

**Summit Public Schools  
Summit, New Jersey**

**Lawton C. Johnson Summit Middle School  
Grade Level 7 / World Language  
Length of Course: Full Year**

**Grade 7 Emerging Mandarin Chinese**

**Course Description:** In this course, students will develop communicative competence in the Mandarin Chinese language in all language skills: listening, speaking, reading, and writing. Students will practice their language in interpretive, interpersonal, and interpretive modes via communicative speaking and writing activities, listening to authentic Chinese speakers, and performing a skit written by students themselves. Cultural topics focus on the Chinese school systems, making phone call manners, and different communities.

**Unit 1: Countries, Weather, and Seasons**

**7.1 World Languages Novice Mid**

**Interpretive Mode of Communication**

**Novice Mid learners** understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

**Interpersonal Mode of Communication**

**Novice Mid learners** understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

**Presentational Mode of Communication**

**Novice Mid learners** understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

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

- By learning this unit, students can make a plan to travel the world according to the different weather patterns. Geography and weather are closely associated with each other and have an impact on family vacations.

**Essential Questions**

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

- How does weather affect planning a trip to another country?
- How do we express things we have done?
- What are appropriate ways to conduct a conversation asking and answering questions about weather
- What are the countries in this world ?

**Enduring Understandings**

*What will students understand about the big ideas?*

**Students will understand that:**

- The geographical location of a place affects the weather of that area.
- apply subjects, place, time, and things have done in one sentence in the right word order by using 过 expressions
- Apply question words 怎么样 and 多少度 to ask about weather and temperature
- After learning a few countries, students will find out that majority of the country names in the world are translated from the pronunciations

**Areas of Focus: Proficiencies**

**Examples, Outcomes, Assessments**

(Progress Indicators)	
<p><b>Students will:</b></p> <p><b>Interpretive Mode of Communication:</b></p> <ul style="list-style-type: none"> <li>• 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</li> <li>• 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</li> <li>• 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</li> <li>• 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</li> <li>• 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</li> </ul> <p><b>Interpersonal Mode of Communication:</b></p> <ul style="list-style-type: none"> <li>• 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</li> </ul>	<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>• apply the weather patterns following the right verbs to describe weather.</li> <li>• express things we have done assertive : v.+ 过 negative : 没(有)v.+ 过</li> <li>• compare the differences or similarities of weather between the same latitude cities in America and China.</li> <li>• Distinguish 跟 (with) and 和 (and)</li> <li>• Apply the Person + Time + Place+Verb word order to sentences</li> </ul> <p><b>Sample Assessments:</b></p> <p>Formative:</p> <ul style="list-style-type: none"> <li>• Create a survey “have you ever done ...” and ask and answer peers questions</li> <li>• Low-stakes quizzes and polls: formative vocabulary games and quizzes for the teacher to see how well students are mastering the vocabulary</li> <li>• Conduct brief conversations with classmates about date, weather, and temperature</li> <li>• Speaking practices: practice making 过 questions and answer 过 questions</li> <li>• Entry and exit slips: have you sentences</li> <li>• Educational game “Telephone”: passing a unit related sentence (listening, speaking, and writing) to the last team member. The fastest and accurate team wins.</li> </ul>

- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

**Presentational Mode of Communication:**

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs,

**Summative:**

- written vocabulary quizzes
- Poem writing: describe the seasonal weather by stating seasonal colors, how do you feel about it, what do you see, what do you like to do, and giving suggestions about what clothes to wear in each season
- Unit test (Listening, reading, and writing included)
- Oral assessment (given a weather forecast, students will talk about the weather and give suggestions about what to wear)

**Projects/Post Assessment:**

- Plan your trip to 3 countries with weather, date, clothes, air tickets, and places to visit

**Instructional Strategies:**

**Interpretive:**

- Use total Physical Response activities and pictures to acquire vocabulary and phrases on weather and seasons.
- Use radicals in characters as a clue to decode the meanings of new characters.
- describe the seasonal weather by stating seasonal colors, how do you feel about it, what do you see, what do you like to do, and giving suggestions about what clothes to wear in each season
- Vocabulary dictation practices

and skits.

- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

- Weather report listening practice
- Read a weather forecast paragraph and finish a reading comprehension
- Sing a country song
- Fill out a survey about "have you ever done ..."

#### Interpersonal:

- Create a survey "have you ever done ..." and ask and answer peers questions
- Discuss with group members to compare whether Beijing or Summit's weather is better for people to live in.
- conduct a conversation asking questions about weather and planning the trip accordingly

#### Presentational:

- Finish written vocabulary quiz
- Season poem writing project requires students to include each season's color, months, and suggestion about what to wear
- provided with a weather forecast chart, students will take an oral assessment describing weather and seasons
- Write and perform a travel agent and customer skit (include greetings, countries and cities, and weather and season information)

#### Interdisciplinary Connections

- Geography: Students learn where different countries are on Google Map;

how weather and season varies in different places of the world

- Social Studies: Students learn different countries and speak different languages.
- Math: Students learn how to convert Fahrenheit to Celsius.

#### Technology Integration (Chromebook)

- Peardeck: Students interact with the teacher through this educational presentation tool. In this Unit, students listen to the command and circle the Pinyin and strokes they heard or produce the answer on their own in Peardeck. Their answers will be shown anonymously on the projector.
- Edpuzzle: flip the classroom by assigning students 过 video for them to preview
- Quizlet: study and review the vocabulary and take mini quizzes to assess their mastery of the vocabulary

#### Media Literacy Integration

- Students will explore, analyze and interpret information from authentic resources to develop their communicative proficiency when engaging in conversations and writing about numbers and basic greetings.
- Google Map: students use google map to explore different places in this word
- Google Classroom: to write out scripts and post assignments.

	<ul style="list-style-type: none"><li>• World Map Extension: Students pull up a 3D world map on Chromebook and get familiar with some countries of this world</li><li>• Use of a Youtube song for students to get familiar with even more countries in the world</li></ul> <p>Global Perspectives</p> <ul style="list-style-type: none"><li>• Studying another language and cultures offers insight of their own.</li><li>• Students will be able to understand why some countries' names in Chinese are translated in that way. E.g. 法国 (France) is from the translation; 日本 (Japan) is from Kanji characters in Chinese</li><li>• Students will have a general understanding of where some countries are regarding America.</li></ul>
<p><b>Career Readiness, Life Literacies, and Key Skills Practices:</b></p> <ul style="list-style-type: none"><li>• Act as a responsible and contributing community member and employee.</li><li>• Attend to financial well-being.</li><li>• Consider the environmental, social, and economic impacts of decisions.</li><li>• Demonstrate creativity and innovation.</li><li>• Utilize critical thinking to make sense of problems and persevere in solving them.</li><li>• Model integrity, ethical leadership, and</li></ul>	

effective management.

- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/ global competence.

### **Supports for English Language Learners**

<b>Sensory Supports</b>	<b>Graphic Supports</b>	<b>Interactive Supports</b>
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		
<b>Intervention Strategies</b>		
<b>Accommodations</b>	<b>Interventions</b>	<b>Modifications</b>
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	Modified assessment grading

	guides, and semantic mapping		

### Recommended Texts:

#### Teacher Resources:

- Textbook: Easy Steps to Chinese 2
- Step Up I
- L1 Quizlet <http://quizlet.com/30211686/flashcards>
- Chinese Treasure Chest
- L1 listening: <https://www.liveworksheets.com/gj1225765lh>
- Introduce 跟

[https://resources.allsetlearning.com/chinese/grammar/Expressing %22with %22 with %22gen%22](https://resources.allsetlearning.com/chinese/grammar/Expressing_%22with%22_with_%22gen%22)

- Introduce 哪

<https://fourthtone.com/grammar/structure/8d0340fc-bff0-11e9-89b1-163e2cddf724>

- 过 :

[https://www.youtube.com/watch?v=VX\\_K0dtNemI](https://www.youtube.com/watch?v=VX_K0dtNemI)

