

**Summit Public Schools  
Summit, New Jersey**

**Lawton C. Johnson Summit Middle School  
Grade Level 6 / World Language  
Length of Course: Full Year**

**Grade 6 Novice 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 gain an understanding of the Chinese culture via class activities such as dialogues and partner work. Cultural topics focus on the history of the Chinese language and culture, lifestyle in China, and current events.

**Unit 1: Pinyin, Basic Strokes, Numbers, and Greetings**

**2020 NJSL 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)*

- have a general understanding of the Chinese language system, including Pinyin, basic strokes, character structures, and tones
- conduct a simple daily conversation about greetings
- ask about names

### Essential Questions

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

- 你好吗？How are you?
- 你叫什么名字？What is your name?
- What are the tones in Chinese?
- What is Chinese alphabet or Pinyin？
- How is the Chinese alphabet different in comparison to the English alphabet?
- What are the basic strokes?
- How to write Chinese characters in the right order according to the character structures?

### Enduring Understandings

*What will students understand about the big ideas?*

#### Students will understand that:

- There are 3 different ways to answer "how are you?" in Chinese : 我很好, 我马马虎虎, 我不好
- 我叫xx (name) .
- There are ways to differentiate among and reproduce the five Chinese tones (four main tones and one neutral tone)
- Pinyin is regarded as the Chinese alphabet and served as a pronunciation tool
- Chinese alphabet and English alphabet have similar letters, and differ in the following ways: they have different orders of vowels and consonants; the pronunciations are very different; different spelling rules; There is a special vowel only in Chinese: ü.
- Specific strokes students need to know and apply them in the Chinese characters writing
- According to the structures of the characters, Chinese characters need to be written following specific orders: outside to inside, top to bottom, and left to right.
- Culturally the Chinese language follows specific social norms.

<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> <p>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.</p> <ul style="list-style-type: none"> <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>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> <li>• 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</li> <li>• 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.</li> <li>• 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom</li> </ul>	<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>• Greet people properly according to their ages.</li> <li>• Use the phrase see you again.</li> <li>• Differentiate among and reproduce the five Chinese tones.</li> <li>• Write individual strokes and the radicals listed.</li> <li>• Respond to instructional commands: read, look, write, sit down, stand up, listen, and speak.</li> <li>• Say numbers from 0 to 99.</li> <li>• Ask how you are and answer in 3 different ways.</li> <li>• Say goodbye/see you again.</li> <li>• Differentiate among and reproduce the five Chinese tones.</li> <li>• Write individual strokes and the radicals listed</li> </ul> <p><b>Sample Assessments:</b></p> <p>Formative:</p> <ul style="list-style-type: none"> <li>• Do now: including dictations, answering questions orally, and ice breakers.</li> <li>• Conduct brief conversation with greetings and names.</li> <li>• Reading practices: Pinyin alphabet and pinyin syllables reading aloud.</li> <li>• Entry and exit slips: what did you learn from today/yesterday’s class?</li> <li>• Low-stakes quizzes and polls: gimkit and kahoot</li> <li>• Misconception check: go over the assessment or assignment and students will understand why they got</li> </ul>

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.

**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.

something wrong

Summative:

- Unit test: listening, reading, speaking, and writing included.
- Oral assessments which includes - students are given a scenario to complete (for example: imagine you are in school and speaking to a teacher)

**Projects/Post Assessment:**

- Karaoke: students sing 你叫什么名字 and the alphabet song- pronunciation is assessed

**Instructional Strategies:**

Interpretive:

- greet the teacher and classmates
- identify the listed radicals and vocabulary
- interpret Pinyin, identify the tones, and read them correctly
- Play number bingo games in Chinese from 0 to 100
- Introduce your name to the classmates
- Tell something is true or false in Chinese by using 对/不对
- To respond to instructional commands by pointing at the person and acting out the actions: pronouns + read, look, write, sit down, stand up, listen, speak

Interpersonal:

- oral activity - students ask "how are

you doing” and practice in pairs

- “Listen, Speak, Read” Routine: students ask the teacher and each other “how are you” questions by using the Chinese emotions poster that is demonstrated on the whiteboard.
- Outer Circle/Inner Circle Activity: students interview each other with questions
- Ask and answer what’s your name 你叫什么名字？
- Ask and answer how are you 你好吗？

Presentational:

- sing the 你叫什么名字我的朋友 song
- conduct a brief conversation with greetings and names.
- read aloud a text (teachers evaluate accuracy of pinyin and tones)

Interdisciplinary Connections

- Geography: Students learn where China is located on a map
- Language Arts: Students learn about tone and alphabet
- Math: Students learn how to speak and write numbers (for example: 11 in Chinese is 10 + 1)

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.

