

**Summit Public Schools**  
**Summit, New Jersey**  
**Grade Level: 9th to 12th grade**  
**Content Area: Mandarin Chinese 2**  
**Length of Course: One Full Year**

## Curriculum

### Course Description:

This course is designed for students who successfully completed Chinese 1. Instruction is organized in thematic units including activity and assessment of each unit based on the three modes of communication: interpretive, interpersonal and presentational. Students will continue to develop their Chinese language fluency in listening, speaking, reading and writing. Students will learn to exchange general information and to express their ideas in learned sentence patterns. Students will also be exposed to Chinese cultural perspectives which they compare and contrast with their background culture. Student learning will be evaluated by a variety of formative and summative assessments, including homework, pair/group work, class assignment, character writing quiz, the unit test and project presentation.

<p style="text-align: center;"><b>Standard 7.1 World Languages</b></p> <p>All Students will be able to use a world language in addition to English and engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
<p style="text-align: center;"><b>Unit 1 Transportation &amp; Time</b></p> <p><b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i></p> <p>In China, there are various types of transportation due to geographic and historic restriction. In modern cities of China, the difference among urban, suburban and rural areas is increasingly enlarged by economic development. However, the development of transportation is reducing those gaps. In this unit, students will learn to express going to school/work by transportation at certain times in Chinese sentence structure.</p>	
<p><b>Essential Questions</b></p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><b>Enduring Understandings</b></p> <p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <li>What are the main forms of transportation used to commute in China &amp; Taiwan?</li> </ul>	<ul style="list-style-type: none"> <li>Chinese people utilize various means of transportation in geographic areas such as horse or mule riding in some remote northern &amp; southwest areas.</li> </ul>

<ul style="list-style-type: none"> <li>How do you properly tell time and identify the mode of transportation in a simple sentence?</li> <li>How can you say two nouns in comparative degree in a sentence pattern?</li> </ul>	<ul style="list-style-type: none"> <li>In Chinese language, the longer duration of time such as morning goes before the specific time such as 7 o'clock.</li> <li>Chinese people mention time before the verb.</li> <li>比 is the key word of comparison sentences. The structure is subject 1+比+subject 2 + adjective.</li> </ul>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<p>Students will:</p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and make preferences using memorized words and phrases.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> <li>Review Chinese words, phrases &amp; sentence patterns</li> <li>Say transportation means, comparative degree &amp; superlative degree adjective/adverb</li> <li>Tell time in proper order.</li> <li>Use verbs: to take/ride/drive/walk</li> <li>Learn 先..然后.. to express first..then..</li> <li>Learn 从..到..to express from...to...</li> <li>Say phrase: time + transportation verb and apply it into sentence pattern</li> <li>Say/write comparative degree &amp; superlative degree in sentence pattern</li> <li>Ask &amp; answer question (samples)</li> </ul> <p>“How do you go to work/school everyday?”  “What time is it (now)?”  “What time do you go to work/school?”  “What time does the train to New York leave?”  “Do/Are you ... or ...?”</p> <p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>Listening comprehension: Students answer questions on paper while listening to a recorded message.</li> <li>Reading comprehension: Students answers multiple choice questions after reading a paragraph.</li> <li>Teacher-student interaction: Through Ask &amp; Answer activity, teachers assess students' knowledge of the learned sentence patterns.</li> <li>Character writing quiz.</li> <li>Student pair conversation: Through Ask &amp; Answer activity, teachers assess students' knowledge of the learned sentence patterns.</li> </ul>

