

## Chinese 6 Honors Length of Course: School Year

### Curriculum

#### Course Description:

Chinese 6 Honors course reinforces skills that students learned during previous years of Chinese study and refines and further develops students' abilities in Chinese speaking, listening, reading and writing. The course is designed to cover the same framework of skills and objectives as outlined for the AP Chinese Language and Culture course. It includes aural/oral skills, reading comprehension, grammar, and composition. The course is intended to provide students with varied opportunities to further develop their proficiencies across the three communicative modes—interpersonal (speaking, listening, reading, and writing skills), interpretive (listening and reading skills), and presentational (speaking and writing skills)—and the five goal areas (communication, cultures, connections, comparisons, and communities) as outlined in the *Standards for Foreign Language Learning in for the 21st Century*.

Developing appreciation and awareness of the Chinese cultures is an integral theme throughout the Chinese 6 Honors course. The course engages students in an exploration of both contemporary and historical Chinese culture. Course content reflects intellectual interests shared by the students and the teacher. Six themes are included in the course, namely, geography, global challenges, teenage life, education and careers, cultural celebrations, and cultural symbols—past and present.

In addition to the textbooks, *Chinese Made Easy* and *Integrated Chinese*, instructional materials include signs, advertisements, emails, posters, video clips, films, news broadcasts, announcements made in public places of the Chinese-speaking communities, and written texts excerpted or adapted from newspapers, magazine articles, contemporary literature, letters, and reports. As some of these authentic materials may be somewhat beyond the linguistic grasp of the students, their engagement with these materials is scaffolded when necessary to better provide access to the comprehension of the materials. The teacher's delivery of the course (mostly in Chinese) is similarly scaffolded. Students are also encouraged to use Chinese as they seek clarifications through the use of communication and language-learning strategies that are running elements of the course and are taught as appropriate within the context of lessons.

Students do many different types of exercises to enhance their performance of all three modes of communication. In addition to do exercises in the textbooks and workbooks for vocabulary and sentence practice and reinforcement, they are also provided many opportunities to practice listening, speaking, reading and writing skills. At the beginning of each class, students do a news report or a speed-reading comprehension exercise on topics related to the thematic unit or current affairs. Students keep a journal, writing on a subject they choose or on assigned topics. After a class discussion or after watching a segment of a movie, students are sometimes given guided questions to answer. Other times they are directed to write a short summary on the movie

or video clip, or on the main reading in class. These exercises train students to use their newly learned vocabulary words and expressions and reinforce their mastery of the language used when discussing a particular topic.

Throughout the course, assessments are frequent, varied, and explicitly linked to the content and skills that make up the learning goals of each unit of study. The course provides students with maximum exposure to authentic culture and language. Students apply their growing cultural knowledge to communicative tasks in real-life contexts and develop the ability to write and speak in a variety of discourse styles, using both keyboarding and handwriting skills, to an audience of readers and listeners. Students also gain necessary knowledge of the Chinese language, including vocabulary, idiomatic expressions, and grammatical structures.

### Standard 7.1 World Languages

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

## Unit 1 Geography

### Context Covered:

- Geographical features and natural resources
- Population and ethnic groups
- Administrative divisions
- Climate and weather
- Food and diet of different regions
- Travel and transportation
- Traditional Chinese landscape painting

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

In this unit students will learn to use Chinese to 1) Locate major Chinese cities, provinces, mountains, and rivers, etc. on the map; 2) Give a brief introduction to the geographic features of China; 3) Compare some basic geographic aspects of China and the U.S.; 4) Describe features that may attract you to or deter you from visiting a tourist site; 5) Plan a trip to China.

### Essential Questions

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

What information and insights can be acquired from studying a country's

### Enduring Understandings

Students will understand that...

- The unit guides students to read a number of maps of China and review vocabulary related to geography and grammatical structures for making inquiries.

<p>geography?</p> <p>How are linguistic and cultural features embedded in geographical terms?</p> <p>How do students deepen their understanding of the cultures of their own and other countries through the comparison of geography?</p> <p>How does the experience of visiting a major city contribute to a person's perspective and appreciation of culture?</p>	<ul style="list-style-type: none"> <li>• The unit encourages students to compare the geography of China and the U.S., and compare maps of the two countries and how geographical information is labeled linguistically and culturally; consequently, students will be able to produce coherent and cohesive discourse, both orally and in writing, to report on the countries' topographical features and administrative divisions.</li> <li>• The unit helps students use critical-thinking skills to analyze, hypothesize, synthesize, and draw conclusions about ideal tourist sites. They will explore potential sites to visit, formulate site-selection criteria, write inquiring email messages, report on their selection process, and explain their preferences.</li> <li>• The unit guides students to conduct research on certain cities in China, express their opinions about the characteristics that make these cities attractive from both historical and contemporary perspectives, and provide arguments to support their conclusions.</li> </ul>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p> <p>Students will: (Enter NJCCCS or Common Core CPI's here)</p> <p>Interpretive</p> <p>7.1.IH.A.1 Analyze and critique information contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in <a href="#">formal and informal</a> settings, through appropriate responses.</p>	<p><b>Examples, Outcomes, Assessments</b></p> <p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>• Name the cardinal points and the directions needed when reading an authentic Chinese map.</li> <li>• Identify the linguistic differences between Chinese and English geographical terms.</li> <li>• Research and confirm information about the main geographic features of China, such as mountains, rivers, plateaus, plains, and deserts.</li> <li>• Identify and distinguish the largest administrative divisions in China, the provinces.</li> <li>• Interpret a legend on a Chinese map, and locate some major Chinese cities and provinces.</li> </ul>