#### 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.

#### Global Perspectives

- Student exploration of geography, language and ways of expression in Chinese integrates all parts of a global perspective
- To have an understanding of how Chinese alphabet is pronounced
- Have an initial experience of the language differences between the Chinese language and the English Language.

#### **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**

<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		

**Intervention Strategies**

<b>Accommodatio ns</b>	<b>Interventions</b>	<b>Modifications</b>
Allow for verbal	Multi-sensory	Modified

responses	techniques	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 Classroom Games
- Chinese Treasure Chest
- Youtube: Use of songs for students to listen to 你叫什么名字 and the Pinyin alphabet song.



<https://www.youtube.com/watch?v=hP1NrKNMybo>

- Pinyin Song : <https://www.youtube.com/watch?v=EReU1BKtAXo&t=6s>
- Chinese Number Rap Song:  
<https://www.youtube.com/watch?v=L39QdQsTA1I>
- Chinese character stroke order rules:  
<https://www.youtube.com/watch?v=8MCnjfws0XQ>
- 100 Chinese native speakers counting from 0-100:  
<https://www.youtube.com/watch?v=0VgIUM1naJ8>
- Gimkit.com
- Kahoot.com
- Quizlet.com
- Purpleculture.com
- Duolingo.com

# UNIT 2: Date, time, Age, and Phone Numbers

## 2020 NJSL 7.1 World Languages Novice Mid

### Interpretive Mode of Communication

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### 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)

- ask and answer date and time questions in 2 different ways
- how to ask age and understand what age indicates in Chinese culture
- ask about and answer phone numbers.

#### Essential Questions

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

How are numbers used to express days of the week, age and the time?

How do you express your address?

What's the date?

- 今天、昨天、明天是几月几号？

What's the time?

- 今天、昨天、明天是星期几？

#### Enduring Understandings

*What will students understand about the big ideas?*

#### Students will understand that:

- Numbers are widely used in date and time expressions: time, days of the week, month, and year are all expressed using numbers.
- Address in Chinese starts from the biggest unit to the smallest.
- 今天、昨天、明天是(numbers)年 (numbers) 月 (numbers) 号。

<p>What's the day of the week?</p> <ul style="list-style-type: none"> <li>• x几岁了? x多大了?</li> </ul> <p>How old are you?</p> <ul style="list-style-type: none"> <li>• 你家的电话号码是多少?</li> </ul> <p>What's your phone number?</p> <ul style="list-style-type: none"> <li>• 你住在哪儿?</li> </ul> <p>Where do you live?</p> <ul style="list-style-type: none"> <li>• 现在几点了? 你的表几点了?</li> </ul> <p>What's the time now?</p>	<ul style="list-style-type: none"> <li>• 今天、昨天、明天是星期(numbers)。</li> <li>• 我(numbers)岁了。</li> <li>• 我家的电话号码是(numbers)。</li> <li>• 我住在美国新泽西州山峰市。</li> <li>• 现在(numbers)点了。</li> </ul>
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<p><b>Areas of Focus: Proficiencies (Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b></p>
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<p><b>Students will:</b></p> <p><b>Interpretive Mode of Communication:</b></p> <p>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.</p> <ul style="list-style-type: none"> <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 unpredictable culturally authentic materials.</li> <li>• 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic</li> </ul>	<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>• State the days</li> <li>• Ask and answer time questions.</li> <li>• Read and write the months of the year.</li> <li>• Express date: year, month, date, and day of the week.</li> <li>• Inquire day of the week, date, and one's birthday</li> <li>• Ask and answer phone number question</li> </ul> <p><b>Sample Assessments:</b></p> <p>Formative:</p> <ul style="list-style-type: none"> <li>• Dictations: after learning a new lesson, a dictation will be conducted as a reinforcement and self assessment for students. This unit has lesson 4 date and time, lesson 5 age, and lesson 6 telephone numbers.</li> <li>• Conduct brief conversations with classmates about greetings, birthdays, phone numbers, and address.</li> <li>• Speaking practices: practice talking</li> </ul>
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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.