<p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p><b>Career-Ready Practices</b>  <b>CRP1:</b> Act as a responsible and contributing citizen and employee.  <b>CRP2:</b> Apply appropriate academic and technical skills.  <b>CRP3:</b> Attend to personal health and financial well-being.  <b>CRP4:</b> Communicate clearly and effectively and with reason.  <b>CRP5:</b> Consider the environmental, social and economic impacts of decisions.  <b>CRP6:</b> Demonstrate creativity and innovation.  <b>CRP7:</b> Employ valid and reliable research strategies.  <b>CRP8:</b> Utilize critical thinking to make sense of problems and persevere in solving them.  <b>CRP9:</b> Model integrity, ethical leadership and effective management.  <b>CRP10:</b> Plan education and career paths aligned to personal goals.  <b>CRP11:</b> Use technology to enhance productivity.  <b>CRP12:</b> Work productively in teams while using cultural global competence</p>	<ul style="list-style-type: none"> <li>● Individual student project: A powerpoint project that covers comparison and superlative sentences.</li> <li>● Unit test: written and speaking.</li> </ul> <p>Instructional Strategies:</p> <p><b>Interpretive:</b></p> <ul style="list-style-type: none"> <li>● Watch culture videos: Transportation in Taipei &amp; Beijing  <a href="http://www.youtube.com/watch?v=D3mj871RtUE">www.youtube.com/watch?v=D3mj871RtUE</a>  <a href="http://www.youtube.com/watch?v=61yse_OM354">www.youtube.com/watch?v=61yse_OM354</a></li> <li>● Transportation &amp; time word preview: New Vocab List  <a href="http://www.youtube.com/watch?v=4XqMlikIUGM&amp;list=PLE3pwiSRz3sS3in_jgL2xYS31cs9_1Zdy">www.youtube.com/watch?v=4XqMlikIUGM&amp;list=PLE3pwiSRz3sS3in_jgL2xYS31cs9_1Zdy</a></li> <li>● Tell time in Chinese  <a href="http://www.youtube.com/watch?v=wwu698Nh7dA">www.youtube.com/watch?v=wwu698Nh7dA</a>  <a href="http://www.youtube.com/watch?v=Vlo7ijJFZM">www.youtube.com/watch?v=Vlo7ijJFZM</a>  <a href="http://www.youtube.com/watch?v=QqGkTYDCdOU">www.youtube.com/watch?v=QqGkTYDCdOU</a></li> <li>● Character recognition game: fly swatter</li> <li>● Listening/speaking/reading practice</li> <li>● Student reflection after culture video  <a href="http://www.youtube.com/watch?v=bDJypHv8ZDM">www.youtube.com/watch?v=bDJypHv8ZDM</a></li> <li>● Class exit: student review</li> <li>● Afterclass reinforcement: Quizlet.com</li> </ul> <p><b>Interpersonal:</b></p> <ul style="list-style-type: none"> <li>● Teacher &amp; student Q&amp;A: Q&amp;A to assess students' knowledge of the learned phrases and sentence patterns.</li> <li>● Guided conversation making: Students follow the guided sheet to make a conversation of daily routines &amp; time.</li> <li>● Interactive game play: Bingo as a reinforcement right after learning new words.</li> <li>● Information Gap: Interview each other to find out their daily schedule such as time to get up, time/mean to go to school ... &amp; present it in class.</li> </ul> <p><b>Presentational:</b></p>
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	<ul style="list-style-type: none"> <li>● Read aloud: Read a paragraph from the textbook.</li> <li>● Write daily schedule: Following the guided outline, students list their schedule in writing.</li> </ul> <p>Interdisciplinary Connection</p> <ul style="list-style-type: none"> <li>● Social Study: The transportation in city, suburban and rural areas.</li> <li>● Language Arts: Compare Chinese sentence structures with English sentences. Subject + time + transport verb + to place Comparative degree: A 比 B + adj Superlative degree: A 最 + adj</li> </ul> <p>Technology Integration</p> <ul style="list-style-type: none"> <li>● Chinese Pinyin Input Method: Student finish their daily schedule listing assignment on computer and email to teacher.</li> <li>● Online learning: Quizlet</li> <li>● Multimedia Resources: Youtube, CD</li> <li>● Google Voice for reading homework.</li> <li>● Google Doc.: The daily schedule assignment is typed on Google Doc.</li> </ul> <p>Global Perspectives</p> <ul style="list-style-type: none"> <li>● There are various types of transportation in China due to geographic and historic restriction. The difference between urban, suburban and rural areas is increasingly enlarged by economic development. However, the development of transportation is reducing those gaps.</li> </ul> <p>Culturally Responsive Teaching</p> <ul style="list-style-type: none"> <li>● Teacher surveys students' modes of transportation going to/from school daily and types of transportation when travelling abroad. Students may share their experience &amp; preference of transportation.</li> </ul>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p><b>21<sup>st</sup> Century Skills:</b></p> <p>Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy</p>