过 on quizlet : [https://quizlet.com/\\_987ye2?x=1jqt&i=5netd](https://quizlet.com/_987ye2?x=1jqt&i=5netd)

- Gimkit.com
- Kahoot.com

## UNIT 2: School Subjects and Phone Conversations

## 7.1 World Languages Intermediate Mid

### Interpretive Mode of Communication

**Intermediate Low learners** understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

### Interpersonal Mode of Communication

**Intermediate Low learners** understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

### Presentational Mode of Communication

**Intermediate Mid learners** understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

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

Students will study subjects of courses in Chinese. By comparing and contrasting American and Chinese school systems, students will have a better understanding of the two systems .

### **Essential Questions**

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

### **Enduring Understandings**

*What will students understand about the big ideas?*

<ul style="list-style-type: none"> <li>• What are the major differences between Chinese and American School systems?</li> <li>• How do you make a phone call in a polite Chinese manner? <ul style="list-style-type: none"> <li>◦ Greeting on the phone: 喂, 您好, 请问您是哪一位 ;</li> <li>◦ ask for a person on the phone: 请问, xx在吗 ;</li> <li>◦ ask the person to call later: 您等一会打来, 好吗。</li> </ul> </li> </ul>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• ask and answer about what subjects one is taking</li> <li>• Talk about the different parts of American and Chinese school systems: school hours, subjects, student enrollment number for one class, leisure activities</li> <li>• Discuss what are the same of American and Chinese school systems: subjects, class durations, elective classes, and homework</li> <li>• Use appropriate phone terms when making a Chinese phone call: 喂, 您好, 请问, 等一等, 对不起, 没关系</li> </ul>
Areas of Focus: Proficiencies (Progress Indicators)	Examples, Outcomes, Assessments
<p><b>Students will:</b></p> <p><b>Interpretive Mode of Communication:</b></p> <ul style="list-style-type: none"> <li>• 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</li> <li>• 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</li> <li>• 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</li> <li>• 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</li> <li>• 7.1.NM.IPRET.5: Demonstrate</li> </ul>	<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>• talk about time and when classes are scheduled</li> <li>• Ask about each other's schedule (what time to take what classes)</li> <li>• Chinese phone conversation manners and phrases</li> <li>• use verbs that are short actions by three different ways: v.v., v.一下, v. — v.</li> <li>• utilize the grammar format 有的是...有的是...还有的是 to describe some are...some are...also some are...</li> <li>• How to address people appropriately in Chinese culture: 先生, 小姐, 太太, 姐姐, 哥哥, 弟弟, 妹妹</li> <li>• have an insight of the Chinese school system in subjects, class, and school.</li> <li>• Talk to a Chinese friend about what an American school looks like in terms</li> </ul>

comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

### **Interpersonal Mode of Communication:**

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words,

of classes and schedule.

- Study the similarities and differences of the Chinese and American school systems.

### **Sample Assessments:**

Formative:

- Flip the classroom by assigning students the vocabulary exploration Google slide
- Gimkit vocabulary game: to engage students learning and memorizing the new vocabulary
- Speaking practice: given random scenario cards, students will conduct prompts and unprepared phone conversations
- Interpretive reading comprehension on a Chinese student's class schedule and answer questions based on the reading in writing and speaking.
- Listening practice: students will listen to multiple native speakers' phone conversations and try to understand their purposes of callings.
- Scavenger hunt: students will play a scavenger hunt to demonstrate their mastery of the vocabulary

Summative:

- Vocabulary quizzes on subjects and making a phone call
- Unit test (Listening, reading, and writing included)
- Oral assessment (scenario based)

E.g. (1) You are at the Beijing Police Station.

phrases, and simple, formulaic sentences.

**Presentational Mode of Communication:**

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

You are lost. How would you communicate with the Police Officer?

(2) You are calling Meimei, however, she is not home. Her mom asks you to call back tomorrow.