### **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.

about your and your family members' birthdays and observed by the teacher

- Entry and exit slips: When is your mom/dad's birthday? When is your birthday? What is the day of the week for your birthday for this year? What is your phone number?
- Talk to 3 classmates about your answers.
- Low-stakes quizzes and polls: gimkit and kahoot
- Educational game "Telephone": passing a phone number or a time to the last team member. The fastest and accurate team wins.
- Educational game writing competition: given a few minutes, students are going to tutor each other and then complete the character writing tasks on the white board.

### **Summative:**

- Unit test (Listening, reading, and writing included)
- Oral assessment (scenario based)

E.g. You are at a Beijing Police Station. You are lost. How would you communicate with the Police Officer?

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

- Group Project :

Write and perform a skit about inviting people to a birthday party (date, time, and location) in 2 ways:

1. make a "Happy Birthday" card in Chinese with all the required information included
2. Leave a voicemail telling friends about

- 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.

your birthday party info.

### **Instructional Strategies:**

#### Interpretive:

- identify the listed radicals and vocabulary
- identify Pinyin and tones and read correctly
- identify, count, and use numbers in Chinese from 0 to 100
- listen and say 10 classroom expressions
- Every student is assigned with two different dates and they need to look at the calendar and write down date expression: year, month, date, and day of the week
- identify the listed radicals and vocabulary
- identify Pinyin and tones and read correctly
- command each other by using 10 classroom expressions

#### Interpersonal:

- exchange birthday information
- interview five students tell one of their parent's birthday and all the students write down the dates on their Chromebook
- use the iPad to video record a short dialogue: which includes greetings, names, dates, age, telephones
- ask and answer time questions in different ways.
- identify, count, and use numbers in Chinese from 0 to 100 and quiz each other math problems in Chinese

language

- Ask “where” questions in Chinese and answer this question using the right format of stating address

Presentational:

- write and identify the meanings of the listed characters and words
- keep a record of everybody's birthday in the class
- interview five students tell one of their parent’s birthday and all the students write down the dates on their Chromebook
- Finish a pre assessment worksheet and quiz on each other the questions on the worksheet
- Write and perform a skit about inviting people to a birthday party (date, time, location,)
- make a “Happy Birthday” card in Chinese
- draw a graph or chart to tell about birthday months
- Make a birth certificate. It should be written in sentences. It includes your name, your birthday (year, month, and date), and your own picture.
- use numbers in addition, subtraction multiplication and division problems

Interdisciplinary Connections

- Math: Students will draw a graph or chart to show the number of students that have birthdays in each of the 12 months
- Language Arts: Students will develop a skit with a beginning, middle and

	<p>end</p> <p>Technology Integration</p> <ul style="list-style-type: none"> <li>• Students can record their responses and short dialogue using the flipgrid extension</li> <li>• Students can create their Happy Birthday card using Canva</li> <li>• Students can create the charts and graphs in Google Sheets and use the “data” function to produce a variety of charts to display</li> </ul> <p>Media Literacy Integration</p> <ul style="list-style-type: none"> <li>• Students will explore, analyze and interpret information from authentic resources to develop their communicative proficiency when engaging in conversations and writing about dates, age, time, and phone number.</li> </ul> <p>Global Perspectives</p> <ul style="list-style-type: none"> <li>• Students will recognize that chinese days and dates are associated with numbers and Chinese Zodiac signs are also associated with numbers (the cycle of 12)</li> <li>• Culturally speaking, age in Chinese culture is about respecting elders and it’s common to acknowledge that the three generations are linked together</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</li> </ul>	