	<p>Media Literacy</p> <p>Life and Career Skills</p> <p><b>21<sup>st</sup> Century Themes (as applies to content area):</b></p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p> <p>S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</p>
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### Standard 7.1 World Languages

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

### Unit 2 Colors & Clothing

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

Preferred colors & clothing are products that provide cultural and regional insights. In Chinese culture, certain values are attached to colors. Current Chinese clothing is greatly influenced by the western style but the modified retro clothes are also becoming popular. In this unit, students will learn to describe & express their likes of color & clothing in Chinese.

<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"><li>• What colors are viewed as lucky colors in Chinese culture? What do those colors mean?</li><li>• What are current fashion &amp; clothing for young people in China?</li><li>• How do you categorize different clothing / accessories &amp; pair them with proper verbs &amp; measure words?</li><li>• How do you express your preferences of colors &amp; clothing in Chinese?</li></ul>	<ul style="list-style-type: none"><li>• Certain colors in Chinese culture are considered auspicious or inauspicious hence colors play an important role in influencing many Chinese beliefs and customs.</li><li>• Chinese clothing is ancient &amp; modern as it has varied by time &amp; region. Traditional clothing of a region is a representative of the local culture and retro clothes are getting popular among young people in China.</li><li>• In Chinese language, different verbs &amp; measure words are used with different clothing &amp; accessories.</li></ul>
<b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
<p>Students will:</p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"><li>• Review Unit 1 words, phrases &amp; learned sentence patterns</li><li>• Say the names of the colors.</li><li>• Say different clothing styles &amp; accessories.</li><li>• Use verbs 穿/戴: to wear clothing &amp; accessories.</li><li>• Pair measure words with clothing &amp; accessories.</li></ul>

<p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and make preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p><b>Career-Ready Practices</b>  <b>CRP1:</b> Act as a responsible and contributing citizen and employee.  <b>CRP2:</b> Apply appropriate academic and technical skills.  <b>CRP3:</b> Attend to personal health and financial well-being.  <b>CRP4:</b> Communicate clearly and effectively and with</p>	<ul style="list-style-type: none"> <li>● Say phrase “color 的+ noun” &amp; apply it into sentence structure.</li> <li>● Learn verb 要: want for desiring; must for suggestion</li> <li>● Use auxiliary verb 应该 in sentences.</li> <li>● Ask &amp; answer question (samples)  “What color is this?”  “What colors do you like?”  “What clothing do you like to wear?”  “What clothing do you wear + today/season /weather?”  “Do you like (to wear) A?”  “Do you like (to wear) A or B?”  “What (clothing) shall you bring to + place + season?”</li> </ul> <p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>● Listening comprehension: Students answer questions on paper while listening to a recorded message.</li> <li>● Reading comprehension: Students answers multiple choice questions after reading a paragraph.</li> <li>● Teacher-student interaction: Through Ask &amp; Answer activity, teachers assess students' knowledge of the learned sentence patterns.</li> <li>● Student pair conversation: Through Ask &amp; Answer activity, teachers assess students' knowledge of the learned sentence patterns.</li> <li>● Fly Swatter game for word recognition</li> <li>● Bingo for writing &amp; recognizing words</li> <li>● Pair colors to different clothing according to teacher’s direction.</li> <li>● Group project: Design &amp; perform a fashion show</li> <li>● Character writing quiz</li> <li>● Unit test: written and speaking</li> </ul> <p>Instructional Strategies:</p> <p><b>Interpretive:</b></p> <ul style="list-style-type: none"> <li>● Color Song  <a href="http://www.youtube.com/watch?v=ebQUaCALcuE">www.youtube.com/watch?v=ebQUaCALcuE</a>  <a href="http://www.youtube.com/watch?v=u_WZG99t7Ko">www.youtube.com/watch?v=u_WZG99t7Ko</a></li> </ul>
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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