**Projects/Post Assessment:**

- Group Project:

Skit Performance: make a phone call to a friend and talk about subjects you are taking this year

**Instructional Strategies:**

Interpretive:

- Vocabulary exploration Google Slide
- Peardeck: introduce the new vocabulary
- Watch a Chinese School Documentary
- Listen to Chinese phone call conversations and summarize the main ideas of the phone call
- Read a website introducing the Chinese school system: comprehend some keywords in Chinese on the Website
- Flip the classroom: assign an edpuzzle 了 video to students to learn the 3 main ways to use 了
- Scavenger hunt: a vocabulary and phrase game for students to self assess their mastery of the knowledge

Interpersonal:

- Interview one classmate and make a class schedule for him/her
- Secret pen pal- every student will

write a letter talking about the classes he/she is taking and the teachers he/she has. The letter will be distributed to a random student in the class. Every student will write back to the pen pal and try to figure out who the sender was.

- Students will get a scenario. Based on it, students need to compose a phone conversation with a random partner on the spot.

#### Presentational:

- Produce a graph comparing and contrasting what are the similarities and differences between the American and Chinese school systems
- Give a speech about classes they are taking and teachers they have; express their preferences of the subjects and teachers
- Skit Performance: make a phone call to a friend and talk about subjects the student is taking this year
- Schedule poster: students will make a schedule poster in a chart, and then each student writes a description of another student's schedule.

#### Interdisciplinary Connections

- Social Studies: the major differences between Chinese and American school systems reflects the cultural distinguishments between the two countries
- Math: Chinese school grading criteria

	<p>is different so the grades calculation is different</p> <p>Technology Integration</p> <ul style="list-style-type: none"><li>• Edpuzzle: assign grammar videos for students to preview and take notes</li><li>• Scavenger hunt: students practice their knowledge in a fun way</li><li>• Flipgrid: students record their speaking assignments and projects using this website</li><li>• Youtube: watch a documentary of Chinese school system</li><li>• Gimkit: students play games to practice vocabulary and reinforce memory</li></ul> <p>Media Literacy Integration</p> <ul style="list-style-type: none"><li>• Some people view Chinese education as a success. Looking at Chinese education system, students will have a better understanding of why and how Chinese students are doing a good job on STEM subjects.</li></ul> <p>Culturally Responsive Teaching</p> <ul style="list-style-type: none"><li>• The teacher will activate students' prior knowledge of different school systems in different countries and combine what they know about Chinese school system in order to have a deeper understanding of all types of school systems.</li></ul>
<p><b>Career Readiness, Life Literacies, and Key Skills Practices:</b></p> <ul style="list-style-type: none"><li>• Act as a responsible and contributing</li></ul>	



community member and employee.

- Attend to financial well-being.
- Consider the environmental, social, and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership, and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration, and communicate effectively.
- Work productively in teams while using cultural/ global competence.

#### **Supports for English Language Learners**

<b>Sensory Supports</b>	<b>Graphic Supports</b>	<b>Interactive Supports</b>
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		
<b>Intervention Strategies</b>		
<b>Accommodations</b>	<b>Interventions</b>	<b>Modifications</b>
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


### **Recommended Texts:**

#### Teacher Resources:

- Textbook: Easy Steps to Chinese I
- Step Up I
- Chinese Treasure Chest
- Chinese school system  
<https://www.youtube.com/watch?v=475eHdI0js0>
- How to use 了: <https://www.youtube.com/watch?v=0snLvSfDaus>
- L3T1 Quizlet:  
<https://quizlet.com/162335372/l3t1-%E6%89%93%E7%94%B5%E8%AF%9D-flash-cards/>
- Scavenger Hunt:  
[https://www.flippity.net/sh.php?k=19ytWkEsrSo\\_KWXDon4uJQ9kgYbNvEJCxE2OpzifjuS8](https://www.flippity.net/sh.php?k=19ytWkEsrSo_KWXDon4uJQ9kgYbNvEJCxE2OpzifjuS8)
- Chinese education 中国式教育:  
<https://www.youtube.com/watch?v=B9k6I6dYQCU>
- Gimkit.com
- Quizlet.com
- Flipgrid.com

## UNIT 3: Hobbies

### 7.1 World Languages Intermediate Mid

#### Interpretive Mode of Communication

**Intermediate Low learners** understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

#### Interpersonal Mode of Communication

**Intermediate Low learners** understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

#### Presentational Mode of Communication

**Intermediate Mid learners** understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

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

Students will look at hobbies in three different aspects and get to know unique and traditional Chinese hobbies. By Comparing and contrasting, students will become familiar with the Chinese cultural products and practices.