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

**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:**

### Teacher Resources:

- Textbook : Easy Steps to Chinese I
- Step Up I
- Chinese Classroom Games
- Chinese Treasure Chest
- Days, Months and Dates in Chinese:  
[https://www.youtube.com/watch?v=aqw0aGjl\\_4Q](https://www.youtube.com/watch?v=aqw0aGjl_4Q)
- Asking for Phone Number in Chinese :  
<https://www.youtube.com/watch?v=zADqVpS1G4E>
- Chinese women from 0 to 100 years old:  
[https://www.youtube.com/watch?v=P0jFuM\\_FdFc](https://www.youtube.com/watch?v=P0jFuM_FdFc)
- How to ask and answer time question :  
<https://www.youtube.com/watch?v=Vlo7iJeJFZM>
- Kahoot.com
- Quizlet.com
- Purpleculture.com
- Youtube.com
- Canva.com
- Flipgrid.com
- Duolingo.com

## UNIT 3: Family, Self Introduction, Occupations

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**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)

Students can talk about themselves by introducing their family, school, jobs, and nationalities.

#### Essential Questions

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

- How to express possessiveness or taking ownership in Chinese?
  - 你家有几口人?
- How many people in your family?
- How to ask a Y/N question in Chinese?
  - 这/那个人是谁?
- Who is this/that?
- 你是哪国人?
- What is your nationality?
- 你爸爸做什么工作/你爸爸的工作是什么?

#### Enduring Understandings

*What will students understand about the big ideas?*

#### Students will understand that:

- express possessives or taking ownership of by using pronouns + 的
- 我家有x口人。
- ask a Y/N question by putting 吗 at the end of a statement
- 这个人x。
- 我爸爸是/我爸爸的工作是+job title.
- 我是x国人。
- By looking at the traditional Chinese

<p>What does your dad do?</p> <ul style="list-style-type: none"> <li>• What is the Chinese family value?</li> </ul>	<p>family structure, the hierarchical structures in the traditional Chinese families looks like this: husband has the authority over wife; the older siblings have authority over the younger ones. The concept of filial piety: in traditional Chinese families, three generations live together is very common.</p>
<p><b>Areas of Focus: Proficiencies (Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b></p>
<p><b>Students will:</b></p> <p><b>Interpretive Mode of Communication:</b></p> <p>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.</p> <ul style="list-style-type: none"> <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 unpredictable culturally authentic materials.</li> </ul> <p><b>Interpersonal Mode of Communication:</b></p>	<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>• Identify family members in Chinese</li> <li>• Ask “Whose is this/that?” and “Is this/that yours?”</li> <li>• Say “This/That is (not) mine, yours, his/hers.” and “This/That is (not) my, your, his/her...”</li> <li>• Briefly introduce someone in: nationality, occupation, family members, age, where he/she lives in</li> <li>• Ask a yes/no question by putting 吗 at the end of a statement</li> </ul> <p><b>Sample Assessments:</b></p> <p>Formative:</p> <ul style="list-style-type: none"> <li>• Dictations: after learning the new vocabulary, students will do dictations to reinforce the memorization of the vocabulary.</li> <li>• Conduct brief conversations with classmates about greetings, family members, jobs, and nationality.</li> <li>• Speaking practices: practice making Y/N questions and answer these</li> </ul>

- 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.

**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.

questions with each other.

- Entry and exit slips: what did you learn from today/yesterday's class?
- Low-stakes quizzes and polls: gimkit and kahoot

Summative:

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

**Projects/Post Assessment:**

- Make a Facebook/ Snapchat/ Instagram Profile page which will include: your name, age, hometown/location, family members, occupation, phone number and appropriate pictures. You are going to present your profile to at least three students and you will be listening to at least three students' presentations. You need to fill in the person's information into the blanks of a worksheet while you are listening.

**Instructional Strategies:**

Interpretive:

- Students will interpret maps in Chinese to identify and name major cities in China and a list of countries
- Describe a given family picture
- The teaching is going to pull up the photos and collect the short essays from the students and the students will match the picture to the essay.
- Students are going to organize the character strips into sentences.

- 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.