- Clothing Song  
[www.youtube.com/watch?v=ooSQ1TXbrOo](http://www.youtube.com/watch?v=ooSQ1TXbrOo)
- Colors & clothing word preview: New Vocab List.
- Character recognition game: fly swatter
- Listening/speaking/reading practice
- Identify the correct person/object according to the description.
- Watch a clothing video and ask/answer questions  
[www.youtube.com/watch?v=cip9DA1UvHk](http://www.youtube.com/watch?v=cip9DA1UvHk)  
[www.youtube.com/watch?v=wiWEBzZofjo](http://www.youtube.com/watch?v=wiWEBzZofjo)
- Class exit: student review
- Afterclass reinforcement: Quizlet.com

#### Interpersonal:

- Teacher & student Q&A: Q&A to assess students' knowledge of the learned phrases and sentence patterns.
- Information Circle: Group A ask questions & group B circle around group A & answer questions.
- Information Gap: Interview 3 people to find out their favorite color & clothing ... & present it in class.

#### Presentational:

- Read aloud: Read a paragraph from the textbook.
- Design the dreamed clothing including accessories & write or talk about it (color, style..)
- Fashion Show: Following the guided outline, in pairs introduce each other's clothing fashion style & ask questions about the preferences.

#### Interdisciplinary Connection

- Art: Students design dreamed clothing & share about its style & colors.
- Psychology: Color psychology is applied on marketing & branding to draw customers' attention.
- Social Study: the meanings of colors in Chinese culture
- Language Arts: color 的 + object



	<p>Technology Integration</p> <ul style="list-style-type: none"> <li>● Quizlet Flashcard for review vocabulary</li> <li>● Google Voice for reading assignment.</li> <li>● Youtube culture video  <a href="https://www.youtube.com/watch?v=cip9DA1UvHk">https://www.youtube.com/watch?v=cip9DA1UvHk</a></li> <li>● Chinese Pinyin Input Method: Students type their Fashion Show project (dialogs) on Google Doc. and share it with the teacher.</li> </ul> <p>Global Perspectives</p> <ul style="list-style-type: none"> <li>● China and Taiwan are countries with a rich heritage, using colors symbolically within every ritual, ceremony, festivals and even in business.</li> </ul> <p>Culturally Responsive Teaching</p> <ul style="list-style-type: none"> <li>● Teacher survey students' cultural background, symbolic of the colors, clothing and items that represents their culture. Students may reflect on their experience &amp; discover any similarities with Chinese culture.</li> </ul>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p><b>21<sup>st</sup> Century Skills:</b></p> <p>Creativity and Innovation  Critical Thinking and Problem Solving  Communication and Collaboration  Information Literacy  Media Literacy  Life and Career Skills</p> <p><b>21<sup>st</sup> Century Themes (as applies to content area):</b></p> <p>Financial, Economic, Business, and Entrepreneurial Literacy  Civic Literacy  Health Literacy  S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)</p>

### Standard 7.1 World Languages

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### Unit 3 Weather, Seasons & Vacations

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

Geography and weather are closely associated with each other and have an impact on family vacation. In this unit, students will learn to make weather forecasts, describe weather conditions and climate characteristics in different cities & seasons. Students also learn to plan activities & vacation according to weather conditions.

<b>Essential Questions</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"><li>● How do geography and weather affect the planning of vacations?</li><li>● What activities would you like to do during vacation?</li><li>● How to start a conversation by talking about the weather?</li><li>● How do you describe the weather conditions in Chinese?</li></ul>	<ul style="list-style-type: none"><li>● The geographical position of a place affects the weather in that area.</li><li>● Geography and weather have influence in planning a trip or vacation.</li><li>● In Chinese communication, chatting about the weather is one of the ways to get close to people.</li><li>● In Chinese language, weather phrases follow certain orders such as Fahrenheit/Celsius + # degrees + about/above/under</li></ul>
<b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>	<b>Examples, Outcomes, Assessments</b>
<p>Students will:</p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"><li>● Review Unit 2 words, phrases &amp; learned sentence patterns</li><li>● Name seasons &amp; different weather conditions</li><li>● Learn weather phrases such as below zero, about, above, under, celsius, fahrenheit etc and combine them in proper order.</li><li>● Say position phrases &amp; apply it into sentence <a href="http://www.youtube.com/watch?v=ZTPTiZPh15s">www.youtube.com/watch?v=ZTPTiZPh15s</a></li></ul>

<p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and make preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p><b>Career-Ready Practices</b>  <b>CRP1:</b> Act as a responsible and contributing citizen and employee.  <b>CRP2:</b> Apply appropriate academic and technical skills.  <b>CRP3:</b> Attend to personal health and financial well-being.  <b>CRP4:</b> Communicate clearly and effectively and with</p>	<ul style="list-style-type: none"> <li>● Learn question phrases: 怎么样? for weather conditions; 多少度? for teamperature degrees; 什么时候? for when/what time</li> <li>● Learn phrases: 可能(会) (possibly), ...的时候 (when), and 又...又...(both...and...)</li> <li>● Learn to say duration of time</li> <li>● Learn to use 得 after verbs or adjectives to form a complement</li> <li>● Learn 是...的... to emphasize the past action, time &amp; place</li> <li>● Learn 看上去 (look like) to describe a person's appearance</li> <li>● Ask &amp; answer question (samples)          “What is the weather like today in Summit?”          “What is the temperature today?”          “Will it rain tomorrow?”          “When does your winter vacation begin?”          “Do you go abroad for vacation this summer?”          “Where did you go for vacation this summer?”          “Do you like to do +activity +place?”</li> </ul> <p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>● Listening comprehension: Students answer questions on paper while listening to a recorded message.</li> <li>● Reading comprehension: Students answers multiple choice questions after reading a paragraph.</li> <li>● Teacher-student interaction: Through Ask &amp; Answer activity, teachers assess students' knowledge of the learned sentence patterns.</li> <li>● Student pair conversation: Through Ask &amp; Answer activity, teachers assess students' knowledge of the learned sentence patterns.</li> <li>● Watch a weather forecast video and answer some questions  <a href="http://www.youtube.com/watch?v=gf-71Ea1lfw">www.youtube.com/watch?v=gf-71Ea1lfw</a></li> <li>● Fly Swatter game for word recognition</li> <li>● Bingo for writing &amp; recognizing words</li> <li>● Based on pictures &amp; clues, write a short paragraph of the weather (at least 5 sentences)</li> <li>● Individual student project: act as a weather reporter to report weather conditions of assigned cities</li> <li>● Character writing quiz</li> </ul>
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reason.

**CRP5:** Consider the environmental, social and economic impacts of decisions.

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**CRP12:** Work productively in teams while using cultural global competence

- Unit test: written and speaking

Instructional Strategies:

**Interpretive:**

- Weather  
[www.youtube.com/watch?v=eGnHnz9eC9s](http://www.youtube.com/watch?v=eGnHnz9eC9s)  
[www.youtube.com/watch?v=NJHyXa9Sv2M&list=PLJlg-98sbTx9yuJCpQtSiCaBswde\\_aQHvZ](http://www.youtube.com/watch?v=NJHyXa9Sv2M&list=PLJlg-98sbTx9yuJCpQtSiCaBswde_aQHvZ)
- Seasons  
[www.youtube.com/watch?v=2sIB8rS3kUY](http://www.youtube.com/watch?v=2sIB8rS3kUY)  
[www.youtube.com/watch?v=cX75s6aAFC8](http://www.youtube.com/watch?v=cX75s6aAFC8)  
[www.youtube.com/watch?v=-9-qL8q0IPw](http://www.youtube.com/watch?v=-9-qL8q0IPw)
- Learn weather & activities word preview: New Vocab List.
- Listening/speaking/reading practice
- Match the weather pictures to the description of a recorded message
- Student reflection after watching a video  
[www.youtube.com/watch?v=H\\_xKP\\_QhKI](http://www.youtube.com/watch?v=H_xKP_QhKI)
- Class exit: student review
- Afterclass reinforcement: Quizlet Flashcards

**Interpersonal:**

- Teacher & student Q&A: Q&A to assess students' knowledge of the learned phrases and sentence patterns.
- Guided conversation: Students share their vacation with each other
- Group solitaire: Look at the picture & hints, each student says a phrase or sentence related to weather.
- Information Gap: Interview each other to find out their favorite place for vacation, activities to do during vacation, and the reasons for choosing the place

**Presentational:**

- Read aloud: Read a paragraph from the textbook.
- Weather forecaster: Students make weather forecast based on pictures & hints. Students vote for the best forecaster.

	<ul style="list-style-type: none"> <li>● Individual PPT presentation: Plan a vacation. Information includes the favorite place, seasons, weather conditions of the place, and activities planned to do during vacation.</li> </ul> <p>Interdisciplinary Connection</p> <ul style="list-style-type: none"> <li>● Geography: Geographical features have an influence on weather conditions of the region.</li> <li>● Math: Convert between Fahrenheit &amp; Celsius</li> <li>● Language Arts: ...怎么样? (How?) placed at the end of a sentence in Chinese vs at the beginning of a sentence in English.</li> </ul> <p>Technology Integration</p> <ul style="list-style-type: none"> <li>● Google Slide: Students use Chinese Pinyin Input to type the project &amp; email to teacher.</li> <li>● Screencastify to record the project.</li> <li>● Quizlet &amp; Kahoot for review vocabulary</li> <li>● YouTube for watching videos</li> <li>● Google Voice: Reading the paragraph in Textbook</li> </ul> <p>Global Perspectives:</p> <ul style="list-style-type: none"> <li>● Society is becoming increasingly sensitive to weather and climate events as they affect air quality, health, fishery, agriculture, tourism... and many other sectors of the economy.</li> </ul> <p>Culturally Responsive Teaching</p> <ul style="list-style-type: none"> <li>● Survey students about their favorite places for vacation and activities they like to do.</li> </ul>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p><b>21<sup>st</sup> Century Skills:</b></p> <p>Creativity and Innovation  Critical Thinking and Problem Solving  Communication and Collaboration  Information Literacy  Media Literacy  Life and Career Skills</p> <p><b>21<sup>st</sup> Century Themes (as applies to content area):</b></p> <p>Financial, Economic, Business, and Entrepreneurial Literacy  Civic Literacy  Health Literacy</p>

	S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)
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<p align="center"><b>Standard 7.1 World Languages</b></p> <p>All Students will be able to use a world language in addition to English and engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
<p align="center"><b>Unit 4 Hobbies</b></p> <p><b>Big Ideas:</b> <i>Course Objectives / Content Statement(s)</i></p> <p>Hobbies bring us joy and enrich our lives. It gives us something fun to do during our leisure time and offers us an opportunity to learn new skills. Some current popular sports/games come from ancient Chinese sports. In this unit, students will learn to say different hobbies, share their hobbies with others and are more open to learning a new hobby .</p>	
<p align="center"><b>Essential Questions</b></p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p align="center"><b>Enduring Understandings</b></p> <p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> <li>● What are the five most popular sports in China?</li> <li>● What are the ancient Chinese sports played worldwide today?</li> <li>● How do you communicate &amp; share your hobbies &amp; interests with others?</li> <li>● How can you express duration of an action in Chinese sentence structure?</li> </ul>	<ul style="list-style-type: none"> <li>● Hobbies offer many benefits to our health including psychological and mental.</li> <li>● Some ancient Chinese sports/games are predecessors of the modern sports/games. Several Chinese games have become world sports such as Cuju is known as the earliest form of football developed around 200 BC.</li> <li>● In Chinese language, to express duration of an action is “subject + v + a period of time + 的 + activities”</li> </ul>
<p align="center"><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p>	<p align="center"><b>Examples, Outcomes, Assessments</b></p>
<p>Students will:</p> <p>7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> <li>● Review Unit 3 words, phrases &amp; learned sentence patterns</li> <li>● Learn the names of hobbies and verbs used with different hobbies</li> <li>● Learn 完...以后..(after finishing...)</li> <li>● Learn to place 都 (both; all) in the sentence</li> </ul>

<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and make preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p><b>Career-Ready Practices</b>  <b>CRP1:</b> Act as a responsible and contributing citizen</p>	<ul style="list-style-type: none"> <li>● Learn to say duration of time &amp; apply it to express duration of an action</li> <li>● Learn 跟(和)...一起...(together with...) sentence</li> <li>● Learn the sentence pattern 除...以外(besides)</li> <li>● Learn 一边...一边...to express 2 actions happening at the same time</li> <li>● Learn 正在 to express in the process of an action</li> <li>● Ask &amp; answer question (samples)          “What are your hobbies?”          “Do you like to do A?”          “Do you like to do A or B?”          “What extracurricular activities do you participate in?”          “What sports do you like to do/play?”          “How do you play A sport/activity?”          “How + many hours/long do you do activity every day?”          “When/How old +did you start learning activity?”          “Besides A, what else do you (like to) do?”</li> </ul> <p>Sample Assessments:</p> <ul style="list-style-type: none"> <li>● Listening comprehension: Students answer questions on paper while listening to a recorded message.</li> <li>● Reading comprehension: Students answers multiple choice questions after reading a paragraph.</li> <li>● Teacher-student interaction: Through Ask &amp; Answer activity, teachers assess students' knowledge of the learned sentence patterns.</li> <li>● Student pair conversation: Through Ask &amp; Answer activity, teachers assess students' knowledge of the learned sentence patterns.</li> <li>● Look at the pictures and name the sports  <a href="http://www.youtube.com/watch?v=YevdYAfIPUk&amp;list=PLi2-HmB7DIdbNjQpW3KXgau9JolCU48Cb&amp;index=9">www.youtube.com/watch?v=YevdYAfIPUk&amp;list=PLi2-HmB7DIdbNjQpW3KXgau9JolCU48Cb&amp;index=9</a></li> <li>● Fly Swatter game for word recognition</li> <li>● Bingo for writing &amp; recognizing words</li> <li>● Individual project: Interview 3 students, compare/report the findings about their hobbies &amp; how much time doing it.</li> </ul>
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<p>and employee.</p> <p><b>CRP2:</b> Apply appropriate academic and technical skills.</p> <p><b>CRP3:</b> Attend to personal health and financial well-being.</p> <p><b>CRP4:</b> Communicate clearly and effectively and with reason.</p> <p><b>CRP5:</b> Consider the environmental, social and economic impacts of decisions.</p> <p><b>CRP6:</b> Demonstrate creativity and innovation.</p> <p><b>CRP7:</b> Employ valid and reliable research strategies.</p> <p><b>CRP8:</b> Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p><b>CRP9:</b> Model integrity, ethical leadership and effective management.</p> <p><b>CRP10:</b> Plan education and career paths aligned to personal goals.</p> <p><b>CRP11:</b> Use technology to enhance productivity.</p> <p><b>CRP12:</b> Work productively in teams while using cultural global competence</p>	<ul style="list-style-type: none"> <li>● Students share their favorite hobby and/or teach others about a new hobby by steps</li> <li>● Character writing quiz</li> <li>● Unit test</li> </ul> <p>Instructional Strategies:</p> <p><b>Interpretive:</b></p> <ul style="list-style-type: none"> <li>● Introduction to the unit <a href="http://www.youtube.com/watch?v=VYbSyDcVQvA">www.youtube.com/watch?v=VYbSyDcVQvA</a></li> <li>● Hobby/Activity song <a href="http://www.youtube.com/watch?v=MPHahcXGRHw&amp;t=2s">www.youtube.com/watch?v=MPHahcXGRHw&amp;t=2s</a></li> <li>● New Vocab List &amp; TPR: the names of the hobbies</li> <li>● Character recognition game: fly swatter game</li> <li>● Listening/speaking/reading practice</li> <li>● Match the pictures to the description of a message or paragraph</li> <li>● Afterclass reinforcement: Quizlet.com</li> </ul> <p><b>Interpersonal:</b></p> <ul style="list-style-type: none"> <li>● Teacher &amp; student Q&amp;A: Q&amp;A to assess students' knowledge of the learned phrases and sentence patterns.</li> <li>● Guided conversation: Students share their favorite hobby &amp; time doing it to each other</li> <li>● Charades: One person acts out for other to guess</li> <li>● Information Gap: Interview 3 people to find out their hobby and amount of time doing it</li> </ul> <p><b>Presentational:</b></p> <ul style="list-style-type: none"> <li>● Read aloud: Read a paragraph from the textbook.</li> <li>● Talk about classmates' hobbies &amp; the length of the time doing it.</li> <li>● Teach a new hobby by steps such as a dance.</li> </ul> <p>Interdisciplinary Connection</p> <ul style="list-style-type: none"> <li>● Geography: Some activities/hobbies such as skiing could only be played in some areas</li> <li>● Social Study: Expose students to traditional Chinese musical instruments, dances &amp; sports/games.</li> </ul>
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	<p> <a href="http://www.youtube.com/watch?v=hyoi1MCwiEg&amp;t=531s">www.youtube.com/watch?v=hyoi1MCwiEg&amp;t=531s</a> (music)  <a href="http://www.youtube.com/watch?v=nCjZYskdoiw&amp;list=PLlIJ3TkMv7vu9yV2I0suTGui7fxxhyIhR&amp;index=1">www.youtube.com/watch?v=nCjZYskdoiw&amp;list=PLlIJ3TkMv7vu9yV2I0suTGui7fxxhyIhR&amp;index=1</a> (ribbon dance)  <a href="http://www.youtube.com/watch?v=xeuGfHJeDrc">www.youtube.com/watch?v=xeuGfHJeDrc</a> (fan dance)  <a href="http://www.youtube.com/watch?v=MoJQAaPHt78">www.youtube.com/watch?v=MoJQAaPHt78</a> (蹴鞠, ancient Chinese football)  <a href="http://www.youtube.com/watch?v=x_euuJ6oUnM">www.youtube.com/watch?v=x_euuJ6oUnM</a> (射箭, archery)  <a href="http://www.youtube.com/watch?v=cWzOBdOaJi0">www.youtube.com/watch?v=cWzOBdOaJi0</a> (武术, martial arts) </p> <p>Technology Integration</p> <ul style="list-style-type: none"> <li>● Quizlet Flashcard for vocabulary review</li> <li>● YouTube links for cultural videos</li> <li>● Students search online about traditional Chinese hobbies, list the result on Google Slide and submit to the teacher.</li> <li>● School Video to record 2 students' conversation about the hobbies</li> </ul> <p>Global Perspectives:</p> <ul style="list-style-type: none"> <li>● Ancient Chinese sports thrived centuries before the Olympic games. Chinese have practiced sports such as martial arts, archery, acrobatic, a form of soccer dating back to the earliest dynasties... and so on. Many sports have become world sports.</li> </ul> <p>Culturally Responsive Teaching</p> <ul style="list-style-type: none"> <li>● Survey students' cultural background &amp; hobbies they have done and find what hobbies are popular among young people. Students can present or teach a new hobby to others.</li> </ul>
<p><b>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</b></p>	<p><b>21<sup>st</sup> Century Skills:</b></p> <p> Creativity and Innovation  Critical Thinking and Problem Solving  Communication and Collaboration  Information Literacy  Media Literacy  Life and Career Skills </p>

	<b>21<sup>st</sup> Century Themes (as applies to content area):</b> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics)
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## 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>

## 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

### Textbooks and Resources:

Chinese Made Easy 1, 2 & 3: Textbook, Workbook, CD

Easy Steps to Chinese 1, 2 & 3

Discovering Chinese 1 & 2

YouTube

Teacher made supplementary materials

Online Learning: Quizlet.com & Kahoot

Pinyin Input Method [web.csulb.edu/~txie/Itool/type\\_pinyin\\_with\\_tones.htm](http://web.csulb.edu/~txie/Itool/type_pinyin_with_tones.htm)

Pinyin & tone conversion [www.pinyininput.com/?lang=en](http://www.pinyininput.com/?lang=en)

# 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.

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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:

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