#### **Essential Questions**

*What provocative questions will foster inquiry,*

#### **Enduring Understandings**

*What will students understand about the big*

<i>understanding, and transfer of learning?</i>	<i>ideas?</i>
<ul style="list-style-type: none"> <li>• How do you communicate your hobbies or interests with others?</li> <li>• How does culture influence the hobbies of most Chinese people?</li> <li>• How do you properly express elapsed time or the duration of activities?</li> </ul>	<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>• There are hobbies and activities that are common among many cultures. E.g. swimming, playing tennis, and jogging</li> <li>• There are other hobbies that are specific to a culture. E.g. Chinese Mahjong, walk pet bird, Kung Fu Tea</li> <li>• Understanding Chinese culture will enhance enjoyment and appreciation of hobby practice.</li> <li>• how to express multitasking by using 一边v. 一边v.</li> <li>• express duration: 你+ v.+ a period of time + 的+ o.</li> </ul>
<b>Areas of Focus: Proficiencies (Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
<p><b>Students will:</b></p> <p><b>Interpretive Mode of Communication:</b></p> <ul style="list-style-type: none"> <li>• 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</li> <li>• 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</li> <li>• 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</li> <li>• 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</li> </ul>	<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>• learn vocabulary, phrases, and sentences to describe hobbies and activities</li> <li>• compare the differences and similarities of young people's popular hobbies and activities between US and China</li> <li>• ask about hobbies in two different ways:             <ul style="list-style-type: none"> <li>○ 你有什么爱好？and 你的爱好是什么？</li> <li>○ ask about how often does the person do the hobby: 你+ a period of time + v.+ 几次+ o？</li> <li>○ how long time it lasts: 你+ v.+ a period of time + 的+ o？</li> </ul> </li> </ul>

- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

### **Interpersonal Mode of Communication:**

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region

- Apply the measure word 个 at the right time phrases to help expressing durations

e.g. one and half hours一个半小时; fifteen minutes十五分钟; 3 years三年

- to express the meaning at the time when and what time by using 时候
- to express besides by 除了...以外 at the beginning of the sentence
- to distinguish and be able to use 什么时候 and 几点 in the correct situation
- to express multitasking by using 一边...一边..

### **Sample Assessments:**

Formative:

- Dictations: after learning the new vocabulary, students will do dictations to reinforce the memorization of the vocabulary.
- Speaking practices: students will have multiple opportunities to practice how to make sentences using duration expressions and how well they do the hobby on flipgrid
- Conduct brief conversations with classmates: practice making hobby related questions and answer these questions with each other, like what hobbies do you have; how long do you practice that hobby; how well do you do it; how often do you do it?
- Entry and exit slips: what did you learn from today/yesterday's class?
- Low-stakes quizzes and polls: gimkit and kahoot

using memorized and practiced words, phrases, and simple, formulaic sentences.

**Presentational Mode of Communication:**

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

**Summative:**

- Unit test (Listening, reading, and writing, and speaking included)
- End of the Unit Project

**Projects/Post Assessment:**

- Four Tables: includes listening, speaking, reading, and writing sessions combined to assess students' listening, reading, and writing skills
  - Listening comprehension
  - Listening and speaking
  - Reading and writing

**Instructional Strategies:**

**Interpretive:**

- Learn vocabulary by using TPR
- to learn vocabulary, phrases, and sentences to describe hobbies and activities by making one vocabulary exploration slide, which includes pinyin, pictures, sample sentences, and ways to memorize.
- Students will do multiple hobby reading comprehensions and listening to authentic speakers talking about their hobbies to demonstrate their understanding of the learned vocabulary and grammar.

**Interpersonal:**

- exchange ideas about how do you think of the Chinese dances and arts
- Interview classmates about their

hobbies and how long time it takes for them to do their hobby

- Hobbies taboo- students play a game of taboo where they have to describe and guess hobbies, sports and other free time activities. The aim of the game is for the player to get his/her teammates to say the hobby on a card, but the player cannot say the hobby or the other words on the card.

Presentational:

- talk about three different Chinese traditional dances by using different adjectives to describe their opinions and state the reasons why they love the dance
- compare the differences and similarities of young people's popular hobbies and activities between US and China, like 抖音, also known as TikTok in America
- finish a project recording classmates' hobbies
- Present every lesson's vocabulary by making a contribution to one of the vocabulary slides

### **Interdisciplinary Connections**

- Art: Students will experience Chinese authentic culture by watching different dances from different areas of China, enjoying art pieces and artifacts from different dynasties, and



playing two traditional Chinese games to experience Chinese traditions

### **Technology Integration**

- Record their responses and short dialogue using the flipgrid website
- Make a profile page using Google Sites
- Utilize Google SUITE to make their project, take notes, practice, etc.
- research on Chinese traditional hobbies
- Utilize Quizlet flashcard games and Gimkit homework and game to get students familiarize with the vocabulary

### **Media Literacy Integration**

- Students will explore and interpret information from authentic resources like 抖音 TikTok to learn some new vocabulary, experience what's going on in Chinese people's social media, and see what does China really look like. Despite what the major media are portraying what China is like, I would want students to really experience what China is by using some Chinese media.

### **Global Perspectives**

- students will develop appreciation of Chinese culture and understand how Chinese culture affects Chinese people's hobbies.

	<ul style="list-style-type: none"> <li>Students will have a better understanding of the Chinese language and culture by trying to experience Chinese hobbies</li> </ul>
<p><b>Career Readiness, Life Literacies, and Key Skills Practices:</b></p> <ul style="list-style-type: none"> <li>Act as a responsible and contributing community member and employee.</li> <li>Attend to financial well-being.</li> <li>Consider the environmental, social, and economic impacts of decisions.</li> <li>Demonstrate creativity and innovation.</li> <li>Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>Model integrity, ethical leadership, and effective management.</li> <li>Plan education and career paths aligned to personal goals.</li> <li>Use technology to enhance productivity, increase collaboration, and communicate effectively.</li> <li>Work productively in teams while using cultural/ global competence.</li> </ul>	

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		
<b>Intervention Strategies</b>		
<b>Accommodations</b>	<b>Interventions</b>	<b>Modifications</b>
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	Modified assessment

	strategies and activities previews, anticipatory guides, and semantic mapping	grading	

### Recommended Texts:

#### Teacher Resources:

- Textbook: Easy Steps to Chinese I
- Step Up I
- Chinese Classroom Games
- Chinese Treasure Chest
- 正在 Extra reading  
[https://resources.allsetlearning.com/chinese/grammar/Expressing\\_actions\\_in\\_progress](https://resources.allsetlearning.com/chinese/grammar/Expressing_actions_in_progress)
- 山水画: <https://www.youtube.com/watch?v=IoPyEmiqkqA>
- 都  
[https://resources.allsetlearning.com/chinese/grammar/The\\_all\\_2\\_adverb\\_dou\\_22](https://resources.allsetlearning.com/chinese/grammar/The_all_2_adverb_dou_22)
- Liveworksheet: <https://www.liveworksheets.com/cc1481671mm>
- After Class Reading 都:  
[https://resources.allsetlearning.com/chinese/grammar/The\\_all\\_2\\_adverb\\_dou\\_22](https://resources.allsetlearning.com/chinese/grammar/The_all_2_adverb_dou_22)
- practice 都&所有的  
[https://www.flippity.net/sh.php?k=1nQWKuJWygmhXrnEVgDkkHQOe\\_PW2tC4NPJygbhLO3rQ](https://www.flippity.net/sh.php?k=1nQWKuJWygmhXrnEVgDkkHQOe_PW2tC4NPJygbhLO3rQ)
- 也, 都, 还 Flippidy Manipulatives :  
<https://www.flippity.net/ma.php?k=1gCv5w4zqZ2hPxrq3d>

## UNIT 4: Food

### 7.1 World Languages Intermediate Mid

#### Interpretive Mode of Communication

**Intermediate Low learners** understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

#### Interpersonal Mode of Communication

**Intermediate Low learners** understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

#### Presentational Mode of Communication

**Intermediate Mid learners** understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

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

- In this unit, students will talk about fruits, vegetables, and Chinese food by talking about cooking methods, role playing in a Chinese restaurant, and presenting their own supermarket of fruits and vegetables.