<p>7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.</p> <p>7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new <a href="#">formal and informal</a> contexts.</p> <p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p>Interpersonal</p> <p>7.1.IH.B.1 Use <a href="#">digital tools</a> to participate in extended conversations using a variety of timeframes to exchange information.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p> <p>7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics</p>	<ul style="list-style-type: none"> <li>● Compare and contrast the geographies of China and the U.S. in terms of size and population.</li> <li>● Inquire about and describe the location and features of the largest rivers, mountain ranges, and deserts in the two countries.</li> <li>● Locate some major Chinese cities on the map and comment on weather they are mostly close to natural water supplies, as are many major U.S. cities.</li> <li>● Describe the population in terms of the topographic constraints and water supply in the identified cities.</li> <li>● Demonstrate their interpersonal communication skills in providing, obtaining, and explaining information used to describe geographic features (e.g., mountains, rivers, trees, flowers, rocks) in appropriate terms.</li> <li>● Present a short paragraph providing information about topographical features that contribute to the beauty of a scenic site, orally and in writing.</li> <li>● Show a basic understanding of how clouds and water are depicted in traditional Chinese landscaping paintings.</li> <li>● Decide on the best time of year to visit scenic sites in China to fully enjoy the experience.</li> <li>● Communicate face-to-face and through the exchange of written correspondence to discuss factors that may help determine the selection of tourist destinations when planning a trip, such as weather, seasons, means of transportation, and costs.</li> <li>● Apply for a visa from the Chinese embassy or consulate, book airplane and train tickets, and make a reservation for hotels in China.</li> <li>● Obtain and providing information about the social and historical significance of some Chinese cities.</li> <li>● Provide information in an organized and cohesive manner about things that tourists should not overlook when visiting a major city in China.</li> </ul>
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<p>studied in other content areas.</p> <p>7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.</p> <p>Presentation</p> <p>7.1.IH.C.1 Explain and compare how a cultural <a href="#">perspective</a> led to the development of a cultural <a href="#">product</a> or cultural <a href="#">practice</a> in the target culture(s) and in one's own culture, through a <a href="#">multimedia-rich presentation</a> to be shared <a href="#">virtually</a> with a target language audience.</p> <p>7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural <a href="#">perspectives</a> associated with the target culture(s).</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p> <p>7.1.IH.C.4 Explain the structural elements and/or cultural <a href="#">perspectives</a> found in <a href="#">culturally authentic materials</a>.</p> <p>7.1.IH.C.5 Explain cultural <a href="#">perspectives</a> associated with the target culture(s), as evidenced by the cultural <a href="#">products</a> and cultural <a href="#">practices</a> associated with the target culture(s), and compare these perspectives with those of one's own culture.</p> <p>7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</p>	<ul style="list-style-type: none"> <li>● Explain in paragraph-length discourse with detail and elaboration why they would prefer to visit certain Chinese cities over others</li> </ul> <p><b>Sample Assessments:</b></p> <p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>● Character dictations and vocabulary quizzes.</li> <li>● Monitor the colored paper held up in the game (raising the correct colored paper when teacher asks what the colors of mountains, rivers, or plateaus on map are) to evaluate how well students associate colors with geographic knowledge and linguistic output.</li> <li>● Students in pairs write a conclusion after a class discussion on where China's major plains, rivers and high mountains are located to evaluate how well the students have internalized the information.</li> <li>● Students in small groups label the dots on a blank map of China with the correct city names in characters.</li> <li>● Students in pairs make mini-reports on Chinese or U.S. geography orally and in writing. Students form a Chinese team and U.S. team and give a report to class. Students vote (with an assessment checklist) for the best team that provided more information and the best report.</li> <li>● Students in pairs create their own quiz in characters (the format can be true-or-false, multiple choice, fill-in-the-blanks, or a certain number of questions) based on the information in their reports.</li> <li>● Students in small groups record a narrative based on the oral presentation about a place like Shangri-La in China. They use different colored ink to underline or highlight words or phrases in their written summaries that reinforce the clear and cohesive presentation of their ideas.</li> </ul>
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	<ul style="list-style-type: none"> <li>● Students in pairs draft a one-minute-long audio or video promotion to convince their target audience that their place is the most ideal travel destinations (based on geographical features, natural beauty, local culture, and climate, etc.) They present the audio or video promotion in either an interpersonal communication mode with two voices doing a series of Q&amp;A or in a presentational mode with one voice (two people take turns) pitching the tourist destination.</li> <li>● After a class discussion on choosing days for a possible trip to China, students do an oral report with their partners and then convert the oral report into written one. They need to underline or highlight transitional elements and cohesive devices (e.g. 另外, 不过, 最好, 要不然, 如果, 因此, etc.) according to a checklist in their writing.</li> <li>● Students in pairs read an email that is addressed to a Chinese friend seeking advice and suggestions on a plan to visit China. They answer the inquiries of the email and complete a checklist of items to consider within the response to examine whether the register of the response is appropriate and if the inquiries have been fully addressed.</li> <li>● Students make a brief oral presentation on one major Chinese city that they wish to visit. They should describe the city's historical and cultural significance, and elaborate on if it is coupled with natural scenery that might attract tourists. Students have 4 minutes to prepare their presentations and 2 minutes to record or conduct them.</li> <li>● Students in small groups make a one-week itinerary with a set budget that will enable them to visit a certain number of cities. They present the itinerary in a table with dates, means of transportation, tourist sites, and fee clearly indicated. They also need to write a description of the trip including</li> </ul>
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an explanation of why those cities were selected and why they think the itinerary is ideal for tourists.

Summative:

- Read an email from a friend who plans to visit China with his/her family. Write a persuasive response, providing advice and suggestions on the possible travel places and routes to help the friend's family plan their travel itinerary. Students should write in as complete and culturally appropriate manner as possible, taking into account the purpose of the email and the person to whom they are writing. (200-250 characters)
- A video to introduce a Chinese city you have visited or want to visit.

**Instructive Strategies:**

*Interpretive (min 3 for each):*

- Review and learn the vocabulary related to geography using quizlet.com.
- Read the maps of China and the Chinese terms on the maps.
- Conduct online research on geographic features of China and Chinese cities, provinces, etc.
- Watch promotional video clips for tourism from China.
- Read Chinese travel brochures.
- Read emails from Chinese friends regarding travel.
- Students illustrate pictures on board while other students make reports on their travel destinations.

*Interpersonal (min 3 for each):*

- Students work with a partner to write a conclusion after a class discussion after a class discussion on where China's major plains, rivers and high mountains are

	<p>located.</p> <ul style="list-style-type: none"> <li>● Students in groups to label the dots on the map with the correct city names in characters.</li> <li>● Students work with their teams to prepare a mini-report (both oral and in writing) on the geography of China and U.S.</li> <li>● Students write an email response to their friends regarding their trip to China.</li> <li>● Students illustrate pictures on board while other students make reports on their travel destinations.</li> <li>● Students in pairs draft a one-minute-long audio or video promotion to convince their target audience that their place is the most ideal travel destinations (based on geographical features, natural beauty, local culture, and climate, etc.)</li> <li>● Questions &amp; Answers sessions after each presentation.</li> <li>● Students in small groups make a one-week itinerary with a set budget that will enable them to visit a certain number of cities. They present the itinerary in a table with dates, means of transportation, tourist sites, and fee clearly indicated. They also need to write a description of the trip including an explanation of why those cities were selected and why they think the itinerary is ideal for tourists.</li> </ul> <p><i>Presentation (Min 3 for each):</i></p> <ul style="list-style-type: none"> <li>● Students present a mini-report (both oral and in writing) on the geography of China or U.S.</li> <li>● Students write an email response to their friends regarding their trip to China.</li> <li>● Students in pairs present a one-minute-long audio or video promotion to convince their target audience that their place is the most ideal travel destinations (based on geographical features, natural beauty, local culture, and climate, etc.)</li> <li>● Students make a brief oral presentation on</li> </ul>
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one major Chinese city that they wish to visit. They should describe the city's historical and cultural significance, and elaborate on if it is coupled with natural scenery that might attract tourists.

Students have 4 minutes to prepare their presentations and 2 minutes to record or conduct them.

- Students in small groups make a one-week itinerary with a set budget that will enable them to visit a certain number of cities. They present the itinerary in a table with dates, means of transportation, tourist sites, and fee clearly indicated. They also need to write a description of the trip including an explanation of why those cities were selected and why they think the itinerary is ideal for tourists.

#### **Interdisciplinary Connections:**

- Geography: Chinese geographical features, Chinese administrative divisions, location of major Chinese cities, Food and diet of different regions
- History: Some of major Chinese dynasties, 4 major ancient Chinese cities
- Science: Climate and weather
- Art: Traditional Chinese landscape painting

#### **Technology Integration:**

- Use Quizlet, Quizlet Live or Kahoot! to practice vocabulary.
- Use Google Classroom and teacher's website for homework, classwork and project assignments.
- Use Google Voice and Screencastify to record speaking pieces.
- Use Audacity or Screencastify Video to do oral tests.
- Use Google Slides or PowerPoint to write and present projects.
- Use online resources for varied readings and videos.

