Summit Public Schools
Summit, New Jersey

Lawton C. Johnson Summit Middle School
Grade Level 8 / World Language
Length of Course: Full Year

Grade 8 Intermediate Mandarin Chinese

Course Description: In this course, students will expand their listening and speaking ability in handling everyday situations while developing reading and writing skills with more complex texts. This school year will start with a comprehensive review of grammatical structures that facilitate further speaking and reading. By the end of the school year students are expected to be able to engage in basic daily conversation, read Intermediate-Low level texts as well as write for daily needs. Accurate tones and pronunciation are expected.

Unit 1: My Community

7.1 World Languages Novice High

Interpretive Mode of Communication

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

Interpersonal Mode of Communication

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Presentational Mode of Communication

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

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

- In this unit, students will demonstrate their language ability to describe the neighborhoods by conducting conversations about basic public services；ask and give detailed directions of the town they live in; when emergency happens, where should we go and to do what in the community; how to be good a neighbor.

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 necessary public services a good community should have? Why? e.g. 我们的社区里应该有一个警察局，因为有的时候我需要帮助，我可以去找警察帮助我。 • Why is it important to know how to ask directions? Place 在哪儿？ Place怎么走？	**Students will understand that:** • What rooms and furniture does a house have？ • Besides the common seen community facilities, Chinese communities have some unique public facilities like mahjong parlor and KTV due to Chinese people's different lifestyle • Differences and similarities in American and Chinese communities (public services, schools, and the neighborhood) • In an emergency, students need to

	know how to ask for help by calling different departments 110,120, 119 (like 911 in the USA), go to the police station, or call the American embassy. ● What qualities make a good community member, such as willing to help, being a good neighbor, and participating in community activities. ● Use directions: 左（手）、右（手）、东、南、西、北、前、后 ● Use sequencing words: 先、然后、再、最后
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: **Interpretive Mode of Communication:** • 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. • • 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. • 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. • 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). • 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. • 7.1.NH.IPRET.6: Interpret some common	**Instructional Focus:** ● Talk about necessary rooms and furniture a house must have ● ask and answer the direction questions ● describe a location: p1在p2的左边。 p1的右边是P2. ● use ordinal numbers to express order:第一层、第二层 ● use duration in directions ○ e.g. walk for 2 minutes走两分钟 ● ask about how long time does it take: 需要多长时间？ ● Ask about how far: 多远 ● apply把 structure to focus on the result or influence of an action, like get something done in English ○ e.g. 把饭吃了 把水喝了

cultural practices associated with the target culture(s). • 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. • 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change. **Interpersonal Mode of Communication:** 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. • 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. • 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. • 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. • 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target	**Sample Assessments:** Formative: ● Low-stakes quizzes and polls: formative vocabulary games and quizzes for the teacher to see how well students are mastering the vocabulary ● Listening practices：students sketch out a community or a house based on the description of the teacher ● Speaking practices: students talk about an ideal house and a community ● Entry and exit slips: questions like how many levels is your house; what is a public facility you wish you had but don't have ● Educational game "Telephone": passing a unit related sentence (listening, speaking, and writing) to the last team member. The fastest and accurate team wins. ● Monster Inc.: 2 students in 1 group, one sees the picture and describes what s/he sees and the other student draws it out ● Write-Pass-Draw: students practice writing 1 sentence down and pass to the 2nd student to draw, and the 3rd student will read the drawing and produce a sentence based on the drawing. Summative: ● Presentational vocabulary quiz ● Interpretive listening quiz

culture(s)/language during daily interactions. • 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change. **Presentational Mode of Communication:** • 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. • 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. • 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. • 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. •7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.	• Interpretive Reading quiz • Interpersonal and Presentational Speaking Quiz • Unit Test **Projects/Post Assessment:** • Interpretive, interpersonal, and presentational project: students need to interview and be interviewed with one peer talking about what a good community should have in terms of basic infrastructures and how community members can benefit from the infrastructures; both the interviewer and interviewee need to jot down the notes since they will switch their roles; record their speech talking about a good community **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. • Play charades in phrase and sentence level to push students to produce language orally • Vocabulary dictation practices • Reading comprehension practice • location dictation practice/game: blindfold one student and ask another student to give instructions to get to a place. • read a passage talking about

