culturally Responsive Teaching ● Teacher survey students' family origin, language spoken at home & celebration of certain holidays.. and make mention the benefits to be able to speak another language. Have students share their views and experience of being able to speak another language. **Supports for English Language**	Sample Assessments: ● Listening comprehension: After listening to a CD, students answer the questions in Chinese. ● Teacher-student interaction: Through Ask & Answer questions, students are assessed the learned sentence patterns. ● Character writing quiz. ● Student pair conversation: Pair makes a conversation dialog according to the guided outline and leave a message in Google Voice. ● Unit test: written and speaking.

Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/con	Increase	Differentiat

firm directions	task structure (e.g. directions, checks for understanding, feedback	ed materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Textbooks and Resources:

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Unit 4 Occupations

Big Ideas: *Course Objectives / Content Statement(s)*

To Chinese, it's a norm that Chinese people are influenced by family expectation in term of their career path. Therefore, there are some popular jobs/workplaces in Chinese society. In this unit, students will learn occupation terms associated with work place in Chinese. Students will also express likes/dislikes, their dream jobs or future job to be.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What are popular jobs in Chinese culture? • What is your ideal occupation and workplace?	• Learning foreign language and culture enhances our diverse cultural background in the United States. • In Chinese language, some key words indicate a profession or a certain career field such as 师 indicates a trained profession & 行, a specific career area. • Chinese people choose their career path on account of family expectation.
Areas of Focus: Proficiencies (NJ Student Learning Standards)	**Lessons**
Students will: 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions,	**Instructional Focus:** • Review unit 1-3 words, phrases & sentence patterns • Say occupations and work places • Use the Verb: to do • Use the Verb: to like / dislike • Learn measure words for workplace • Make a final PPT project, Introduction of My Family Members. • Ask & answer question:

commands, and requests through appropriate physical response. 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes. 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. 7.1.NM.B.5 Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas. 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	"Are you + occupation?" "What do you do?" "Do you like your job?" "What job do you want to do?" "Where do you work?" Instructional Strategies: **Interpretive:** ● Watch a culture video. Chinese education & career: Students ask & answer questions. www.youtube.com/watch?v=kLcpBWD6RV0&list=PLzPbniWVSHVXwbsUN4GSaQEB_zIW_la3H&index=3 ● Occupational words/phrases preview: New Vocab List: students learn to name occupation before learning to write words. ● Character recognition game: fly swatter ● Jeopardy game: questions in English and say the occupations & work places in Chinese. ● Class exit: student review: Matching characters with the English, sentence patterns writing & word recognition. ● After class reinforcement: Quizlet.com: Students play flash cards & games for reviewing words and phrases. **Interpersonal:** ● Teacher & student Q&A interaction ● Interactive game play: Bingo ● Information Circle: Students face each other. One student asks questions related to occupation; the other answering the question move to next position for new questions. **Presentational:** ● Read aloud: Students read a paragraph from the textbook. ● Talk or write work experience: Students share what their job is, where

Career-Ready Practices CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions. CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	they work, likes or dislikes and their future dream job. ● Make a pair conversation script: The topic is Job Interview. Students interview each other. Questions may include the sentence patterns from the previous such as age, grade, residing city & this unit such as the current job, likes/dislikes & the desired job.
Differentiation	**Assessment**
Interdisciplinary Connection ● Social Study: The relationship between career choice and family expectation. ● Language Arts: Express like/dislike and degree of likeness Technology Integration ● Google Pinyin Input Method: Students type pinyin to write sentences on their power point Family project. ● Online learning: Quizlet flash cards are used for characters and phrases review. ● Multimedia Resources: YouTube is for watching the video, Chinese Education	Sample Assessments: ● Listening comprehension: Play a recorded message and students answer the questions on paper.. ● Teacher-student interaction: Through daily question and answer to assess students' knowledge of the learned sentence patterns. ● Character writing quiz. ● Student pair conversation: Given a list of questions, pair asks & answers them. ● Individual student project: Topic: My Family in Ask & Answer Power Point

and Career. CD is for practicing listening.

- Google Voice: Students leave a message for reading & translation homework.
- Google Apps: Students use Google Power Point to make "My Family" project.

Global Perspectives:

- Family expectation has an influence on Chinese people's choice of career. Therefore, there are some popular jobs/workplaces in Chinese society.

Culturally Responsive Teaching

- Teacher surveys students about their future career choice & parents' expectation for them, and how that relates to Chinese cultural norms.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software

format. Students record and present it in class.

- Unit test: written and speaking.

		support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Textbooks and Resources:

Chinese Made Easy 1: Textbook, Workbook, CD
Easy Steps to Chinese 1
Discovering Chinese 1
Teacher made supplementary materials
Online Learning: Quizlet.com
Chinese Pinyin Input Method

- http://web.csulb.edu/~txie/Itool/type_pinyin_with_tones.htm

Pinyin & tone conversion

- http://www.pinyinput.com/?lang=en

Standard 7.1 World Languages

All Students will be able to use a world language in addition to English and engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Unit 5 Transportation & Time

Big Ideas: *Course Objectives / Content Statement(s)*

In China, there are various types of transportation due to geographic and historic restrictions. In modern cities of China, the difference among urban, suburban and rural

areas is increasingly enlarged by economic development. In this unit, students will learn to express going to school/work by transportation means at certain times in Chinese sentence structure.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● What are the main forms of transportation used to commute in China? ● How do you properly express time and identify the mode of transportation in a simple sentence? ● How do you use two nouns to a comparative degree in a sentence pattern?	● Chinese people utilize various means of transportation in geographic areas such as horse or mule riding in some remote northern & southwest areas. ● In Chinese language, the longer duration of time such as morning goes before the specific time such as 7 o'clock. ● Chinese people mention time and transportation first and verb at the end of a sentence. ● 比 is the key word of comparison sentence. The structure is subject 1+ 比+subject 2 + adjective.
Areas of Focus: Proficiencies (NJ Student Learning Standards)	**Lessons**
Students will: 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.B.1 Use digital tools to exchange basic information at the word and	Instructional Focus: ● Review unit 1-4 words, phrases & sentence patterns ● Say transportation, comparative degree & superlative degree adjective/adverb ● Tell time in proper order. ● Use Verbs: to take/ride/drive/walk ● Say phrase: time + transportation+ verb and apply it into sentence pattern ● Say/write comparative degree & superlative degree in sentence pattern ● Ask & answer question: "How do you go to work/school everyday?" "What time is it (now)?" "What time do you go to work/school?" "What time do you take bus to school ?" "Do/Are you ... or...?"

memorized-phrase level related to self and targeted themes. 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. 7.1.NM.B.5 Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas. 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. **Career-Ready Practices** CRP1: Act as a responsible and contributing citizen and employee. CRP2: Apply appropriate academic and technical skills. CRP3: Attend to personal health and financial well-being. CRP4: Communicate clearly and effectively and with reason. CRP5: Consider the environmental, social and economic impacts of decisions.	Instructional Strategies: **Interpretive:** ● Watch culture videos: Transportation in China & Taiwan Taiwan: www.youtube.com/watch?v=D3mj871RtUE Beijing: www.youtube.com/watch?v=61yse_OM354 HongKong: www.youtube.com/watch?v=dD0TxL_OWo8 Shanghai: www.youtube.com/watch?v=mUV_bEYb27U ● Transportation & time word preview: New Vocab List. ● Tell time in Chinese www.youtube.com/watch?v=wwu698Nh7dA www.youtube.com/watch?v=Vlo7iJeJFZM ● Character recognition game: fly swatter ● Listening/speaking/reading practice ● Student reflection after culture video ● Class exit: student review ● After class reinforcement: Quizlet.com **Interpersonal:** ● Teacher & student Q&A: Q&A to assess students' knowledge of the learned phrases and sentence patterns. ● Guided conversation making: Students follow the guided sheet to make a conversation of daily routines. ● Interactive game play: Bingo as reinforcement right after learning new words. ● Information Gap: Interview each other to find out their daily schedule such as time to get up, time/mean to go to school ... & present it in class. **Presentational:**

CRP6: Demonstrate creativity and innovation. CRP7: Employ valid and reliable research strategies. CRP8: Utilize critical thinking to make sense of problems and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.	● Read aloud: Read a paragraph from the textbook. ● Write daily schedule: Following the guided outline, students list their schedule in writing.
Differentiation	**Assessments**
Interdisciplinary Connection ● Social Study: The transportation in city, suburban and rural areas. ● Language Arts: Subject + time + transportation + verb Comparative degree: A 比 B + adj Superlative degree: A 最 + adj Technology Integration ● Chinese Pinyin Input Method: Student finishes their daily schedule listing assignment on computer and email to teacher. ● Online learning: Quizlet ● Multimedia Resources: YouTube, CD ● Google Voice for reading homework. ● Google Doc.: The daily schedule assignment is typed on Google Doc. Global Perspectives: ● There are various types of transportation in China due to geographic and historic restrictions. The difference among urban, suburban	Sample Assessments: ● Listening comprehension: Students answer questions on paper while listening to a recorded message. ● Reading comprehension: Students answers multiple-choice questions after reading a paragraph. ● Teacher-student interaction: Through Ask & Answer activity, teacher assesses students' knowledge of the learned sentence patterns. ● Character writing quiz. ● Student pair conversation: Through Ask & Answer activity, teacher assesses students' knowledge of the learned sentence patterns. ● Individual student project: A power point project that covers comparison and superlative sentences. ● Unit test: written and speaking.

and rural areas is increasingly enlarged by economic development. However, the development of transportation is reducing that gap.

Culturally Responsive Teaching

- Teacher presents the learned phrases or sentences of the order of the name, time & places, and has students find the key principle in Chinese language.

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Pictures	Tables	In a whole group
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Models & Figures		

Intervention Strategies		
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