	<p><b>Global Perspectives</b></p> <ul style="list-style-type: none"> <li>● Compare the geography of China and the U.S.</li> <li>● Investigate the major holidays and students' vacation times between China and U.S.</li> <li>● Investigate the differences and similarities of travel experience in China and in US.</li> </ul>
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## Unit 2 Global Challenges

### Context Covered:

- Economic development and environmental issues
- New technology and green energy sources
- Health issues
- Population pressure and family planning

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

The unbalanced economic development in human society destroys the ecological balance of the nature and leads to the different types of environmental pollution and natural disasters. The preservation of the ecosystem affects our lives today and is essential to the human race. The new

science and technology can help us preserve the natural resources and maintain the balance between human beings and the nature. Students will use authentic resources to practice the necessary language skills and develop the knowledge to better understand the importance of the conservation of natural resources.

<p><b>Essential Questions</b>  <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> <p>How do environmental problems challenge our lives?</p> <p>Is there a balance between economic development and environment protection?</p> <p>How do new science and technology help us preserve the natural resources and maintain the balance between human beings and the nature? What are some green energy sources?</p> <p>What can we do to make the world a better place?</p>	<p><b>Enduring Understandings</b>  <i>What will students understand about the big ideas?</i>            Students will understand that...</p> <ul style="list-style-type: none"> <li>• Many types of natural resources are limited.</li> <li>• The unbalanced economic development in human society destroys the ecological balance of the nature and leads to the different types of environmental pollution and natural disasters.</li> <li>• The preservation of the ecosystem affects our lives today and is essential to the human race.</li> <li>• Our daily choices do affect the ecosystem. We can do small things such as recycling and using less paper, water and power to preserve the natural resources.</li> <li>• New scientific and technological invention help us find new ways to preserve the natural resources and maintain the balance between human beings and the nature.</li> <li>• We need to know and practice the ways to be physically and mentally healthy.</li> <li>• We are all interconnected in today's world. Environmental problems are related to everyone on earth.</li> </ul>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>            Students will:  <i>(Enter NJCCCS or Common Core CPI's here)</i></p> <p>Interpretive</p> <p>7.1.IH.A.1 Analyze and critique information</p>	<p><b>Examples, Outcomes, Assessments</b>  <i>(see <a href="#">note</a> below about the content of this section)</i></p> <p>Instructional Focus:</p> <ul style="list-style-type: none"> <li>• Identify and categories the different types of pollution.</li> </ul>

<p>contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in <a href="#">formal and informal</a> settings, through appropriate responses.</p> <p>7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.</p> <p>7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new <a href="#">formal and informal</a> contexts.</p> <p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p>Interpersonal</p> <p>7.1.IH.B.1 Use <a href="#">digital tools</a> to participate in extended conversations using a variety of timeframes to exchange information.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.B.3 Interact in a variety of familiar</p>	<ul style="list-style-type: none"> <li>● Distinguish between different types of environmental signs and know where they might be seen.</li> <li>● Read or listen to authentic Chinese news and magazines, and watch movies and videos related to environmental problems and protection. (e.g., 柴静雾霾调查：穹顶之下 Chai Jing's 'Under The Dome' <a href="https://www.youtube.com/watch?v=OPq2dmTrJw&amp;index=1&amp;list=PLI0GAdgOPDqIS_iNun5otOiAv2bpXIDZa">https://www.youtube.com/watch?v=OPq2dmTrJw&amp;index=1&amp;list=PLI0GAdgOPDqIS_iNun5otOiAv2bpXIDZa</a> , Environmental protection in China <a href="https://sfsu.app.box.com/s/zqiyc2uf55nvrkh006ajcafkdv9d4e">https://sfsu.app.box.com/s/zqiyc2uf55nvrkh006ajcafkdv9d4e</a>)</li> <li>● Identify the main idea and some supporting details in the videos on this topic.</li> <li>● Use Internet to do research on the problems of environmental pollution and natural disasters, and the influential Chinese environmentalists and organizations (e. g. Greenpeace China) and their work.</li> <li>● Compare the differences or similarities of the viewpoints and practice on environmental pollution and conservation of natural resources between US and China.</li> <li>● Investigate and identify the common items that cause pollution at school. Share (orally and in writing) your perspective and plan to protect school's environment.</li> <li>● Distinguish reduce, reuse, and recycle.</li> <li>● List possible new scientific and technological inventions that could help us conserve the natural resources and maintain ecological balance.</li> <li>● Investigate the changes of birth control policies in China.</li> <li>● Exchange opinions about the ways to be healthy with classmates.</li> </ul> <p><b>Sample Assessments:</b></p> <p><u>Formative:</u></p>
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situations using culturally appropriate verbal and non-verbal communication strategies.

7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.

7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.

7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.

#### Presentation

7.1.IH.C.1 Explain and compare how a cultural [perspective](#) led to the development of a cultural [product](#) or cultural [practice](#) in the target culture(s) and in one's own culture, through a [multimedia-rich presentation](#) to be shared [virtually](#) with a target language audience.

7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural [perspectives](#) associated with the target culture(s).

7.1.IH.C.3 Use language creatively in writing for a variety of purposes.

7.1.IH.C.4 Explain the structural elements and/or cultural [perspectives](#) found in [culturally authentic materials](#).

7.1.IH.C.5 Explain cultural [perspectives](#) associated with the target culture(s), as evidenced by the cultural [products](#) and cultural [practices](#) associated with the target culture(s), and compare these perspectives

- Character dictations and vocabulary quizzes.
- Students make conservation signs.
- Students make a list of the activities that they do frequently to preserve the natural resources.
- Students answer questions after reading or listening to authentic Chinese news and magazines, and watching movies and videos related to environmental problems and protection.
- Students share their lists of new scientific and technological inventions that could help us conserve the natural resources and maintain ecological balance.
- Students share their research on the problems of environmental pollution and natural disasters, and the influential Chinese environmentalists and organizations (e. g. Greenpeace China) and their work with classmates.
- Students write emails to Chinese pen pals to exchange ideas on conservation of natural resource in each school.
- Students exchange opinions about the ways to be healthy with classmates.
- Students write a story in Chinese based on the four cartoon pictures related to environmental protection.

#### Summative:

- Interview a custodian and some students or teachers to investigate the use of the natural resources and the wasted resources in school. Prepare a checklist of different pollutions in school and conducted a survey in class. Write an essay based on your survey.

#### **Instructional Strategies:**

*Interpretive (min 3 for each):*

with those of one's own culture.

7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

- Review and learn the vocabulary related to environmental pollution, conservation of natural resources, and new scientific and technological inventions using quizlet.com.
- Make a list of the activities that you do frequently to preserve the natural resources.
- Read and make conservation signs.
- Make a plan for conservation of resources in school
- Use Internet to do research on the problems of environmental pollution and natural disasters, and the influential Chinese environmentalists and organizations (e. g. Greenpeace China) and their work.
- Compare the differences or similarities of the viewpoints and practice on environmental pollution and conservation of natural resources between US and China.
- Read or listen to authentic Chinese news and magazines, and watch movies and videos related to environmental problems and protection.
- List possible new scientific and technological inventions that could help us conserve the natural resources and maintain ecological balance.
- Use radicals in characters as a clue to decode the meanings of new characters. Use pictures to help understand the meanings of characters and vocabulary.
- List your ways of healthy living.