	locations, students are going to draw the location based on the reading Interpersonal: ● create a survey about our town: What are our favorite and least favorite places in the town; Where do you go to do stuff in our town? ● given a random map, a student is going to finish a prompt conversation with another student for suggestions on giving directions. ● given a lousy neighbor scenario, students are going to role play both the neighbor and "you" on the spot, and the audience votes who speaks and acts better Presentational: ● vocabulary quiz for each lesson ● write a two-paragraph essay talking about what a good community should have in terms of basic infrastructure and what community members can do with them ● Given a scenario and time to rehearse, students are going to act out when an emergency happens, what they need to do, where to go, and how to communicate to get help. ● Oral assessment:talk about the community; what do we have; what do we do there; if you have to get rid of one public service infrastructure place, which one would you choose to be taken down and why? ● Realtor Project Interdisciplinary Connections

	• Social Studies: Students learn how different cultures will affect what a community will look like. • Forensics: Students are trying to apply forensic skills in their prompt skit to convince their peers that their speech is more convincing . • Math: Students learn how to convert miles to kilometers. Technology Integration (Chromebook) • Peardeck: Students interact with the teacher through this educational presentation tool. • Edpuzzle: flip the classroom by assigning students some grammar videos for them to preview; authentic speakers introducing Chinese communities, etc. • Quizlet: study and review the vocabulary and take mini quizzes to assess their mastery of the vocabulary • Flippity: students practice sentence structure and vocabulary using multiple games Media Literacy Integration • Google Map: students use google map to explore different communities in the Chongqing city • Google Classroom: to write out scripts and post assignments. Global Perspectives • Students will have a general understanding of differences and similarities in American and Chinese

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Career Readiness, Life Literacies, and Key Skills Practices:

- Act as a responsible and contributing 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.

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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/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:

- how to use 把 https://resources.allsetlearning.com/chinese/grammar/Using_%22ba%22_sentences中文
- 我的社区quizlet：https://quizlet.com/_1r4dmj

Unit 2: My School

7.1 World Languages Novice High

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Interpersonal Mode of Communication

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Presentational Mode of Communication

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

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

- This unit displays authentic scenarios of a Chinese student's academic challenges,

school life , and classmates interactions.

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 major differences between Chinese and American SAT systems? • How to describe our school? (Including comparison with another place, where is it? Which direction? Which floor? Which place is closeby?) E.g. LCJSMS 山峰市中学有图书馆。图书馆在一楼。图书馆的里面有一个电脑室。 There is a library in LCJSMS. The library is on the first floor. Inside the library, there is a lab. • How to borrow or return something from your classmate and refuse politely? 请，借, 行吗，好吗，可以吗，对不起，还，	**Students will understand that:** • different subjects and test system in China make Chinese students' academic life very different from American students' • Chinese colleges don't take grades, application letters, or anything else as the criteria for selecting students. 高考 (Chinese SAT) is the only key. • various reasons, such as personal preferences, teachers, and current trends may cause students choose/not choose and like/dislike certain subjects • Chinese K-12 schools in the big cities' layout are more scattered compared with LCJSMS. Chinese schools from bigger cities utilize different buildings for different purposes instead of having all the classrooms in one building like in LCJSMS. • Conversations of Borrowing and returning things are very similar in both American and Chinese languages. However, Chinese people tend to make objections more euphemistic. • Chinese people use a suffix word 吧 at end of a sentence to give suggestions. e.g. 我们去吃饭吧 Instead of giving commands we go eat, 吧 softens the tone and makes the sentences into let's go eat.
Areas of Focus: Proficiencies	**Examples, Outcomes, Assessments**

(Progress Indicators)	
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Interpersonal Mode of Communication: 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. • 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. • 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. • 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. • 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. • 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change. **Presentational Mode of Communication:** • 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. •	learn about the new vocabulary and grammar ● Gimkit vocabulary game: to engage students learning and memorizing the new vocabulary ● Speaking practice: given random scenario cards, students will conduct prompts and unprepared conversations ● write a short introduction of your school for a new student coming from China. Include information such as the school's location, its facilities, the number of students enrolled, the number of staff, and the types of courses offered. ● 小明的课程表（Xiaoming's Schedule）: group into 2, students need to read one party of the schedule readings. Each group work together to finish a worksheet ● Subject interview: students are going to interview each other and find out what classes are the easiest, hardest, most interesting, least intersint, etc. They are going to present their result. Summative: ● Oral assessment (scenario based) ● Presentational vocabulary quiz ● Interpretive listening quiz ● Interpretive Reading quiz ● Interpersonal and Presentational Speaking Quiz ● Unit Test **Projects/Post Assessment:** ● My School Project: students are going to make a presentation talking about American

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. • 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. • 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. •7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.	Schools in different areas: subjects, school hours, class setups, and grading system; and compare the differences between American schools and Chinese schools. **Instructional Strategies:** Interpretive: ● vocabulary exploration Peardeck ● use radicals in characters as a clue to decode the meanings of new characters. ● vocabulary dictation practices ● listen to a podcast: a chinese middle school boy talking about his school life ● read a map and write a description of the campus ● read a school description and create a map based on it ● listen to a description of a campus and sketch a map of it ● Interpretive listening practice: watch a video about the Chinese education system and answer comprehension questions Interpersonal: ● two students pair up and talk about courses and classes they have for this year. They need to make a schedule for each other with time, classes, teacher, and class location ● create a survey about favorite and least favorite subjects, school rooms, and teachers; compare findings with classmates.

	Presentational: ● Finish written vocabulary quiz ● Produce 2 graphs comparing and contrasting what are the similarities and differences between the American and Chinese school systems ● Your ideal school project: students are going to talk about their ideal school, what it looks like, what facilities the school has, describe a specific cool classroom (objects in the classroom), and what courses are offered to students. ● Unit Test （listening, reading, speaking, and writing） Interdisciplinary Connections ● Social Studies: Students connect their school experiences with Chinese school system ● Language arts: 给 means for somebody or to give something , which is somewhat used like “give” and “for” in English. Technology Integration (Chromebook) ● Edpuzzle: assign grammar videos for students to preview and take notes ● Flippity scavenger hunt: students practice their knowledge in a fun way ● Flipgrid: students record their speaking assignments and projects using this website ● Youtube: watch a documentary of Chinese school system ● Gimkit: students play games to practice vocabulary and phrases to reinforce memory

	Media Literacy Integration ● Tiktok：students will watch short videos from Chinese students introducing their schools and try to comprehend their content; if they want, they can also make a short video introducing American schools. Global Perspectives ● Students will have an insight of why Asian education system is bringing up so many good students that are scoring almost perfectly. Students will compare and contrast differences and similarities between Asian and American styles.
Career Readiness, Life Literacies, and Key Skills Practices: ● Act as a responsible and contributing 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		
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/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:

Unit 3: Food Section II

7.1 World Languages Novice High

Interpretive Mode of Communication

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Presentational Mode of Communication

Novice High learners present information using words, phrases, and some sentences to

talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

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

- In this unit students will be introduced to the unique grocery shopping experience in China where each city has street grocery markets; students will explore a variety of cultural Chinese snacks and compare and contrast with students eating habits in the United States

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What makes Chinese grocery shopping special? • What are some major differences between an American menu and a Chinese menu? Why? • What are the differences between American and Chinese snacks?	**Students will understand that:** • popular Chinese dishes, beverages and snacks: Chinese cuisine habits are very unique and different from American style. Besides Americans' popular Chinese dishes, like General Tso's Chicken, which Chinese people consider not real authentic Chinese, they think it is an American Chinese food. Chinese people love 糖醋排骨, 麻婆豆腐 and 宫保鸡, which ones are authentic and traditional. • how to order in a Chinese restaurant: 你点菜吗？ 来一个麻婆豆腐。再来一个可乐。谢谢！ • food symbolism in Chinese culture: Chinese have some customs on how to eat certain fruits. For example, a Chinese couple does not cut