Interpersonal:

- exchange their information about their family members (name, age, school, work, etc.)
- fill in a new identity card, students are going to interview each other's new identity and fill in the blanks
- Play a guess who game in pairs by describing the person's family members

Presentational:

- ask a random partner a few questions about his/her family and write a paragraph about the family
- write a list of questions and test a partner knowledge on cities
- Students are going to write a short paragraph about five family pictures.
- Dictionary contest: put three students in one group to look for the meaning for the new vocabulary

**Interdisciplinary Connections**

- Geography: Students will be identifying locations and addresses on Google Earth & Maps
- Language Arts: Students are drafting a few sentences (small paragraph) using the vocabulary and grammar to describe where they live and their families
- Art/Social Studies: Students will view pictures of Chinese families and homes to see what they look like in

China. (Students can describe the structural differences and architectural differences)

### **Technology Integration**

- Record their responses and short dialogue using the flipgrid extension
- Add tones with Pinyin extension
- Make a profile page using Google Sites
- Utilize Google SUITE to make their project, take notes, practice, etc.

### **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 family, occupations, and self introductions.

### **Global Perspectives**

- Geographical locations and cities will be identified using maps
- the Chinese words for country and everyone share a common word: 家
- Students will have a general understanding of the Chinese school system.
- One Child policy
- Chinese parents' wishes have a big influence on children's career decisions.
- An alternate name for Chinese that Chinese people use to refer to is

"descendants of the dragon".

**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**

<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 &	Timelines	Structures



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

**Intervention Strategies**

<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	Modified assessment grading

	mapping		

**Recommended Texts:**

Teacher Resources:

- Textbook : Easy Steps to Chinese I
- Step Up I
- Chinese Classroom Games
- Chinese Treasure Chest
- How many people in your family :  
<https://www.youtube.com/watch?v=lfzVHu2yXws>
- Gimkit.com
- Kahoot.com
- Quizlet.com
- Purpleculture.com
- Youtube.com
- Canva.com
- Flipgrid.com
- Duolingo.com

## UNIT 4: Segments of a Day, Daily Routine, and Transportation

### 2020 NJSL 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)

- talk about and describe a typical school day routine in America and China
- talk about take different ways of transportations to go somewhere

#### Essential Questions

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

- 你怎么上班、上学？
- How do you go to work/ school?
- 你晚上几点睡觉？
- What time do you sleep?
- How to ask about daily routines and schedules?
  - How to identify and describe the different sections of a day?

#### Enduring Understandings

*What will students understand about the big ideas?*

- Students will understand that:**
- 我坐车/走路上学/上班。
- I take a ride/walk to school/work.
- 我晚上九点三刻睡觉。
- I sleep at 9 : 45 p.m..
- Questions and answers about daily routines and schedules follow a specific format: Person + Time+ Verb

<ul style="list-style-type: none"> <li>• What is the order of multiple time phrases in a sentence?</li> <li>• What is the structure of taking a certain transportation to do something?</li> </ul>	<ul style="list-style-type: none"> <li>• We can identify and describe the different sections of a day + time e.g. 晚上七点三十五分</li> <li>• Chinese time and address follow a pattern: from the biggest to the smallest</li> <li>• The structure of a sentence follows the subject, transportation + verb</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>  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.</p> <ul style="list-style-type: none"> <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 unpredictable culturally authentic materials.</li> </ul> <p><b>Interpersonal Mode of Communication:</b></p>	<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>• ask and answer questions about daily routines and schedules</li> <li>• tell different sections of a day + time e.g. 晚上七点三十五分</li> <li>• use Chinese time and address  Pattern: from the biggest unit to the smallest unit</li> <li>• present their daily commute to school and family members' commute to work or school orally and in writing</li> <li>• ask and talk about the mode of transportation</li> </ul> <p><b>Sample Assessments:</b>  <i>Formative:</i></p> <ul style="list-style-type: none"> <li>• Dictations: after learning a new lesson, the teacher will conduct a vocabulary and sentences dictation.</li> <li>• Ice Breakers: students will answer orally how are you and why questions on a daily basis.</li> <li>• Speaking practices: practice speaking daily routine sentences, time expressions, and transportation</li> </ul>

- 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.

**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.

sentences with partners.

- Entry and exit slips: how to memorize certain characters ; how to construct a daily routine sentence? How to ask open/ closed questions in Chinese? Talk to 3 classmates about your answers.