*Interpersonal (min 3 for each):*

- Share your list of the activities that you do frequently to preserve the natural resources with classmates.
- Make conservation signs and post them in classroom and school with a group.
- Interview a custodian and some students or teachers to investigate the use of the

	<p>natural resources and the wasted resources in school.</p> <ul style="list-style-type: none"> <li>● Share your plan for conservation of resources in school with classmates.</li> <li>● Discuss your research on the problems of environmental pollution and natural disasters, and the influential Chinese environmentalists and organizations (e. g. Greenpeace China) and their work with classmates.</li> <li>● Write emails to Chinese pen pals to exchange ideas on conservation of natural resource in each school.</li> <li>● Discuss the possible new scientific and technological inventions that could help us conserve the natural resources and maintain ecological balance with classmates.</li> <li>● Exchange opinions about the ways to be healthy with classmates.</li> <li>● Prepare a checklist of different pollutions in school and conducted a survey in class.</li> </ul> <p><i>Presentational (Min 3 for each):</i></p> <ul style="list-style-type: none"> <li>● Display conservation signs in classroom and school.</li> <li>● Display graphs and charts on the use of the natural resources and the wasted resources in school.</li> <li>● Present your research on the problems of environmental pollution and natural disasters, and the influential Chinese environmentalists and organizations (e. g. Greenpeace China) and their work in class.</li> <li>● Report to the class on the differences or similarities of the viewpoints and practice on environmental pollution and conservation of natural resources between US and China.</li> <li>● Display and report to the class on the possible new scientific and technological inventions that could help us conserve the natural resources and maintain ecological balance.</li> </ul>
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- Display the list of your ways of healthy living in class.
- Write an essay based on your survey in class.

#### **Interdisciplinary Connections**

- Science: environmental issues, new technology and green energy sources
- Social studies: economic development, population pressure and family planning, birth control and human rights
- Health: The factors affect human health, the ways to be healthy

#### **Technology Integration**

- Use Quizlet, Quizlet Live or Kahoot! to practice vocabulary.
- Use Google Classroom and teacher's website for homework, classwork and project assignments.
- Use Google Voice and Screencastify to record speaking pieces.
- Use Audacity or Screencastify Video to do oral tests.
- Use Google Slides or PowerPoint to write and present projects.
- Use online resources for varied readings and videos.

#### **Global Perspectives**

- We are all interconnected in today's world. Environmental problems are related to everyone on earth.



## **Unit 3 Teenage Life**

### **Context Covered:**

- Family relations
- School life
- Social life
- Hobbies and interests
- Community and volunteer work
- Challenges to young people

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

Many viewpoints and practices related to living with one's family are shared across cultures;

others are culture specific. Students will develop the knowledge to better understand Chinese perception and practice of family life and relationship among family members. Moreover, Teenagers face specific challenges and pressure related to schoolwork, making friends, family relations, etc. Students will identify similarities and differences on the problems and challenges for the young people in China and in the United States.

<p><b>Essential Questions</b></p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> <p>How do we connect with our family and society?</p> <p>What challenges occur in the contemporary life of teenager?</p> <p>What opportunities do teenagers have nowadays?</p> <p>How is the life of Chinese teenagers similar to or different from American teenagers? How are the challenges that Chinese adolescents and youth face different from or similar to those that American young people have?</p>	<p><b>Enduring Understandings</b></p> <p><i>What will students understand about the big ideas?</i></p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Family life and the relationship among family members can serve as a shared interest for communication.</li> <li>• Adolescents and youth face specific challenges and pressure in their life.</li> <li>• Having proper relationship with friends and family are very important to adolescents and youth.</li> <li>• Society, school and family should care and help adolescents and youth to reduce their pressure and overcome the problems that they face by communicating with them and providing appropriate advise and discipline.</li> <li>• There are challenges for young people that are common among many cultures. There are others that are specific to a culture.</li> <li>• Understanding that culture will enhance communication among people and improve the understanding of other perspectives and challenges.</li> </ul>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p> <p>Students will:</p> <p><i>(Enter NJCCCS or Common Core CPI's here)</i></p> <p>Interpretive</p> <p>7.1.IH.A.1 Analyze and critique information contained in <a href="#">culturally authentic materials</a></p>	<p><b>Examples, Outcomes, Assessments</b> <i>(see <a href="#">note</a> below about the content of this section)</i></p> <p>Instructional Focus:</p> <ul style="list-style-type: none"> <li>• Use proper and polite words, phrases and sentences to communicate with your</li> </ul>

<p>using <a href="#">electronic information</a> and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in <a href="#">formal and informal</a> settings, through appropriate responses.</p> <p>7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.</p> <p>7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new <a href="#">formal and informal</a> contexts.</p> <p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p>Interpersonal</p> <p>7.1.IH.B.1 Use <a href="#">digital tools</a> to participate in extended conversations using a variety of timeframes to exchange information.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal</p>	<p>family members and other people. Introduce yourself properly.</p> <ul style="list-style-type: none"> <li>● Explore how history and culture affect the Chinese people's view on family and the relationship among family members.</li> <li>● Explore the changes of traditional Chinese family in many aspects such as living with extended family members and women's place in the family.</li> <li>● Compare the differences or similarities of the viewpoints of family life and relationship among family members between Americans and Chinese.</li> <li>● Explore and compare the teenagers' life including their school life, social life and role in community between China and the U.S.</li> <li>● Read articles from authentic Chinese books, newspapers and magazines, and watch movies and videos about Chinese families and teenagers' life in China. (e.g. Chinese Movie: <i>The Family</i>, <i>Raise the Red Lantern</i>.)</li> <li>● Identify the main idea and some supporting details in the movies.</li> <li>● Use Internet to do research on the differences and / or development and changes of the viewpoints of family life and connections among family members.</li> <li>● Explore and make your own family tree.</li> <li>● Explore stories of the older generation in your family by interviewing one of your family members.</li> <li>● Use vocabulary, phrases and sentences to introduce and describe the challenges and problems that adolescents and youth have in China and in US.</li> <li>● Explore the relationship between the young people and their friends and family members in China and in US.</li> <li>● Compare the differences or similarities of the challenges and problems that Chinese adolescents and youth face and those that American young people have.</li> </ul>
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<p>and non-verbal communication strategies.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p> <p>7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p> <p>7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.</p> <p>Presentationa</p> <p>7.1.IH.C.1 Explain and compare how a cultural <a href="#">perspective</a> led to the development of a cultural <a href="#">product</a> or cultural <a href="#">practice</a> in the target culture(s) and in one's own culture, through a <a href="#">multimedia-rich presentation</a> to be shared <a href="#">virtually</a> with a target language audience.</p> <p>7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural <a href="#">perspectives</a> associated with the target culture(s).</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p> <p>7.1.IH.C.4 Explain the structural elements and/or cultural <a href="#">perspectives</a> found in <a href="#">culturally authentic materials</a>.</p> <p>7.1.IH.C.5 Explain cultural <a href="#">perspectives</a> associated with the target culture(s), as evidenced by the cultural <a href="#">products</a> and cultural <a href="#">practices</a> associated with the target culture(s), and compare these perspectives with those of one's own culture.</p>	<ul style="list-style-type: none"> <li>● Evaluate if your relationship with your friends and family is close and if you are satisfied.</li> </ul> <p><b>Sample Assessments:</b></p> <p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>● Character dictations and vocabulary quizzes.</li> <li>● Make a family tree.</li> <li>● Use Internet to do research on the traditional Chinese family and changes.</li> <li>● Write a story about an older generation in your family based on your interview of your family members.</li> <li>● Write a story and make a video about you and your pet.</li> <li>● Discuss the differences and similarities on family relations between Chinese families and U.S. families and write a report.</li> <li>● List all the clubs in your school.</li> <li>● Interview your classmates about what clubs they have joined and why.</li> <li>● Share your opinions on your favorite clubs and extracurricular activities with your classmates.</li> <li>● Give a report to recruit members for your club.</li> <li>● Share your volunteering experience with your classmates.</li> <li>● Create a skit and act out with a partner on a scenario situation in finding volunteering jobs.</li> <li>● Write a letter to a close friend or family member to talk about your confusion or problem.</li> <li>● Read supplementary materials related to learning topics and answer questions.</li> <li>● View target language video clips related to the learning topics and answer questions.</li> <li>● Use radicals in characters as a clue to decode the meanings of new characters. Use pictures to help understand the meanings of characters and vocabulary.</li> </ul>
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7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

Summative:

- Read an email from your Chinese pen pal who has never been to the U.S. and eagers to know you. Write an email reply to introduce your life including your family, school life, social life, hobbies and interests, and the pressure or challenges you have.
- Oral interview with a community supervisor to apply for a volunteer position as a Chinese language tutor in a Chinese community center.

**Instructional Strategies:**

*Interpretive (min 3 for each):*

- Review and learn the vocabulary and expressions related to social etiquette, family relations and teenagers' life using quizlet.com.
- Use Internet to do research on the traditional Chinese family and changes.
- Read supplementary materials related to learning topics and answer questions.
- View target language movies and video clips related to the learning topics and answer questions.
- Use radicals in characters as a clue to decode the meanings of new characters. Use pictures to help understand the meanings of characters and vocabulary.

*Interpersonal (min 3 for each):*

- Discuss the differences and similarities on family relations between Chinese families and U.S. families and write a report.
- Share your opinions on your favorite clubs and extracurricular activities with your classmates.
- Interview your classmates about what clubs they have joined and why.

	<ul style="list-style-type: none"> <li>● Share your volunteering experience with your classmates.</li> <li>● Create a skit and act out with a partner on a scenario situation in finding volunteering jobs.</li> <li>● Write a letter to a close friend or family member to talk about your confusion or problem.</li> <li>● Write an email reply to a Chinese pen pal.</li> <li>● Conduct an oral interview with a community supervisor to apply for a volunteer position as a Chinese language tutor in a Chinese community center.</li> </ul> <p><b><i>Presentational (Min 3 for each):</i></b></p> <ul style="list-style-type: none"> <li>● Make and present a family tree.</li> <li>● Write a story about an older generation in your family based on your interview of your family members.</li> <li>● Write a story and make a video about you and your pet.</li> <li>● Give a report to recruit members for your club.</li> <li>● Create a skit and act out with a partner on a scenario situation in finding volunteering jobs.</li> <li>● Write a letter to a close friend or family member to talk about your confusion or problem.</li> </ul> <p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>● History: Traditional Chinese family and changes</li> <li>● Social studies: Gender equality</li> </ul> <p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>● Use Quizlet, Quizlet Live or Kahoot! to practice vocabulary.</li> <li>● Use Google Classroom and teacher's website for homework, classwork and project assignments.</li> </ul>
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	<ul style="list-style-type: none"> <li>● Use Google Voice and Screencastify to record speaking pieces.</li> <li>● Use Audacity or Screencastify Video to do oral tests.</li> <li>● Use Google Slides or PowerPoint to write and present projects.</li> <li>● Use online resources for varied readings and videos.</li> </ul> <p><b>Global Perspectives</b></p> <ul style="list-style-type: none"> <li>● Investigate the differences and similarities of the perspectives and family relations between China and U.S.</li> <li>● Investigate the differences and similarities of the challenges and problems that adolescents and youth have in US and in China.</li> </ul>
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## Unit 4 Education and Careers

### Context Covered:

- Education experience
- Going to colleges
- Parents' aspirations for their children
- Education systems in China and U.S.
- Careers
- Gender equality in education and employment

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

In this unit students will learn to use Chinese to comment about their education experience, look into the different process of college application in China and U.S., compare the education system of China and America, and discuss their future careers.

<p><b>Essential Questions</b>  <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> <p>What is a stress-free childhood?</p> <p>What a role does education play in our life?</p> <p>Are my personal interests different from or identical to my parents' aspiration?</p> <p>How can we prepare ourselves for college and future job market?</p> <p>What knowledge and skills do I need to have to serve the society and have a better life?</p> <p>What can we do to improve gender equality in education and employment?</p>	<p><b>Enduring Understandings</b>  <i>What will students understand about the big ideas?</i>            Students will understand that...</p> <ul style="list-style-type: none"> <li>• Education plays an important role in people's life.</li> <li>• It takes lots of efforts and time to prepare us for the future.</li> <li>• There are many educational and career opportunities for the youth.</li> <li>• Students need to learn necessary knowledge and skills to serve the society and have a better life for themselves.</li> <li>• You need to communicate with your parents about your interest and what you want to do in the future.</li> <li>• Either Chinese education system or American education system has its advantages and disadvantages. They can learn from each other.</li> <li>• Gender equality in employment</li> </ul>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b>            Students will:  <i>(Enter NJCCCS or Common Core CPI's here)</i></p> <p>Interpretive</p> <p>7.1.IH.A.1 Analyze and critique information contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in <a href="#">formal and informal</a> settings, through appropriate responses.</p> <p>7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading,</p>	<p><b>Examples, Outcomes, Assessments</b>  <i>(see <a href="#">note</a> below about the content of this section)</i></p> <p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>• Use proper words, phrases and sentences to talk about your education experience including what schools you have been to, what you did in schools and if you like your schools and why.</li> <li>• Discuss plans for college, indicating what you have done in the procedure of applying for college.</li> <li>• Discuss the major you want to take in college and how it will prepare you for the future.</li> <li>• Research on the Chinese college entrance exam (高考) and compare it with the procedure to apply for colleges in America.</li> <li>• Read articles and stories from authentic Chinese books, newspapers and magazines, and watch movies and videos</li> </ul>



<p>negotiating, or offering advice) in the target culture(s) and in one's own culture.</p> <p>7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new <a href="#">formal and informal</a> contexts.</p> <p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p>Interpersonal</p> <p>7.1.IH.B.1 Use <a href="#">digital tools</a> to participate in extended conversations using a variety of timeframes to exchange information.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p> <p>7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p> <p>7.1.IH.B.6 Use language in a variety of</p>	<p>related to Chinese exam and education system. (e.g. Chinese Movie: <i>Young Style</i>, <i>The Great Wall</i>. Classical Chinese novel: <i>范进中举</i>)</p> <ul style="list-style-type: none"> <li>● Identify the main idea and some supporting details in the movies and stories.</li> <li>● Use Internet to do research on the differences and similarities of the education systems in China and U.S., and compare the advantages and disadvantages of the two systems.</li> <li>● Discuss if parents' aspiration for their children is different from or identical to their children's interests.</li> <li>● Explore the job market and discuss what job opportunities students can have.</li> <li>● Explore and identify what knowledge and skills students need to have to prepare for their future careers.</li> </ul> <p><b>Sample Assessments:</b></p> <p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>● Character dictations and vocabulary quizzes.</li> <li>● Introduce your education experience to your classmates including what schools you have been to, what you did in schools and if you like your schools and why.</li> <li>● Do a survey in class about students' college choices and what they have done to apply for college. Make a graph about the survey.</li> <li>● Report to the class about your survey.</li> <li>● Read articles and stories from authentic Chinese books, newspapers and magazines related to Chinese exam and education system and answer questions.</li> <li>● Watch movies and videos related to Chinese exam and education system</li> <li>● Do a survey in class about students' job experience and the future jobs they would like to do. Make a graph about the survey.</li> <li>● Display your survey in class.</li> </ul>
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settings to further personal and/or academic goals.

#### Presentation

7.1.IH.C.1 Explain and compare how a cultural [perspective](#) led to the development of a cultural [product](#) or cultural [practice](#) in the target culture(s) and in one's own culture, through a [multimedia-rich presentation](#) to be shared [virtually](#) with a target language audience.

7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural [perspectives](#) associated with the target culture(s).

7.1.IH.C.3 Use language creatively in writing for a variety of purposes.

7.1.IH.C.4 Explain the structural elements and/or cultural [perspectives](#) found in [culturally authentic materials](#).

7.1.IH.C.5 Explain cultural [perspectives](#) associated with the target culture(s), as evidenced by the cultural [products](#) and cultural [practices](#) associated with the target culture(s), and compare these perspectives with those of one's own culture.

7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

#### Summative:

- Write an essay to a college that you are applying for. (200-250 characters)
- Read a job advertisement, and role-play a job interview

#### **Instructional Strategies:**

##### *Interpretive (min 3 for each):*

- Review and learn the vocabulary and expressions related to education and careers using quizlet.com.
- Use Internet to do research on the Chinese education and examination systems.
- Read supplementary materials related to learning topics and answer questions.
- View target language movies and video clips related to the learning topics and answer questions.
- Use radicals in characters as a clue to decode the meanings of new characters. Use pictures to help understand the meanings of characters and vocabulary.

##### *Interpersonal (min 3 for each):*

- Introduce your education experience to your classmates including what schools you have been to, what you did in schools and if you like your schools and why.
- Do a survey in class about students' college choices and what they have done to apply for college. Make a graph about the survey.
- Do a survey in class about students' job experience and the future jobs they would like to do. Make a graph about the survey.
- Read a job advertisement, and role-play a job interview with a partner.

##### *Presentation (Min 3 for each):*

- Report your survey on students' college choices and what they have done to apply for college to class.
- Display your survey in class about students' job experience and the future jobs they would like to do in class.
- Write an essay to a college that you are applying for. (200-250 characters)
- Read a job advertisement, and role-play a job interview with a partner.

#### **Interdisciplinary Connections**

- History: Traditional Chinese examination and education systems; the changes of the exam system in contemporary China
- Social studies: Generation gap; career options, gender equality
- Economics: Job market, employment

#### **Technology Integration**

- Use Quizlet, Quizlet Live or Kahoot! to practice vocabulary.
- Use Google Classroom and teacher's website for homework, classwork and project assignments.
- Use Google Voice and Screencastify to record speaking pieces.
- Use Audacity or Screencastify Video to do oral tests.
- Use Google Slides or PowerPoint to write and present projects.
- Use online resources for varied readings and videos.

#### **Global Perspectives**

- Investigate the differences and similarities of the process of college application between China and U.S.
- Investigate and compare the advantages and disadvantages of the education system in US and in China.

## Unit 5 Cultural Celebrations

### Context Covered:

- Traditional Chinese and Western holidays
- Myths and legends, and folklore
- Social terms and etiquette
- Lucky words and sentences in different occasions

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

An introduction of traditional Chinese festivals and the comparison of these festivals with the Western festivals in Chinese language provide authentic materials and further cultural and linguistic insights of the target culture. Students will understand the uniqueness and diversity of the cultures and language of China. They will also identify similarities and differences between Western culture and Chinese culture.

Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry,</i>	<i>What will students understand about the big ideas?</i>

<p><i>understanding, and transfer of learning?</i></p> <p>What are some of the characteristics of major traditional Chinese festivals and ceremonies?</p> <p>What are some of the similarities and differences between traditional Chinese festivals and Western ones?</p> <p>How do we communicate effectively with other people who have different cultural backgrounds from us under different social circumstances?</p>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>● Studying other languages and cultures offers insights into our own culture. Communicating with others effectively requires cultural knowledge and communication skills and strategies.</li> <li>● Each country has its own uniqueness and diversity of cultures. Understanding that culture will enhance communication and improve the flow of conversation.</li> </ul>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b> Students will: (Enter NJCCCS or Common Core CPI's here)</p> <p>Interpretive</p> <p>7.1.IH.A.1 Analyze and critique information contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in <a href="#">formal and informal</a> settings, through appropriate responses.</p> <p>7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.</p> <p>7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</p>	<p><b>Examples, Outcomes, Assessments</b> (see <a href="#">note</a> below about the content of this section)</p> <p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>● Name the major traditional Chinese holidays and explain when they occur.</li> <li>● Describe and discuss the origin, development, and features of the traditional Chinese festivals and ceremonies. Compare the differences and similarities of some Chinese festivals and traditions with western festivals.</li> <li>● Learn to recognize and use the most commonly used vocabulary, phrases and sentences in celebrating traditional Chinese festivals (such as the lucky phrases used in Chinese New Year), and recognize and understand the meaning and influence of the specific practices and activities in different ceremonies.</li> <li>● Learn to speak and write appropriately in different social occasions such as inviting people to a birthday party, asking someone to help you, and writing a thank you note. Aware and understand what to say and write and how to say and write under different social circumstances. Compare</li> </ul>

<p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new <a href="#">formal and informal</a> contexts.</p> <p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p>Interpersonal</p> <p>7.1.IH.B.1 Use <a href="#">digital tools</a> to participate in extended conversations using a variety of timeframes to exchange information.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p> <p>7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p> <p>7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic goals.</p> <p>Presentational</p> <p>7.1.IH.C.1 Explain and compare how a cultural <a href="#">perspective</a> led to the development of</p>	<p>the differences and similarities of social contacts between Chinese and Americans.</p> <ul style="list-style-type: none"> <li>● Demonstrate and practice appropriate gestures, body language and intonations used in social interactions.</li> <li>● Use authentic Chinese books, magazines, movies, and performances as supplementary materials to learn the related topics.</li> <li>● Use Internet to do research on the uniqueness and diversity of the cultures of China.</li> </ul> <p>Sample Assessments:</p> <p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>● Character dictations and vocabulary quizzes.</li> <li>● Name the major traditional Chinese holidays and explain when they occur.</li> <li>● Read supplementary materials related to learning topics and answer questions.</li> <li>● View target language video clips related to the learning topics and answer questions.</li> <li>● Make lists of major Chinese and Western festivals and ceremonies and social occasions in the target language.</li> <li>● Interview classmate on their favorite festival and their experience of participation in the activities to celebrate the festival. Make an oral report to the class based on the interview.</li> <li>● Write a new-year card to family members or to a friend.</li> <li>● Research and orally present a Chinese myth, legend, or folklore in class. (The presentation lasts 2 minutes)</li> <li>● Write an invitation in Chinese to a classmate for your birthday party and deliver the invitation in person to the person. The person who receives the invitation will write a reply including if he or she will attend the party, the reason if he or she cannot attend the party, and thank</li> </ul>
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<p>a cultural <a href="#">product</a> or cultural <a href="#">practice</a> in the target culture(s) and in one's own culture, through a <a href="#">multimedia-rich presentation</a> to be shared <a href="#">virtually</a> with a target language audience.</p> <p>7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural <a href="#">perspectives</a> associated with the target culture(s).</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p> <p>7.1.IH.C.4 Explain the structural elements and/or cultural <a href="#">perspectives</a> found in <a href="#">culturally authentic materials</a>.</p> <p>7.1.IH.C.5 Explain cultural <a href="#">perspectives</a> associated with the target culture(s), as evidenced by the cultural <a href="#">products</a> and cultural <a href="#">practices</a> associated with the target culture(s), and compare these perspectives with those of one's own culture.</p> <p>7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</p>	<p>the person who invite him or her.</p> <p><u>Summative:</u></p> <ul style="list-style-type: none"> <li>• Research on a Chinese holiday, and create a video or PowerPoint project describing the festival and comparing it with a US festival. Present the project to class.</li> </ul> <p><b>Instructional Strategies:</b></p> <p><i>Interpretive (min 3 for each):</i></p> <ul style="list-style-type: none"> <li>• Review and learn the vocabulary and expressions related to Chinese holidays using quizlet.com.</li> <li>• Use Internet to do research on the Chinese holidays.</li> <li>• Read some Chinese myths, legends and folklore.</li> <li>• Read supplementary materials related to learning topics and answer questions.</li> <li>• View target language movies and video clips related to the learning topics and answer questions.</li> <li>• Use radicals in characters as a clue to decode the meanings of new characters. Use pictures to help understand the meanings of characters and vocabulary.</li> </ul> <p><i>Interpersonal (min 3 for each):</i></p> <ul style="list-style-type: none"> <li>• Interview classmates on their favorite festival and their experience of participation in the activities to celebrate the festival. Make an oral report to the class based on the interview.</li> <li>• Write a new-year card to family members or to a friend.</li> <li>• Write an invitation in Chinese to a classmate for your birthday party and deliver the invitation in person to the person. The person who receives the invitation will write a reply including if he or she will attend the party, the reason if he</li> </ul>
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or she cannot attend the party, and thank the person who invite him or her.

*Presentation (Min 3 for each):*

- Make lists of major Chinese and Western festivals and ceremonies and social occasions in the target language, and post the lists in class.
- Research and orally present a Chinese myth, legend, or folklore in class. (The presentation lasts 2 minutes)
- Research on a Chinese holiday, and create a video or PowerPoint project describing the festival and comparing it with a US festival. Present the project to class.

#### **Interdisciplinary Connections**

- History: Origin of traditional Chinese holidays
- Literature: Myth, legends and folklore

#### **Technology Integration**

- Use Quizlet, Quizlet Live or Kahoot! to practice vocabulary.
- Use Google Classroom and teacher's website for homework, classwork and project assignments.
- Use Google Voice and Screencastify to record speaking pieces.
- Use Audacity or Screencastify Video to do oral tests.
- Use Google Slides or PowerPoint to write and present projects.
- Use online resources for varied readings and videos.

#### **Global Perspectives**

- Investigate the differences and similarities of the points of views on major festivals and ceremonies, the similar and different



	types of festivals between China and the Western world, and include the related information in different projects.
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## Unit 6 Cultural Symbols -- Past and Present

### Context Covered:

- Chinese language
- Literature and poetry
- Philosophy and religion
- Architecture and *fengshui*
- Art (calligraphy and Chinese painting), music, theater and movies
- Sports
- Science and technology

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

In this unit students study the unique characteristics of Chinese language, learn the most important accomplishments in Chinese history and in contemporary China, understand the historical significance of some major Chinese dynasties, and talk in basic terms about some of China's important figures in history and contemporary era.

<b>Essential Questions</b>	<b>Enduring Understandings</b> <i>What will students understand about the big ideas?</i>
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<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> <p>What are some of the unique characteristics of Chinese language?</p> <p>What are the most important contributions or accomplishments in Chinese history?</p> <p>What is the significance of Chinese cultural heritage?</p> <p>What influence has China exerted to other cultures in the world and vice versa?</p>	<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>● China has experienced many changes in history and in contemporary days.</li> <li>● Many people in historical and contemporary China have made significant contributions to Chinese society and to the world.</li> <li>● China has influenced and been influenced by other cultures in the world.</li> <li>● Knowing the history and culture of a country can help us better understand the contemporary situation of the country.</li> <li>● Studying other languages and cultures offers insights into our own culture. Communicating with others effectively requires cultural knowledge and communication skills and strategies.</li> <li>● Each country has its own uniqueness and diversity of cultures. Understanding that culture will enhance communication and improve the flow of conversation.</li> </ul>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b> Students will: (Enter NJCCCS or Common Core CPI's here)</p> <p>Interpretive</p> <p>7.1.IH.A.1 Analyze and critique information contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to a variety of familiar and some unfamiliar topics.</p> <p>7.1.IH.A.2 Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in <a href="#">formal and informal</a> settings, through appropriate responses.</p> <p>7.1.IH.A.3 Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target</p>	<p><b>Examples, Outcomes, Assessments</b> (see <a href="#">note</a> below about the content of this section)</p> <p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>● Learn to recognize and use vocabulary, phrases and sentences to describe and discuss the origin, development, and characteristics of Chinese language. Compare the differences and similarities between Chinese language and Western languages.</li> <li>● Name some of the most important dynasties in Chinese history.</li> <li>● Describe briefly the historical significance of some major Chinese dynasties.</li> <li>● Describe the most important achievements in Chinese history and in contemporary China.</li> <li>● Talk in basic terms about some of China's important figures in history and contemporary era and their major</li> </ul>

<p>culture(s) and in one's own culture.</p> <p>7.1.IH.A.4 Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.</p> <p>7.1.IH.A.5 Synthesize information from oral and written discourse dealing with a variety of topics.</p> <p>7.1.IH.A.7 Infer the meaning of some unfamiliar words and phrases in new <a href="#">formal and informal</a> contexts.</p> <p>7.1.IH.A.8 Analyze structures of the target language and comparable linguistic structures in English.</p> <p>Interpersonal</p> <p>7.1.IH.B.1 Use <a href="#">digital tools</a> to participate in extended conversations using a variety of timeframes to exchange information.</p> <p>7.1.IH.B.2 Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.</p> <p>7.1.IH.B.3 Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.</p> <p>7.1.IH.B.4 Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.</p> <p>7.1.IH.B.5 Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.</p> <p>7.1.IH.B.6 Use language in a variety of settings to further personal and/or academic</p>	<p>contributions.</p> <ul style="list-style-type: none"> <li>● Explain the perspectives of Chinese culture presented in Chinese paintings and songs.</li> <li>● Discuss and analyze the way in which art and music reflect the lifestyle of Chinese people.</li> <li>● Compare forms of paintings and music and their popularity in China and the U.S.</li> <li>● Use authentic Chinese books, newspapers, magazines, movies, and online materials to learn the related topics.</li> <li>● Use Internet to do research on the uniqueness and diversity of the cultures of China.</li> </ul> <p><b>Sample Assessments:</b></p> <p><u>Formative:</u></p> <ul style="list-style-type: none"> <li>● Character dictations and vocabulary quizzes.</li> <li>● Tell the unique characteristics of Chinese language.</li> <li>● Name some of the most important dynasties in Chinese history.</li> <li>● Read authentic materials in Chinese books, newspapers, and magazines and online materials related to the learning topics and answer questions.</li> <li>● View target language video clips related to the learning topics and answer questions.</li> <li>● Make lists of the significance of some major Chinese dynasties.</li> <li>● Make lists of the major contributions of Chinese people.</li> <li>● Interview classmates on their favorite Chinese celebrities and the reasons they like them, and report orally to the class.</li> <li>● Discuss with classmates on their favorite Chinese books and the reasons they like them, and report orally to the class.</li> <li>● Describe the Chinese art prints by comparing colors, styles, and subjects, and then rate the art and prints in order of personal preference.</li> <li>● Compare forms of paintings and music and</li> </ul>
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<p>goals.</p> <p>Presentation</p> <p>7.1.IH.C.1 Explain and compare how a cultural <a href="#">perspective</a> led to the development of a cultural <a href="#">product</a> or cultural <a href="#">practice</a> in the target culture(s) and in one's own culture, through a <a href="#">multimedia-rich presentation</a> to be shared <a href="#">virtually</a> with a target language audience.</p> <p>7.1.IH.C.2 Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural <a href="#">perspectives</a> associated with the target culture(s).</p> <p>7.1.IH.C.3 Use language creatively in writing for a variety of purposes.</p> <p>7.1.IH.C.4 Explain the structural elements and/or cultural <a href="#">perspectives</a> found in <a href="#">culturally authentic materials</a>.</p> <p>7.1.IH.C.5 Explain cultural <a href="#">perspectives</a> associated with the target culture(s), as evidenced by the cultural <a href="#">products</a> and cultural <a href="#">practices</a> associated with the target culture(s), and compare these perspectives with those of one's own culture.</p> <p>7.1.IH.C.6 Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.</p>	<p>their popularity in China and the U.S., and present a chart in class.</p> <p><u>Summative:</u></p> <ul style="list-style-type: none"> <li>● Write a passage to introduce a favorite Chinese book (name, author, characters, story, reasons why they like the book.) Make an oral presentation about the book. (The presentation lasts 2 minutes)</li> <li>● Or: Write a passage to introduce a famous Chinese figure and his/her major contribution. Make an oral presentation. (The presentation lasts 2 minutes)</li> </ul> <p><b>Instructional Strategies:</b></p> <p><i>Interpretive (min 3 for each):</i></p> <ul style="list-style-type: none"> <li>● Review and learn the vocabulary and expressions related to a variety of topics using quizlet.com.</li> <li>● Use Internet to do research on the related topics.</li> <li>● Read supplementary materials related to learning topics and answer questions.</li> <li>● View the Chinese paintings and listen to Chinese music and answer questions.</li> <li>● View target language movies and video clips related to the learning topics and answer questions.</li> <li>● Use radicals in characters as a clue to decode the meanings of new characters. Use pictures to help understand the meanings of characters and vocabulary.</li> </ul> <p><i>Interpersonal (min 3 for each):</i></p> <ul style="list-style-type: none"> <li>● Discuss with students and make lists of the significance of some major Chinese dynasties.</li> <li>● Discuss with students and make lists of the major contributions of Chinese people.</li> <li>● Interview classmates on their favorite Chinese celebrities and the reasons they like them, and report orally to the class.</li> </ul>
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	<ul style="list-style-type: none"><li>● Discuss with classmates on their favorite Chinese books and the reasons they like them, and report orally to the class.</li></ul> <p><b><i>Presentation (Min 3 for each):</i></b></p> <ul style="list-style-type: none"><li>● Name some of the most important dynasties in Chinese history.</li><li>● Make lists of the significance of some major Chinese dynasties.</li><li>● Make lists of the major contributions of Chinese people.</li><li>● Interview classmates on their favorite Chinese celebrities and the reasons they like them, and report orally to the class.</li><li>● Discuss with classmates on their favorite Chinese books and the reasons they like them, and report orally to the class.</li><li>● Describe the Chinese art prints by comparing colors, styles, and subjects, and then rate the art and prints in order of personal preference.</li><li>● Compare forms of paintings and music and their popularity in China and the U.S., and present a chart in class.</li><li>● Write a passage to introduce a favorite Chinese book (name, author, characters, story, reasons why they like the book.) Make an oral presentation about the book. (The presentation lasts 2 minutes)</li><li>● Or: Write a passage to introduce a famous Chinese figure and his/her major contribution. Make an oral presentation. (The presentation lasts 2 minutes)</li></ul> <p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"><li>● History: Chinese history, famous Chinese historical figures and their major contribution</li><li>● Literature: Most famous Chinese writers and poets and their writings and poems</li><li>● Philosophy and religion: Famous Chinese philosophers and their thoughts, religion in China</li></ul>
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	<ul style="list-style-type: none"> <li>● Architecture: Famous Chinese architecture items, typical residential houses, <i>fengshui</i></li> <li>● Art, entertainment and leisure: Calligraphy, Chinese painting, theater art, movies, sports</li> <li>● Science and technology: Four great inventions, new technology in China</li> </ul> <p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>● Use Quizlet, Quizlet Live or Kahoot! to practice vocabulary.</li> <li>● Use Google Classroom and teacher's website for homework, classwork and project assignments.</li> <li>● Use Google Voice and Screencastify to record speaking pieces.</li> <li>● Use Audacity or Screencastify Video to do oral tests.</li> <li>● Use Google Slides or PowerPoint to write and present projects.</li> <li>● Use online resources for varied readings and videos.</li> </ul> <p><b>Global Perspectives</b></p> <ul style="list-style-type: none"> <li>● Investigate the differences and similarities of the achievements and contribution in different aspects of human lives between China and the Western world.</li> </ul>
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### **Texts and Resources:**

- *Chinese Made Easy* Book 4 & 5. Hong Kong: Joint Publishing (H. K.) Co., LTD. 2011
- *Integrated Chinese*: Level 2 Part 1 & 2. Boston: Cheng & Tsui Company, 2010.
- *Chinese Language and Culture: An Intermediate Reader*. The Chinese University Press, 2014
- ASU Chinese Flagship Linkage
- *A New Text for a Modern China*. Boston: Cheng & Tsui, 1998.
- *Supplementary Workbook for a New Text for a Modern China*. Boston: Cheng & Tsui, 2001.
- National Taiwan Normal University. *Practical Audio-Visual Chinese*. Boston: Cheng & Tsui Company, 2000.

- Spring, Madeline K. *Making Connections: Enhancing Your Listening Comprehension in Chinese*. Boston: Cheng & Tsui Company, 2002.
- Teng, Shou-Hsin, and Yuehua Liu. *Short Chinese TV Plays*. Boston: Cheng & Tsui Company, 2002.
- Chengo Chinese (乘风汉语) (Presents vivid interactive situations to unfold Chinese customs and cultures through advanced speech recognition, handwriting recognition technology, and an intelligent feedback system.) <http://elanguage.cn/whychengo/whychengo.php>
- Chinese Reading World (Collects readings from elementary to advanced levels along with accompanying audio.) <http://www.uiowa.edu/~chnsrndng>
- Online Reading (Has a magazine-style format, including topics of current interest such as literature, politics, history, technology, etc.) <http://www.mypcera.com>
- Chinese Magazines [www.cnd.org/HXWZ/](http://www.cnd.org/HXWZ/)
- Online Chinese Tools [www.mandarintools.com](http://www.mandarintools.com)
- Listen to Chinese Idiom Stories Online  
[www.wellesley.edu/Chinese/Chinese\\_Fables/title/title\\_page.html](http://www.wellesley.edu/Chinese/Chinese_Fables/title/title_page.html)
- Interactive Language-Learning Software [www.clavisinica.com/info.html](http://www.clavisinica.com/info.html)
- Listen to Chinese Online  
[www.voanews.com/chinese/index.cfm](http://www.voanews.com/chinese/index.cfm) (Voice of America: Chinese News Page)  
[www.abc.net.au/ra/mand/](http://www.abc.net.au/ra/mand/) (Radio Australia: Chinese News Page)
- Youtube ([www.youtube.com](http://www.youtube.com))
- Youku 优酷网 ([www.youku.com](http://www.youku.com))
- CCTV ([www.cctv.cn](http://www.cctv.cn))
- SINA 新浪网 ([www.sina.com.cn](http://www.sina.com.cn))
- Local Chinese newspaper (You can get free newspaper in Asian supermarkets every weekend)

## 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.

#### 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.

**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.

- 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