	a pear and share pear (梨) because pear(梨 Lí) sounds the same as 离（Lí）which means to separete. ● order courses in a Chinese meal: cold dishes, hot dishes, rice or noodles, soup, and fruits at last. ● Most Chinese cuisines require fresh ingredients. Because of it, vendors run farmers' markets every day for people to get fresh groceries. Shopping or wandering in the market becomes an important routine for some people who have a lot of spare time. ● Chinese menus are organized in categories based on cooking methods. In China, the most popular ways to prepare food include steam, stir fry, and stew. ● Choices vary when people are related to different ages:snack categories, where to get snacks, and how much snacks cost.
Areas of Focus: Proficiencies (Progress Indicators)	**Examples, Outcomes, Assessments**
Students will: **Interpretive Mode of Communication:** • 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials	**Instructional Focus:** ● apply 要 in different situations: ○ want to 想要 ○ be going to future time+要 ○ need to 需要 ● use the grocery and food vocabulary ● describe when do something more often or

related to targeted themes. • •
7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
• 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
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• 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
• 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
• 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Interpersonal Mode of Communication:

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases,

less frequently: 多/少+ verb
    - e.g. drink less soda 少喝汽水
- share likes and dislikes about food preferences
- utilize 从 in multiple words：从小 from childhood
    - 从来 always; 从来不 never; 从...开始 start from; 从....到... start from
- to express the idea of doing some action to completion：
  verb+ 完了。
  e.g. 我吃完了。
- Use measure words appropriately in a recipe or to order food
    - For Example - to say a cup or a bottle of something：
    - 杯 cup
        - 一杯水 a cup of water
    - 瓶 bottle
        - 一瓶可乐 a bottle of coke

Sample Assessments:
Formative:
- Flip the classroom by assigning students some Edpuzzle videos to learn about the new vocabulary and grammar
- Gimkit vocabulary game: to engage students learning and memorizing the new vocabulary
- Speaking practice: given random scenario cards, students will conduct prompts and unprepared conversations
- Menu Reading: students will read a menu from 朵颐食府 and identify the categories of different food and prices

Summative:

and sentences on topics related to self and targeted themes to express original ideas and information. • 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. • 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. • 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. • 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. • 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change. **Presentational Mode of Communication:** • 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. • 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. • 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. • 7.1.NH.PRSNT.4: Tell or retell stories from	• Oral assessment (scenario based) • Presentational vocabulary quiz • Interpretive listening quiz • Interpretive Reading quiz • Interpersonal and Presentational Speaking Quiz • Unit Test **Projects/Post Assessment:** • Interpretive, interpersonal, and presentational project: students are going to watch *a Bite of China* and make a "delicious map" or an itinerary for a 7- day foodie trip. They need to present their project to the class. **Instructional Strategies:** Interpretive: • understand when someone tells me his or her food and drink preferences. • read and understand a simple menu. • order food in the Chinese manner. • illustrate a food map based on *a bite of China* documentary • Listening assessment: watch a video, a bite *of China* documentary and answer a True or False question. Interpersonal: • share information about the tastes of the foods I eat. • ask and answer choice-type questions about food and drink • exchange information on likes and dislikes as well as food and drink preferences, including stating the degree of preference. Presentational:

age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. •7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.	• create a menu of foods the he/she would like to eat • order and describe a Chinese dish • present their foodie map • order and take order in a Chinese manner Interdisciplinary Connections • Social Studies: students will have a better understanding of traditional Chinese food culture. • Science: Students will understand how geographic factors may affect food plantation and people's eating habits • Health: students will understand how different eating habits will cause different health problems. Technology Integration (Chromebook) • Screencastify：students record their project using this application • Peardeck: Students interact with the teacher through this educational presentation tool. • Edpuzzle: flip the classroom by assigning students some grammar videos for them to preview; authentic speakers introducing Chinese cuisine, etc. • Quizlet: study and review the vocabulary and take mini quizzes to assess their mastery of the vocabulary • Flippity: students practice sentence structure and vocabulary using multiple games Media Literacy Integration

	• Students will watch a few Youtube videos and Edpuzzle Videos to take a closer look of Chinese authentic cuisine and how to prepare for them Global Perspectives • Students will be presented with various foods from China and have a better understanding of why people from certain cultures have specific eating habits. • name some popular Chinese food dishes and beverage • tell the order of courses in a Chinese meal • talk about food symbolism in Chinese culture
Career Readiness, Life Literacies, and Key Skills Practices: • Act as a responsible and contributing 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		
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/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:**