#### **Essential Questions**

*What provocative questions will foster inquiry, understanding, and transfer of learning?*

#### **Enduring Understandings**

*What will students understand about the big ideas?*

<ul style="list-style-type: none"> <li>• What is a “typical meal” in China?</li> <li>• How to make suggestions at different levels?</li> <li>• What is Chinese currency system and weight system?</li> <li>• What is a measure word in Chinese? How to use it?</li> <li>• How to ask A or B questions both in questions and statements.</li> <li>• How to talk about things that are going to happen in the future?</li> <li>• How are Chinese culture and food of Chinese related</li> </ul>	<p><b>Students will understand that:</b> Students will understand that...</p> <ul style="list-style-type: none"> <li>• Students will study typical meals for breakfast, lunch, and dinner in China and they will summarize what the meals look like and their preferences towards the Chinese meals.</li> <li>• How to talk about money in the Chinese money system.</li> <li>• give suggestions by using different suggestion words in various situations: 应该，可以，吧</li> <li>• Apply the following measure words with the appropriate noun categories: 口, 个, 家, 种, 位, 台, 朵, 斤, 门, 双, 条, 顶, 把, 张, 本</li> <li>• use 或者 or 还是 (both of them mean or ) in different situations.</li> <li>• express future intend by using 会/要 +v.</li> <li>• Through video and visual materials, students will see how Chinese food is different in table manners, dish setup, and in many other details.</li> </ul>
Areas of Focus: Proficiencies (Progress Indicators)	Examples, Outcomes, Assessments
<p><b>Students will:</b></p> <p><b>Interpretive Mode of Communication:</b></p> <ul style="list-style-type: none"> <li>• 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</li> <li>• 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</li> </ul>	<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary about vegetables and fruits and commonly seen American and Chinese food.</li> <li>• Apply the appropriate suggestion words in different situations</li> <li>• Express “future tense” by using a future time + 会、要</li> <li>• Convert pounds and dollars the American measure system to the metric system</li> <li>• Bargain as a seller and a buyer by using appropriate expressions</li> </ul>

- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

### **Interpersonal Mode of Communication:**

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

- Use learned measure words appropriately before nouns
- Narrate one chinese stir-fry dish cooking process

### **Sample Assessments:**

#### *Formative:*

- Dictations: after learning a new lesson, the teacher will conduct a vocabulary and sentences dictation.
- Ice Breakers: students will answer orally how are you and why questions on a daily basis.
- Speaking practices: practice speaking daily routine sentences, time expressions, and transportation sentences with partners.
- Entry and exit slips: e.g. how to memorize certain characters; How to bargain; How to ask A or B questions?
- Low-stakes quizzes and polls: play gimkit, kahoot, or quizlet assessing students' understanding of the unit content

#### *Summative:*

- Unit test (Listening, reading, and writing, and speaking included)
- End of the Unit Project
- Restaurant skit: students are going to write a bargaining skit and act it out.

### **Projects/Post Assessment:**

#### • **Project: Grocery Shopping**

You are planning a: tea party grocery shopping with supermarket catalogues. Given 30 dollars, you are planning a mini party. You need to include 3 different

- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
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**Presentational Mode of Communication:**

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beverages, 1 snack, 1 fruit for a group of 5. You will present your project with how much food you buy and how much it costs.

**Instructional Strategies:**

Interpretive:

- Exit tickets on vocabulary presentation
- Flippidy vocabulary matching games for the students to enhance their memory
- Students will study three typical meals in China and they will summarize what the meals look like.
- Given pictures, students will compare and contrast typical American and Chinese school lunch
- Watch edpuzzle videos
- Create a script for the cooking project

Interpersonal:

- Compare and contrast typical American and Chinese school lunch
- Discussion: Do you like Chinese food or american food? Why?
- Interview: What is your favorite fruit, vegetable, and dish?
- Practice the bargaining skit

Presentational:

- Sing a veggie and fruit rap song
- Write and Perform a restaurant skit
- Group project: tea party grocery shopping with supermarket catalogue
- Vocabulary presentation for every lesson
- Narrate one chinese stir-fry dish cooking process
- Present the cooking project



### **Interdisciplinary Connections**

- Social Studies: students will have a better understanding of traditional Chinese food culture
- Art: Students will describe physical appearance using descriptive language and learn about Chinese food.
- Math: students will convert American measure system to Chinese measure system.

### **Technology Integration**

- Make a cooking video using extensions to edit
- Use flipgrid to record responses and readings
- Use Peardeck to introduce the new vocabulary

### **Media Literacy Integration**

- Students will explore, analyze and interpret information from authentic resources to develop their communicative proficiency when engaging in conversations and writing about authentic Chinese food.

### **Global Perspectives**

- ask students to share about traditional food from their culture and have a general understanding of Chinese traditional food
- compare Chinese food and American food
- Students will be presented with

	<p>various foods from China and those specific to Chinese culture.</p> <ul style="list-style-type: none"> <li>Students will relate things they see to Chinese culture and values.</li> </ul>
<p><b>Career Readiness, Life Literacies, and Key Skills Practices:</b></p> <ul style="list-style-type: none"> <li>Act as a responsible and contributing community member and employee.</li> <li>Attend to financial well-being.</li> <li>Consider the environmental, social, and economic impacts of decisions.</li> <li>Demonstrate creativity and innovation.</li> <li>Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>Model integrity, ethical leadership, and effective management.</li> <li>Plan education and career paths aligned to personal goals.</li> <li>Use technology to enhance productivity, increase collaboration, and communicate effectively.</li> <li>Work productively in teams while using cultural/ global competence.</li> </ul>	

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diagrams & drawings		cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		
<b>Intervention Strategies</b>		
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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	Modified assessment grading

	activities previews, anticipatory guides, and semantic mapping		

### Recommended Texts:

#### Teacher Resources:

- Chinese transportation song:  
<https://www.youtube.com/watch?v=Y-TseEKSArA>
- Chinese daily routine song:  
<https://www.youtube.com/watch?v=DdTqMaINKvs>
- Chinese occupation song:  
<https://www.youtube.com/watch?v=uEP0NuJtxXE>
- Textbook: Easy Steps to Chinese I
- Step Up I
- 怎么煮pasta: <https://www.youtube.com/watch?v=a7hH1jN59HY>
- 炒菜 order : <https://www.youtube.com/watch?v=YDtdKNajnP4>
- Chinese class 101 水果:  
[https://www.youtube.com/watch?v=09p6Ae\\_02-s&index=2&list=PL9DE19DD1A9882A9B](https://www.youtube.com/watch?v=09p6Ae_02-s&index=2&list=PL9DE19DD1A9882A9B)
- 做水果沙拉 order: <https://www.youtube.com/watch?v=3fnUYVYnqgo>
- 舌尖的中国(主食): <https://www.youtube.com/watch?v=PCgYUKPNCug>
- 舌尖的中国 厨房的秘密:  
[https://www.youtube.com/watch?v=EJVRG68\\_cZI&list=PLodP2yDwGRJHDoEGcR4P3iSwow4YGaur\\_&index=5](https://www.youtube.com/watch?v=EJVRG68_cZI&list=PLodP2yDwGRJHDoEGcR4P3iSwow4YGaur_&index=5) 舌尖上的中国 一日三餐:  
<https://www.youtube.com/watch?v=S0oriKFY08w>
- 会、能、可以: <https://www.youtube.com/watch?v=iXzP2Lw9ais>



