

Madison Public Schools

Grade 6 Chinese

Written by:

ChiaChi Chiang

Reviewed by:

Matthew A. Mingle

Director of Curriculum and Instruction

Stacy Snider

Supervisor of World Languages/Visual and Performing Arts

Approval date:

August 18, 2015

Members of the Board of Education:

Lisa Ellis, President

Kevin Blair, Vice President

Shade Grahling, Curriculum Committee Chairperson

David Arthur

Debra Coen

John Flynn

Johanna Habib

Leslie Lajewski

Madison Public Schools
359 Woodland Road
Madison, NJ 07940
www.madisonpublicschools.org

Course Overview

Description
Chinese 6 introduces students to the Chinese language and culture through the four skills of Language Learning - listening, speaking, reading, and writing - and through multi-media exposure to authentic culture. Students acquire and demonstrate competence of these skills using Interpretive, Interpersonal, and Presentational modes of communication. Chinese 6 offers opportunities for students to use 21st Century Skills to effectively enhance their own learning of the language, and to be aware of the positive impact that learning a language can present them. Each unit offers a new linguistic and cultural context, that students will learn to navigate with increasing independence and creativity. Students will learn to introduce themselves and address people informally and formally. They will be able to provide basic information about themselves, their friends and family members (name, age, nationality, physical description and personality). They will become aware of the extent and variety of the Chinese-speaking world. They will also be able to discuss school and compare school systems and schedules. They will be able to discuss preferences, and compare leisure activities in United States and in China.
Goals
<p>This course aims to:</p> <ul style="list-style-type: none">• develop linguistic and global cultural knowledge and awareness to better prepare students to become productive 21st century citizens.• build a foundation in the knowledge of the Chinese language and improve general language skills (reading, writing, listening and speaking).• improve oral communication skills in a relevant cultural context.
Resources
Suggested activities and resources page
Materials
<p>Core: There is no textbook used for the course. Units are thematic.</p> <p>Supplemental: Resources are linked below throughout the curriculum maps</p>
Benchmark Assessments
Benchmark assessments are given at the conclusion of each unit and focus on the main ideas and anchor standards of the course.
<p>Modifications and Adaptations for Special Needs Learners (Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)</p>

Unit 1 Overview

Unit I : You and I

Unit Summary:

This unit will start with a brief introduction of Chinese language and the Pinyin system. The students will learn daily expressions which are commonly used in Chinese-speaking countries. By the end of this unit, students will have a general idea of the differences between Chinese and other languages and will be able to introduce themselves, greet one another formally and informally, as well as exchange some basic information such as names and nationalities.

Suggested Pacing: 30 lessons

Learning Targets

Unit Essential Questions:

- What are the differences and similarities between Chinese and other languages?
- How do we greet each other in Chinese? What is the proper way to respond?
- What's your Chinese name? What is the meaning behind it?
- How do English names differ from Chinese names?

Unit Enduring Understandings:

- The rules of writing Chinese characters and the origins behind the characters
- The proper questions and responses one should ask and make when one first meets a Chinese person
- The differences and similarities of greetings among different languages
- The meaning of one's own Chinese name.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as exit tickets, Flipgrid, Edpuzzle, Quizlet, turn and talk, and dramatic interpretation.

Summative Assessment:

- Introduce yourself: Write a paragraph about yourself in Chinese. The paragraph should include a proper greeting, your name, nationality and hometown. Present the paragraph without looking at your script.

Alternative Assessment:

- Introduce one of your classmates: Write a paragraph about one of your classmates in Chinese. The paragraph should include a proper greeting, his/her name, nationality and hometown. Present the paragraph without looking at your script.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
<ol style="list-style-type: none"> Gain a basic understanding of the tone-meaning relationship in Chinese oral language. Identify the four tones and pinyin symbols. Gain a basic understanding of Chinese written language. 	<p>Content:</p> <ul style="list-style-type: none"> 21 initials, 35 finals and 5 tones of Hanyu Pinyin system. <p>Skills:</p> <ul style="list-style-type: none"> Correctly pronounce pinyin symbols and words. Tell the difference among the five tones. Identify character strokes with correct order. 	<ul style="list-style-type: none"> Listen and circle the correct pinyin symbols and correct tones. Recite pinyin rhymes correctly onto audio media. Produce simple characters with the correct stroke order. Show enthusiasm and interest in learning Chinese. 	<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>	6 lessons
<ol style="list-style-type: none"> Make basic greetings. Express thanks. Understand and be able to use proper classroom Chinese. 	<p>Content:</p> <ul style="list-style-type: none"> New word: 你、我、很、好、早、上、谢、不 New structures : <ol style="list-style-type: none"> 你好。 老师好。 同学好。 你好吗？ / 我好。 早上好。 谢谢/不谢。 <p>Skills:</p> <ul style="list-style-type: none"> Properly greet teacher and classmates in Chinese. Properly say “thank you” and “you are welcome” in Chinese. Use proper Chinese in the classroom as and when needed. 	<ul style="list-style-type: none"> Listen and circle the correct pinyin symbols and correct tones. Listen and circle the correct words and English meanings. Pair work to exchange greetings and thankfulness. Character writing: 你、很、好 	<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.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p>	6 lessons
<ol style="list-style-type: none"> Gain a basic understanding of Chinese names. Ask and respond to questions about names. Understand the cultural beliefs related to Chinese names. 	<p>Content:</p> <ul style="list-style-type: none"> New words: 他、的、叫、什么、不、中文、英文、名字、大、中、小 New structures: <ol style="list-style-type: none"> 你叫什么名字？ 我叫李小龙。 我的中文名字叫李小龙。 你叫李小龙吗？ 我不叫李小龙。 <p>Skills:</p> <ul style="list-style-type: none"> Able to find out someone’s name. Able to say one’s name in Chinese. 	<ul style="list-style-type: none"> Interpersonal: Ask and tell about your (or your friend’s) English name and Chinese name. Presentational: Introduce a friend including his/her English name and Chinese name. Interpretive: Listen to a conversation between two students and obtain information. Character writing: 他、叫、中文 	<p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p>	6 lessons

	<ul style="list-style-type: none"> • Able to understand the question about name and make a proper response. 		<p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	
<ol style="list-style-type: none"> 1. Provide personal information about nationality. 2. Ask and respond to questions about one's nationality. 3. Identify countries on a map. 	<p>Content:</p> <ul style="list-style-type: none"> • New words: 是、哪、中国、美国、英国、法国、日本、人 • New structures: <ol style="list-style-type: none"> 1. 你是哪国人？ 2. 我是中国人。 3. 你是不是中国人？ 4. 是，我是中国人。 5. 不是，我不是中国人。我是美国人。 <p>Skills:</p> <ul style="list-style-type: none"> • Know how to say at least five countries in the world. • Able to find out someone's nationality. • Able to say one's nationality.. • Able to understand the question about nationality and make a proper response. 	<ul style="list-style-type: none"> • Interpersonal: Role play a Chinese student and an American student who are asking each other about their nationalities. • Presentational: Present personal information about self or someone else. • Interpretive: Tell the country of origin of products. • Character writing: 美、国、人 	<p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	6 lessons
<ol style="list-style-type: none"> 1. Provide personal information about one's hometown and state. 2. Ask and respond to questions about one's hometown and state. 3. Present basic information about a person. 	<p>Content:</p> <ul style="list-style-type: none"> • New words: 家、住、在、州 • New structures: <ol style="list-style-type: none"> 1. 你住在哪儿？ 2. 你家在哪儿？ 3. 你住在新泽西吗？ 4. 我住在新泽西州。 5. 我住在麦迪森。 6. 我不住在加州。 <p>Skills:</p> <ul style="list-style-type: none"> • Know how to say at least five states in the United States. • Know five biggest cities or areas in China. • Able to find out someone's hometown. • Able to say one's hometown.. • Able to understand the questions about hometown and make a proper response. 	<ul style="list-style-type: none"> • Interpersonal: Role play a person and his/her new friends who are having their first conversation. • Presentational: Present personal information about self and one's friend. • Interpretive: Find the correct description for each picture of a comic strip. • Character writing: 我、住、在 		6 lessons

Unit 2 Overview
Unit II : Friends
<p>Unit Summary:</p> <p>This unit will focus on introducing friends. Students will learn numbers, more pronouns and school-related vocabulary (people). They are expected to tell who someone is, what grade he/she is in and answer simple yes/no questions about his/her friends by the end of this unit. As they learn numbers, they will also compare the most lucky and unlucky numbers between Chinese and western societies. Students will be introduced the school systems in Chinese-speaking areas as well and be able to tell the advantages and disadvantages between Chinese and American school systems.</p>
Suggested Pacing: 28 lessons
Learning Targets
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • What are the differences and similarities between Chinese and American school schedules and systems? • What are the advantages and disadvantages of Chinese and American school systems? • Which system would best fit the needs of 21st century citizens?
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • The school schedules and systems may be varied among countries based on different cultural perspectives and legislative regulations; • It is important to understand the taboos and traditions of other cultures and respect the differences.
Evidence of Learning
<p>Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as exit tickets, Flipgrid, Edpuzzle, Quizlet, turn and talk, and dramatic interpretation.</p> <p>Summative Assessment:</p> <ul style="list-style-type: none"> • Introduce your best friend: Write a paragraph about your best friend in Chinese. The paragraph should include a proper greeting, who he/she is, his/her name, which grade he/she is in, nationality and hometown. Present the paragraph without looking at your script. <p>Alternative Assessment:</p> <ul style="list-style-type: none"> • Turn the classroom into a school: Assign a student as the “teacher” for each grade. The other students walk around the room in a group of three. They have to answer questions the

“teacher” ask and introduce their friend(s) to the “teacher”. The “teacher” can give each student one to three stickers depending on how well the student can talk in Chinese.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
1. Identify the numbers 1-50. 2. Know the most lucky and unlucky number for Chinese people. 3. Understand Chinese hand-sign language.	Content: • New words: 一、二、三、四、五、六、七、八、九、十、号、电话 • New structures: 1. 几个？ 2. 几号？ 3. 电话几号？ 4. 你住在几号？ 5. 我住在十八号。 6. 你住在二十号吗？ Skills: • Able to count from one to fifty in Chinese. • Correctly say the quantities of items. • Able to say one's own and his/her friend's phone number. • Able to answer questions about the house number.	• Interpersonal: Pair work to exchange information about phone numbers and house numbers. • Presentational: Present your and your friend's phone number. • Interpretive: Look at the PPT slides showing two digits numbers and say them in Chinese. • Interpretive: Listen and write the correct numbers in Chinese characters. • Character writing: 一、二、三、四、五、六、七、八、九、十	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. 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. 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. 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.	7 lessons
1. Identify teachers, students and friends at school. 2. Tell the relations between two people. 3. Ask and respond to questions about two people.	Content: • New word: 你们、我们、他们、的、这是、老师、学生、同学、校长、朋友 • New structures : 1. 他是老师。 2. 他是我的老师。 3. 他是我的中文老师。 4. 我们是同学。 5. 他们是好朋友。 6. 这是谁？ 7. 这是我的校长。 8. 你有没有朋友？ 9. 你有几个好朋友？ 10. 谁是你的好朋友？ Skills: • Properly tell the social status of a person. • Properly introduce a person in the school.	• Interpersonal: Group work--Draw pictures of the principal, one teacher and one classmate. Ask and answer questions about these people. • Presentational: Work in a group of three. Introduce a new friend to the classmate. • Interpretive: Look at body gestures to practice pronouns. • Character writing: 的、朋、友、没、有	7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. NJSLA.W4. Produce clear and coherent writing in which the development,	7 lessons

	<ul style="list-style-type: none"> Properly tell the relation between two people. 		organization, and style are appropriate to task, purpose, and audience.	
1. Ask and respond to questions relating to the grades in a school. 2. Discuss in English the grade structure in a middle school in China.	Content: <ul style="list-style-type: none"> New words: 念、年级、是、不是、是不是、大学、中学、小学 New structures: <ol style="list-style-type: none"> 几年级？ 你念几年级？ 我念六年级。 他是中学生。 他不是小学生。 你是不是大学生？ 是，我是大学生。 不是，我不是大学生。 Skills: <ul style="list-style-type: none"> Able to figure out the questions starting with “几” can either means “How many” or “Which”. Able to find out which grade someone is in and the school level he/she is studying. Knows the similarities and differences of grade structure between middle schools in America and China. 	<ul style="list-style-type: none"> Interpersonal: Ask and tell about someone’s grade level. Presentation: Introduce a friend including his/her English name, Chinese name, nationality, hometown, and grade level.. Interpretive: Listen to the sentences about people’s grade and school level. Figure out whether the information makes senses. Character writing: 大、中、小、是、生 	8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem. CRP1. Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively and with reason. 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.	7 lessons
1. Compare two or more than two people’s personal information. 2. Combine the new words and structures in unit 1 and unit 2 to make a longer introduction about oneself and his/her friend. 3. Respond to basic Chinese classroom expressions.	Content: <ul style="list-style-type: none"> New words: 也、都、上、下、课、请、听、说、看、进 New structures: <ol style="list-style-type: none"> 他也是中学生。 他也不是我的朋友。 我们都是学生。 你们都不是老师。 你也是小学生吗？ 你也念六年级吗？ 你们都是六年级的学生吗？ 我们上课。 下课了。 请说、请进。 Skills: <ul style="list-style-type: none"> Combine information in two sentences. Find out personal information any two people have in common or different. Understand most of Chinese classroom expressions. 	<ul style="list-style-type: none"> Interpersonal: Group work--one student creates an imaginary person, the other students ask questions to find out this person’s information. Presentation: Interview one classmate and present the similarities and differences between two of you. Interpretive: Look at the personal information about two people. Use “also”, “also not”, “both are” and “both are not” to make sentences. Character writing: 也、都、上、下、课 		7 lessons

Unit 3 Overview
Unit III : My Birthday
<p>Unit Summary:</p> <p>This unit will continue to start with numbers and expand them to the usages of age, year, date and day. Students will not only be able to count from 1 to 100 in Chinese, but also can tell his/her own birthday and age. They will find out their Chinese zodiac signs and explore the story behind it while learning the years. As this unit is close to the end, it will be around the season of Chinese New Year. Students will take this opportunity to learn the traditions and superstitions of the most important holiday for Chinese people and experience the hand crafts just as real Chinese people do.</p>
Suggested Pacing: 32 lessons
Learning Targets
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> Why the lunar calendar is so important to Chinese society? What is the most important holiday for American people? Does this holiday have any similarities or differences to Chinese New Year regarding the traditions and beliefs? As 21st century citizens, do you think it is important to keep the values and traditions of these holidays? Why?
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> Chinese used to be an agricultural society from thousands of years ago. People rely on the lunar calendar to do all the farm work, even festivals and holidays are based on this calendar. Family plays a very important role in China, most of the holidays are meant to provide opportunities for family reunions.
Evidence of Learning
<p>Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as exit tickets, Flipgrid, Edpuzzle, Quizlet, turn and talk, and dramatic interpretation.</p> <p>Summative Assessment:</p>

- Decorate your birthday cake: Every student gets a birthday cake sheet for decorating. Other than coloring it and drawing designs, he/she needs to write their Chinese name, age, birthday and any other characters to make it personal. Display the cakes on the wall and read the Chinese on them.
- Plan a birthday party: Decide how many people you would like to invite. Make a list of the guests' names and phone number. Write an invitation and make a phone call to invite your friends to come over.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
1. Identify the numbers 51-100. 2. Identify the date and day of the week. 3. Ask someone when his/her birthday is.	Content: ● New words: 百、年、月、日、号、星期、今天、明天、昨天、生日、上、下、上个星期、这个星期、下个星期 ● New structures: 1. 几月几号? 2. 今天几月几号? 3. 今天三月十号。 4. 今天星期几? 5. 今天星期三? 6. 你的生日是几月几号? 7. 我的生日是六月二十号。 8. 生日快乐。 Skills: ● Able to count from fifty-one to one hundred. ● Correctly say the date and day of the week. ● Able to find out someone's birthday. ● Able to sing "Happy Birthday" in Chinese. ● Congratulate people on their birthdays.	● Interpersonal: Pair work to exchange information about birthday. ● Presentational: Interview four classmates and present their birthday. ● Interpretive: Obtain information from Chinese greeting cards. ● Character writing: 年、月、日、今、天	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. 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. 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. 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.	8 lessons
1. Ask someone's age and respond appropriately when asked about their own ages. 2. Identify the twelve Chinese Zodiac animals. 3. Understand the Chinese way of counting age and the Chinese Zodiac.	Content: ● New word: 鼠、牛、虎、兔、龙、蛇、马、羊、猴、鸡、狗、猪、十二生肖、今年、去年、明年 ● New structures: 1. 你几岁? 2. 我十二岁。 3. 你属什么? 4. 我属猴。 5. 今年是什么年?	● Interpersonal: Two people talk about ages. ● Presentational: Present the Zodiac signs of your friends in relation to age differences. ● Interpretive: Listen to a short conversation and obtain information about ages. ● Character writing: 的、朋、友、同、学	7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.	8 lessons

	<p>6. 今年是马年。</p> <p>7. 你是哪一年生的？</p> <p>8. 我是2004年生的。</p> <p>9. 我是猴年生的。</p> <p>Skills:</p> <ul style="list-style-type: none"> • Properly say one's age and zodiac sign. • Properly ask for someone's age and zodiac sign. • Able to remember the 12 Chinese zodiac animals. 		<p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p>	
<p>1. Identify and ask about someone's house number and telephone number.</p> <p>2. Invite someone to come over.</p>	<p>Content:</p> <ul style="list-style-type: none"> • New words: 打、电话、手机、号码、想、玩、家、知道 • New structures: <ol style="list-style-type: none"> 1. 打电话给... 2. 我想请你星期天来我家玩。 3. 你家几号？ 4. 你的电话几号？ 5. 你知道...的电话号码吗？ 6. 你知道不知道...的电话号码？ <p>Skills:</p> <ul style="list-style-type: none"> • Ask for someone's phone number. • Invite someone to come over for a birthday party. 	<ul style="list-style-type: none"> • Interpersonal: Invite someone to a birthday party. • Presentation: Write a birthday card to a friend and bring it to the imaginary party. • Interpretive: Read an invitation poster and answer questions. • Character writing: 打、手、玩、家 	<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	8 lessons
<p>1. Congratulate people on Chinese New Year.</p> <p>2. Identify the food, crafts and activities people eat and do during Chinese New Year.</p> <p>3. Discuss in English traditions of the Chinese New Year.</p>	<p>Content:</p> <ul style="list-style-type: none"> • New words: 新年、快乐、红包、饺子、舞龙、舞狮、锣鼓、鞭炮、敲、放、发、吃、穿、戴、衣、帽 • New structures: <ol style="list-style-type: none"> 1. 新年快乐。 2. 身体健康。 3. 万事如意。 4. 恭喜发财。 5. 舞龙舞狮。 6. 敲锣打鼓。 7. 新年做什么？ 8. 新年穿新衣戴新帽。 9. 新年吃什么？ 10. 新年吃饺子年糕。 <p>Skills:</p> <ul style="list-style-type: none"> • Properly greet people during Chinese New year. • Sing “恭喜恭喜”. • Make paper-cutting and Chinese lantern. 	<ul style="list-style-type: none"> • Interpersonal: Talk to a person you just met. Congratulate him/her and find out what he/she will do and eat on Chinese New Year. • Presentational: Make a poster for The Night of Chinese New Year. Include date, time and performances. Vote for the best poster. • Interpretive: Look at the photos and articles from Chinese newspaper. Tell what the stories are about. • Character writing: 新、年、快、乐 		8 lessons

Unit 4 Overview

Unit IV : My Family

Unit Summary:

This unit will focus on describing families and houses. Students will learn the vocabulary and structures about family members, appearances, occupations, pets and house structures. By the end of this unit they are expected to be able to introduce their families and houses with visuals. They will also understand the differences between Chinese and American families.

Suggested Pacing: 30 lessons

Learning Targets

Unit Essential Questions:

- How does Chinese kinship systems reflect their traditional family value and structures?
- What does the concept of family mean to people in different cultures?
- Who are the most important people to me in my family?

Unit Enduring Understandings:

- Family plays a very important role in China, people used to live with their extended family and be very close to one another as they shared all the housework and farm work together.
- People who grew up from different family backgrounds may have different perspectives on the importance of family to their lives.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as exit tickets, Flipgrid, Edpuzzle, Quizlet, turn and talk, and dramatic interpretation.

Summative Assessment:

- A Talk with Your Hostess: You are a visiting student in China, staying at the home of a host family. You are telling your hostess about your family by showing her the Family Tree you have created. Role play the conversation.

Alternative Assessment:

- A Skit: We are a family! Work in groups of four to six, each taking a role as family member--a grandfather, a grandmother, a father, a mother, a son or a daughter, etc. Each group will prepare a skit to introduce themselves, including their names, nationality/nationalities, relationships, and occupations.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
1. Identify family members. 2. Ask and respond to questions relating to the number of siblings in the family. 3. Ask and respond to questions about family members.	Content: • New words: 爸爸、妈妈、哥哥、姐姐、弟地、妹妹、有、没有、家人、这、那、和 • New structures: 1. 这是我的爸爸。 2. 那不是我的妈妈。 3. 你家有几个人？ 4. 我家有五个人。 5. 你有几个兄弟姐妹？ 6. 我有一个哥哥和两个妹妹。 7. 你有哥哥吗？ 8. 我没有哥哥。我有弟弟。 Skills: • Tell how many family members one has. • Properly address the family members in Chinese. • Ask and answer questions about one's family.	• Interpersonal: Talk and exchange information about each other's family. • Presentational: Introduce your best friend about his/her name, nationality, and family. • Interpretive: Look at someone's family tree and answer questions. • Character writing: 这、那、爸、妈	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. 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. 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. 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. 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. 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.	8 lessons
1. Identify relatives. 2. Obtain general information about Chinese family structure.	Content: • New word: 爷爷、奶奶、外公、外婆、叔叔、伯伯、姑姑、舅舅、阿姨 • New structures : 1. 誰有... 2. 我也有...	• Interpersonal: Talk and make comparison about you and your partner's families. • Presentational: Group work to make comparison about one another's families.	7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.	8 lessons

<p>3. Understand Chinese family structure and values.</p>	<p>3. A 有..., 还有...</p> <p>4. A 有..., B 也有...</p> <p>5. A 和 B 都有...</p> <p>6. A 和 B 都没有...</p> <p>7. ...只有...</p> <p>8. ...,可是...</p> <p>Skills:</p> <ul style="list-style-type: none"> Tell the difference among the Chinese relatives. Compare the family structures between two people. Tell the difference between Chinese and American families regarding how people address their relatives. 	<ul style="list-style-type: none"> Interpretive: Listen to a dialogue and answer questions. Character writing: 哥、姐、弟、妹 	<p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</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>1. Identify different occupations.</p> <p>2. Ask questions about someone's occupation.</p> <p>3. Describe people's appearances.</p>	<p>Content:</p> <ul style="list-style-type: none"> New words: 做、教授、工程师、律师、商人、医生、护士、高、矮、胖、瘦、美、丑、好看、难看、聪明、可爱 New structures: <ol style="list-style-type: none"> 他是做什么的? 他是一个医生。 他长得怎么样? 他很高。 ...又...又 ...很...,也很... ...很...,可是... <p>Skills:</p> <ul style="list-style-type: none"> Properly describe family members' appearances. Correctly tell family members' occupations. Properly ask and answer questions about appearance and occupation. 	<ul style="list-style-type: none"> Interpersonal: Look at your partner's family photo. Exchange information about their occupations and appearances. Presentational: Introduce your family with visuals. Interpretive: Listen to a dialogue and identify the occupations of the people in the dialogue. Character writing: 高、矮、胖、瘦 	<p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	<p>8 lessons</p>
<p>1. Identify house pets.</p> <p>2. Ask and answer questions about house pets.</p>	<p>Content:</p> <ul style="list-style-type: none"> New words: 猫、鸟、鱼、只、条、头、匹、动物、宠物、觉得、想要 New structures: <ol style="list-style-type: none"> 你有什么宠物? 我有一只猫、两条鱼。 你有猫吗? 我没有猫, 可是我有一只狗。 妹妹觉得狗很可爱。 <p>Skills:</p> <ul style="list-style-type: none"> Properly use the measure words for each animals. Find out the pets someone has. 	<ul style="list-style-type: none"> Interpersonal: Group work--Bring photos of your family pets and talk about them. Presentational: Group work to present your dream house pets and answer questions from other classmates. Interpretive: Look at two zoo maps and compare information about them. Character writing: 只、猫、狗、鸟、鱼 		<p>8 lessons</p>

	<ul style="list-style-type: none"> • Properly respond to questions about house pets. • Properly describe how someone feel about certain animals. 			
1. Identify the sizes of a house. 2. Identify the rooms of a house. 3. Ask and answer questions about houses.	<p>Content:</p> <ul style="list-style-type: none"> • New words: 客厅、餐厅、厨房、厕所、卫浴院子、车库、房间、房子、很多 • New structures: <ol style="list-style-type: none"> 1. 你家大吗？ 2. 我家不大，只有两个房间。 3. 他家很大。 4. 我家不很大。 5. 你家有几个房间？ 6. 我家有四个房间，两个车库。 7. 你家有很多房间吗？ 8. 我家有很多房间。 <p>Skills:</p> <ul style="list-style-type: none"> • Properly describe one's own house. • Ask and answer questions about houses. 	<ul style="list-style-type: none"> • Interpersonal: Bring a photo of your house and talk about it with your partner. • Presentational: Present your dream house with visuals. • Interpretive: Look at a house blueprint and answer questions. • Character writing: 子、很、多、车、房 		8 lessons

Unit 5 Overview

Unit V : My School Life

Unit Summary:

In this unit, students will learn the vocabulary and structures about schools including the subjects they study, stationery supplies in the classroom, the places around the school and the sizes of their classes. By the end of this unit, students will be able to ask and respond to “whose” and “where” questions, ask for permissions and observe the two different styles in Chinese books.

Suggested Pacing: 32 lessons

Learning Targets

Unit Essential Questions:

- How does one's school life influence his/her future interpersonal relationship and career decisions?
- What are the differences of middle school schedules between Chinese and American schools?
- Which school schedules do you like better? Why?

Unit Enduring Understandings:

- Schools are often considered a mini society. Student experiences regarding study habits, friendships, sports, arts, responsibilities, etc. could influence a great deal of who they are in the future.
- There is no perfect school schedule in the world. Comparing the differences between two schedules helps us find out the advantages and disadvantages of our own.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as exit tickets, Flipgrid, Edpuzzle, Quizlet, turn and talk, and dramatic interpretation.

Summative Assessment:

- A Final Play: Good Students--Work in pairs, one plays an elementary school student and one is the 6th grader. In the role-playing conversation between them, the 6th grader helps the elementary student find his/her book and/or stationery supplies.
- Create a Class Poster: We are Talented Chinese Students--Have students take photos of the students in the class who are doing different activities(e.g., singing, dancing, painting, gonggu). Work in pairs and each pair will write about one photo, describe their appearance, and tell what they can and are doing. They should also make comments.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
1. Identify academic subjects. 2. Ask and respond questions about one's school schedules. 3. Discuss in English about school schedules in America and China.	<p>Content:</p> <ul style="list-style-type: none"> New words: 法文、西班牙文、义大利文、数学、科学、社会、音乐、美术、体育、外语、学、上、选、课、节、课表 New structures: <ol style="list-style-type: none"> 这是我的课表。 你今天又几节课？ 我有六节课。 你选什么外语？ 我选中文。 你今天又什么课？ 我有中文、科学、数学、音乐和体育。 你明天有体育课吗？ 我今天有体育课。明天没有体育课。 <p>Skills:</p> <ul style="list-style-type: none"> Tell one's own class schedule. Find out other classmates' class schedules. Compare at least two people's school schedules. Understand the differences of class schedules in the schools in America and China. 	<ul style="list-style-type: none"> Interpersonal: Discuss your class schedule with your partner. Presentation: Compare your ideal actual class schedules. Interpretive: Look at someone's class schedule and answer questions. Character writing: 法、星、期、课 	<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.4 Ask and respond to simple questions, make requests, and express 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.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.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p>	8 lessons
1. Describe one's own class. 2. Express personal preferences about his/her class and extracurricular activities.	<p>Content:</p> <ul style="list-style-type: none"> New word: 男生、女生、喜欢、不喜欢、班级、...班、看书、写作、画画、弹琴、踢球、打球、游泳、课外活动 New structures: <ol style="list-style-type: none"> 这是我们班。 我们班有二十个人。 他是我们班的男生。 我喜欢我们班的男生。 你喜欢你们班的女生吗？ 我不喜欢我们班的女生。 你喜欢什么课外活动？ 我喜欢打球和弹琴。 <p>Skills:</p>	<ul style="list-style-type: none"> Interpersonal: Exchange information about different class sizes and gender distribution. Presentation: Write a paragraph about one of your classes and the activities your classmates like to do. Present the paragraph to the class. Interpretive: Listen to a dialogue and obtain information about extracurricular activities two people are taking. Character writing: 男、女、书、画、打、球 	<p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</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>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	8 lessons

	<ul style="list-style-type: none"> • Tell the difference among the Chinese relatives. • Compare the family structures between two people. • Tell the difference between Chinese and American families regarding how people address their relatives. 		<p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	
<p>1. Identify places around a school.</p> <p>2. Ask and respond questions about where a person is going?</p>	<p>Content:</p> <ul style="list-style-type: none"> • New words: 教室、图书馆、礼堂、运动场、体育馆、餐厅、办公室、听演讲、看表演、厕所、去哪儿、在哪儿、看书、楼上、楼下、地下室、一起去 • New structures: <ol style="list-style-type: none"> 1. 你要去哪儿？ 2. 我要去教室。 3. 我要去图书馆看书。 4. 餐厅在哪儿？ 5. 餐厅在地下室。 6. 你要去运动场吗？ 7. 不，我要去礼堂听演讲。 8. 一起去体育馆吧！ <p>Skills:</p> <ul style="list-style-type: none"> • Tell where one is going to . • Find out where someone is going to . • Tell the directions of a certain place. • Invite someone to go to a place together. 	<ul style="list-style-type: none"> • Interpersonal: Make a conversation with your partner about where you are going and what are you going to do. • Presentational: Present your school map with photos or visuals. • Interpretive: Look at one school map and answer questions. • Character writing: 去、哪、看、听 	<p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	8 lessons
<p>1. Identify the different kinds of stationery supplies in the classroom.</p> <p>2. Identify the colors of school supplies.</p> <p>3. Ask and respond to the “whose” questions.</p> <p>4. Ask for permission.</p>	<p>Content:</p> <ul style="list-style-type: none"> • New words: 书、笔、铅笔、色笔、尺、纸、剪刀、笔记本、红色、蓝色、黄色、绿色、紫色、橙色、黑色、白色、粉红色、咖啡色、前面、后面、左边、右边、谁的 • New structures: <ol style="list-style-type: none"> 1. 这是谁的中文书？ 2. 这是我的中文书。 3. 红色的铅笔是谁的？ 4. 红色的铅笔是她的。 5. 黄色的笔记本在哪儿？ 6. 黄色的笔记本在尺的左边。 7. 一本书、一只笔、一把尺、一张纸、一把剪刀、一盒色笔 	<ul style="list-style-type: none"> • Interpersonal: Show your pencil box and talk about it with your partner. • Presentational: Present your backpack to the class. • Interpretive: Read a list of school supplies and answer questions. • Character writing: 笔、纸、尺、刀 		8 lessons

	<p>Skills:</p> <ul style="list-style-type: none">• Properly use the measure words for the school supplies.• Tell the owners of different stationery supplies.• Tell the location of different items.			
--	--	--	--	--

Unit 6 Overview

Unit VI : Food

Unit Summary:

This unit will focus on the things we eat and drink including meat, vegetable, fruit and beverages. Students will be introduced to some Chinese food and table manners, as well as chopsticks. By the end of this unit, they are expected to ask and respond to questions about food, tell personal preferences of what they would like to eat and drink and complete a short conversation of ordering food in a Chinese restaurant.

Suggested Pacing: 30 lessons

Learning Targets

Unit Essential Questions:

- How do Chinese eating habits and food culture differ from what I am accustomed to?
- How much do you know about Chinese food culture and tradition? How do you know if it is authentic or just an accommodation for Americans?

Unit Enduring Understandings:

- The history of Chinese cuisine stretches back to thousands of years ago and changes from period to period and in each region according to climate, imperial fashions and local preferences.
- Some of the tastes, cooking styles and eating habits we experience in Chinese restaurants in America are very different from what people have in China.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as exit tickets, Flipgrid, Edpuzzle, Quizlet, turn and talk, and dramatic interpretation.

Summative Assessment:

- A Skit Based on the Story: Fox and grapes. Work in groups of six to prepare a skit based on the story of the little fox and grapes.
- Can I Take Your Order--Work in a groups of four. One will be a waiter/waitress to take order from the three customers. Present the skit to the class.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJCCCS CPIs, CCSS, NGSS)	Pacing
1. Identify food for Chinese and American meals. 2. Ask and respond to questions about food. 3. Tell personal preference about food.	<p>Content:</p> <ul style="list-style-type: none"> New words: 早上、中午、晚上、餐、汉堡、披萨、薯条、三明治、米饭、炒饭、炒面、饺子、海鲜、鱼、螃蟹、龙虾、牛肉、鸡肉、猪肉、蔬菜、红萝卜、土豆、花椰菜、吃、好吃、难吃、不好吃 New structures: <ol style="list-style-type: none"> 早上吃什么？ 早上吃三明治。 晚餐吃汉堡吗？ 晚餐不吃汉堡，我想吃饺子。 你喜欢蔬菜吗？ 我喜欢土豆，不喜欢红萝卜。 我喜欢海鲜也喜欢蔬菜。 牛肉炒饭好吃吗？ 牛肉炒饭好吃。 <p>Skills:</p> <ul style="list-style-type: none"> Make combinations to two phrases and understand the meanings. Properly ask and answer questions about what one have for breakfast, lunch and dinner. Express likes and dislikes about food. 	<ul style="list-style-type: none"> Interpersonal: Talk about what you had for dinner last night with your partner. Presentational: Tell about the eating habits in your family. Interpretive: Read the menus from Chinese restaurants and talk about what to eat. Character writing: 米、面、早、牛、猪、鱼 	<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.4 Ask and respond to simple questions, make requests, and express 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.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.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p>	7 lessons
1. Identify different fruit. 2. Comment on fruits. 3. Express anger and happiness.	<p>Content:</p> <ul style="list-style-type: none"> New word: 水果、苹果、香蕉、葡萄、芒果、草莓、桃子、柠檬、柳橙、菠萝、西红柿、新鲜、酸、甜、色拉、狐狸、树、生气、高兴、一定、大叫 New structures : <ol style="list-style-type: none"> 苹果怎么样？ 葡萄有一点儿酸。 香蕉一点儿也不酸。 菠萝酸酸甜甜的，好吃。 让我尝尝。 芒果真甜。 我不知道柳橙甜不甜。 你吃西红柿吗？ 我不爱吃西红柿。 <p>Skills:</p> <ul style="list-style-type: none"> Properly tell the tastes of each fruit. 	<ul style="list-style-type: none"> Interpersonal: Talk about favorite fruits and comment on them. Presentational: Present a fruit salad. Interpretive: Read a grocery shopping list and find out what fruits are needed. Character writing: 水、果、香、甜、鲜、吃 	<p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</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>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	7 lessons

	<ul style="list-style-type: none"> Ask and answer questions about whether some like or dislike certain fruit. Retell the story of Fox and Grapes in Chinese. 		<p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
<ol style="list-style-type: none"> Identify different drinks. Compare drinks, food and fruit. Tell how often one eats certain food. 	<p>Content:</p> <ul style="list-style-type: none"> New words: 果汁、牛奶、茶、汽水、豆浆、咖啡、冰、热、比、喝、吃过、喝过、一样、天天、常常、有时候、很少、从来不 New structures: <ol style="list-style-type: none"> 你喝果汁吗？ 你喝过苹果汽水吗？ 你要不要喝喝看中国茶？ 我和牛奶，你呢？ 我不喝牛奶，我喝茶。 果汁比牛奶好喝。 冰咖啡和冰豆浆一样好喝。 喝豆浆对身体好。 妈妈天天喝咖啡，很少和茶。 <p>Skills:</p> <ul style="list-style-type: none"> Ask someone to try some drinks. Express personal preference about drinks. Tell what drinks are healthy and what drinks are unhealthy. 	<ul style="list-style-type: none"> Interpersonal: Ask and tell how often you have certain food, drink and fruit with your partner. Presentational: Talk about the breakfast habit of your family. Interpretive: Talk and compare Chinese breakfast with American breakfast. Character writing: 汁、奶、茶、冰、喝、比 		8 lessons
<ol style="list-style-type: none"> Ask and respond to questions about ordering food. Use chopsticks to pick up items. Comments on bizarre Chinese food. 	<p>Content:</p> <ul style="list-style-type: none"> New words: 点菜、想要、请、给我、大的、中的、小的、一共、多少、块、筷子、叉子、碗、盘、汤匙、带走、这里吃 New structures: <ol style="list-style-type: none"> 几位？ 五位。 点菜吗？ 想吃什么？ 我要一个大的鸡肉炒饭。 请给我两双筷子，一支叉子。 一共多少？ 一共三十块。 带走还是这里吃？ 带走，谢谢。 <p>Skills:</p> <ul style="list-style-type: none"> Able to order food in Chinese. Ask for extra plates and forks. 	<ul style="list-style-type: none"> Interpersonal: Make a conversation about ordering food in a restaurant. Presentational: Do a research and pick one Chinese food. Present it with photos. Interpretive: Read the ordering sheets from a Chinese restaurant. Tell what the customers order and how much it costs for each table. Character writing: 位、请、给、共、块、走 		8 lessons

	<ul style="list-style-type: none">• Properly use chopsticks.			
--	--	--	--	--