- 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

**Projects/Post Assessment:**

- **Project: A trip to NYC**

You are planning a trip to the city with a group of your friends. You are planning on attending a play this Saturday in New York City. You and one friend are responsible for creating the routine (from the time you wake up until you go to bed) along with a trip to the city. You must plan a trip from Summit to New York City in a variety of ways. You need to plan the most cost effective way to travel to the city, the schedule of the transportation, and the cost.

**Instructional Strategies:**

Interpretive:

- paired activity: students practice talking about how family members commute everyday

- 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.

- Tell time by reading a clock, listening to a conversation, and reading a short dialogue.
- talk about daily routines and schedules in full sentences
- according to the teacher's commands, color transportation
- students will read a paragraph and draw the mode of transportation being described

**Interpersonal:**

- do a survey about family members' daily commute
- talk about my and my friends' schedules and make a date schedule with different friends
- interview each other by using questions from the textbook pg. 84

**Presentational:**

- student presents his/her daily commute to school in writing.
- Three students work together to establish a fictional character and define a "day in the life" of the character. Present it orally.
- Present the survey about the family's daily routine and commute
- After reading an interpretive reading, students can write a short essay about how Gao Ming's family daily routines are like

**Interdisciplinary Connections**

- **Social Studies:** Students are going to discuss and explore the differences between how Americans and Chinese

people commute (for example: subway, train, driving, versus public transportation: buses, trains, subways, bikes, etc.)

### **Technology Integration**

- Make a daily routine story by using StoryJumper.com to insert narrations, pictures, avatars, and background into the story. Their story will be recorded by themselves using the website recording feature.
- Add tones with Pinyin extension
- Utilize Google SUITE to make their project, take notes, practice, etc.
- Use Padlet.com as a tool to collect entrance and exit slip

### **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 segments of a day, transportation, daily routines, and transportation.

### **Global Perspectives**

- Using authentic materials, students will make comparisons between modes of transportation for the United States and China
- This unit focuses on the unique modes of transportation and the differences that exist between the schedules and

routines of people in China versus the United States

- 

**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**

<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		

**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	Modified assessment grading

	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
- Chinese Classroom Games
- Chinese Treasure Chest
- Gimkit.com
- Kahoot.com
- Quizlet.com
- Purpleculture.com
- Youtube.com
- Canva.com
- Flipgrid.com
- Duolingo.com

## UNIT 5: Colors, Clothing, and Parts of Body

### 2020 NJSLS 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)

- talk about physical appearances in general and detail
- describe body parts.
- describe clothing items.

#### Essential Questions

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

- How do you express likes/preferences in Chinese?
- How do you describe your physical appearance?
- How to make a color into an adjective?
- How to ask what does the person look like?
- How to ask what color do you like?
- How to ask what clothes do you like to

#### Enduring Understandings

*What will students understand about the big ideas?*

#### **Students will understand that:**

- Expressing preferences by applying 喜欢/不喜欢.
- To describe people's general features, like body figure, good looking, etc. by using the structure: X 长得/很+ adj.

To describe people's detailed body feature, like big hands and small eyes

<p>wear to school?</p> <ul style="list-style-type: none"> <li>• What are the Chinese traditional costumes?</li> </ul>	<p>by using the structure: X有adj.的 body part.</p> <ul style="list-style-type: none"> <li>• In Chinese, colors are nouns. In order to apply colors into sentences as adjectives, we need to add 的 after the color. E.g. 蓝色的天 for blue sky</li> <li>• X长什么样?</li> <li>• 你喜欢什么颜色?</li> <li>• 你上学喜欢穿什么衣服?/你喜欢穿什么衣服上学?</li> <li>• For males, “Tang Zhuang” is very popular. For females, “Qi Pao” is recommended. However, for recent years, there is a new trend of “Han Fu” coming up among the younger generation as a new fashion of Chinese traditional costume.</li> </ul>
<p><b>Areas of Focus: Proficiencies (Progress Indicators)</b></p>	<p><b>Examples, Outcomes, Assessments</b></p>
<p><b>Students will:</b></p> <p><b>Interpretive Mode of Communication:</b></p> <p>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.</p> <ul style="list-style-type: none"> <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</li> </ul>	<p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>• Ask what someone is wearing</li> <li>• describe what someone is wearing</li> <li>• Ask and answer preferences about clothes</li> <li>• Ask about colors and preferences about colors</li> <li>• Ask about and describe someone’s physical appearance in general and detail</li> </ul> <p><b>Sample Assessments:</b></p> <p>Formative:</p> <ul style="list-style-type: none"> <li>• Dictations: after learning a new lesson, the teacher will conduct a vocabulary and sentences dictation.</li> </ul>

oral and written descriptions.

- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read unpredictable 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.

- 7.1.NM.IPERS.5: Imitate gestures and

- Ice Breakers: students will answer color, clothing, or body parts questions based on the teacher's questions or what they are wearing for the day.
- Speaking practices: practice speaking about each other's color and clothing preferences.
- Entry and exit slips: what is Ms. Zhang wearing today? What color is she wearing? What is your favorite color? Talk to 3 classmates about your answers.
- Low-stakes quizzes and polls: play gimkit, kahoot, or quizlet assessing students' understanding of the colors, clothing, and body parts.

### *Summative:*

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

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

- Fashion Show

In China and for Chinese people, fashion is important and different from the United States counterparts. Typically, in China, students wear uniforms to all schools both public and private. The dress code for China is very different from here. While fashion is important in China, it's not a main focus. Your task is to design, create and/or bring an authentic clothing line that will include at least a shirt, pants, jacket, dress, and shoes to share and present to the class. Your task is to build an authentic clothing

intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

**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.

collection to feature for this year's latest fashions.

**Instructional Strategies:**

**Interpretive:**

- 
- Read and listen to descriptions of different people and identify the correct person
- students identify by listening and write down the colors of the objects described
- students' draw clothing with colors by listening to an interpretive listening material
- vocabulary quiz

**Interpersonal:**

- Respond orally to the teacher's or another student's question(s) on clothes and their colors
- find out names of the peoples' in the binder through an interpersonal dialogue describing and interpretive listening activity
- exchange favorite color by an interpersonal inner-and-outer circle activity
- interview every classmate and find out what is everyone's favorite color
- Describe peoples' appearances in an interpersonal game

**Presentational:**

- Write a short paragraph describing his/her physical appearance
- Two students work together to design a chart that describes (1) when are the students' birthdays and (2) what

are their favorite colors.

- Sing the body parts chant and body parts song with body language showing the understanding of the lyrics
- Host a fashion runway show by wearing the fashion clothes and describe the fashion pieces

### **Interdisciplinary Connections**

Art: Students will describe physical appearance using descriptive language and learn about colors. Students will develop a clothing line which will have an artistic aspect to it.

Math: Students will assign a price and value to the clothes that they will create. They will keep a budget and advertise as part of the final project.

### **Technology Integration**

- Make a clothes website by using google sites and online photo editing tools
- Record their responses and short dialogue using the flipgrid extension
- Utilize Google SUITE to make their project, take notes, practice, etc.
- Use Padlet.com as a tool to collect entrance and exit slip

### **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 colors, clothing, and body parts.

**Global Perspectives**

- Students share about traditional clothing from their own culture and have a general understanding of Chinese traditional clothing.

**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	Modified

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

**Recommended Texts:**

Teacher Resources:

- Textbook : Easy Steps to Chinese I
- Step Up I
- Chinese Classroom Games
- Chinese Treasure Chest
- Chinese color  
song: <https://www.youtube.com/watch?v=9E1QHwAFCgo&t=136s>

<https://www.youtube.com/watch?v=tHmkDmZVZt8>

- Chinese body parts song:  
<https://www.youtube.com/watch?v=XcQjuCyINro>
- Chinese clothes: <https://www.youtube.com/watch?v=r5LM7INomhQ>
- Gimkit.com
- Kahoot.com
- Quizlet.com
- Purpleculture.com
- Youtube.com
- Canva.com
- Flipgrid.com
- Duolingo.com

**Students will:**



# Summit Public Schools

Summit, New Jersey

## Curricular Addendum

### **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.

### **Interdisciplinary Connections**

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

### **Technology Integration**

#### Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

#### Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

**Instructional Strategies:  
Supports for English Language Learners:**

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

**Media Literacy Integration**

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

**Global Perspectives**

- [The Global Learning Resource Library](#)

**Differentiation 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 (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading