

Madison Public Schools

Grade 7 Chinese

Written by:

ChiaChi Chiang

Reviewed by:

Diane Schulthes

Director of Curriculum and Instruction

Stacy Snider

District Supervisor of World Languages/Visual and Performing Arts

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Members of the Board of Education:

Lisa Ellis, President

Shade Grahling, Vice President

David Arthur

Debra Coen

Johanna Habib

Leslie Lajewski

Thomas Piskula

Abi Singh

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

Course Overview

Description

Chinese 7 introduces students to the Chinese Language 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 7 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 presents a new linguistic and cultural context, that students will learn to navigate with increasing independence and creativity.

During the course of Chinese 7, the students will build on the grammar and communicative topics acquired in Chinese 6, and expand them to include weather, time, hobbies, occupations, vacation and travel.

Goals

This course aims to:

- develop Skills and Modes of Language Learning as well as an appropriate vocabulary to comprehend and discuss a variety of basic and everyday conversational topics
- support the comprehension of authentic resources through development of interpretive skills
- develop writing processes and strategies to produce original writing in Target Language
- nurture an environment of using the target language to discuss cultural and everyday topics

Resources

[Suggested activities and resources page](#)

Materials

Core: There is no textbook used for the course. Units are thematic.

Supplemental: Resources are linked below throughout the curriculum maps

Benchmark Assessments

Benchmark assessments are given at the conclusion of each unit and focus on the main ideas and anchor standards of the course.

[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)

Unit 1 Overview	
Unit Title: Review of Chinese 6	
Unit Summary: In this unit, students will review the key points of 6th grade Chinese. The students will practice and be assessed on the four skills of language learning.	
Suggested Pacing: 10 lessons	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> How do I introduce myself to a new friend in Chinese? How do I express basic needs and health concerns? How do I obtain information and express personal preferences about colors, animals and food? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> In Chinese, sounds with different tones could have totally different meanings In other cultures, there are different levels of speech formality used for peers and people of respect 	
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: Listening assessment for Chinese 6 Speaking assessment for Chinese 6	

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Demonstrate understanding through physical responses of classroom routines and procedures	<p>Content: Essential classroom expressions and routines</p> <p>Skills: Demonstrating understanding through physical response; verbalizing requests for classroom items and permissions to leave the room (i.e. nurse, restroom)</p>	Dictation quiz with picture matching	<p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p>	2 lessons
Describe self and others	<p>Content: Ask and answer questions regarding name, nationality, hometown, age, grade, color, number, animal, date, time, weather and food</p> <p>Skills: Combining words and phrases with agreements to express complete sentences and paragraphs describing self and others</p>	Listening and speaking assessment	<p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p> <p>7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	8 lessons

Unit 2 Overview
Unit Title: School Life
<p>Unit Summary:</p> <p>In this unit, students will learn the days of the week, different academic subjects and school facilities. They will be able to talk about their daily class schedule, the genders of their classmates and places around campus. The students also get the opportunity to take a look at the schedules of Middle schools in China. They will compare the differences and similarities about school lives between China and America, and discuss the pros and cons of the two systems.</p>
Suggested Pacing: 30 lessons
Learning Targets
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • What's your favorite/least favorite subjects in school and why? • Between the school schedules in China and America, which one do you like better and why? • What are the cultural perspectives behind the class schedules in different countries?
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Compared to middle students in China, students in America have more variety of options and freedom in choosing subjects and extracurricular activities.
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: After learning the days of the week and subjects, students will write down their daily class schedule and complete an oral practice with their partner. Each individual will also share his/her dream life in school. Formative assessment: Unit 2-1 Unit 2-2 Summative assessment: Unit 2</p>

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
<p>Tell their daily class schedule and find out what his/her friends have in school</p> <p>Find out the the daily schedule for middle school students in China</p>	<p><u>Content:</u> The days of the week 星期天-星期六 Different academic subjects 中文课、英文课、数学课、科学课、体育课、音乐课 Adjectives for describing subjects 很难、很容易、有意思、没意思 Structures: 星期五我有体育课 星期天你有课吗？ 星期一你有什么课？ 我最喜欢英文课，英文课很有意思</p> <p><u>Skills:</u> Ask and answer questions regarding class schedule</p> <p>Tell personal preference about subjects and give a reason</p> <p>Analyse the similarities and differences between the school schedule in America and China</p>	<p><u>Interpersonal:</u> oral practice- exchange information about one's class schedule.</p> <p>Class survey- find out the most/least popular subjects for majority students</p> <p><u>Interpretative:</u> Read the schedule in the smartboard and answer questions</p> <p>Listening practice and answering questions on google form</p> <p><u>Presentation:</u> Tell your search result and share your likes and dislikes about it</p>	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	10 lessons
<p>Count number of hundreds, thousands and 10 thousands.</p> <p>Identify genders of students</p>	<p><u>Content:</u> Measure words for numbers 百、千、万 Genders 男、男生、女、女生、先生、小姐、女士 Pronoun 你、你们、我、我们、他、他们 Structures: 我们学校有三百个人学生 我们班有十八个学生 我们班有十个女生和八个男生 我的中文老师是一个女老师 我的校长是男生</p> <p><u>Skills:</u> Ask and answer questions about the number of students in different classes</p> <p>Tell the gender of certain students and teachers</p>	<p><u>Interpersonal:</u> Pair work- Make a dialogue with your partner about your ____ class</p> <p><u>Interpretative:</u> Look at pictures and describe them</p> <p>Listen to a recording passage and answer questions</p> <p><u>Presentation:</u> Introduce your school and two of your class</p>	<p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	10 lessons

			7.1.NH.C.3 Describe in writing people and things from the home and school environment.	
Identify school facilities Demonstrate understanding of questions regarding one's school life	<u>Content:</u> School facilities 教室、厕所、办公室、体育馆、运动场、餐厅、礼堂、图书馆 Verbs for class 上课、下课、上学、放学、吃午饭、休息、回家 Frequency words 天天、常常、偶尔、从不 Review old words 去、哪儿 Structures: 你去哪儿？ 我去运动场 你去音乐教室吗？ 我不去音乐教室，我去电脑教室 我常常去图书馆看书 你在哪儿上体育课？ 我在体育馆上体育课 <u>Skills:</u> Ask and responds to questions regarding one and his/her partner's school life Describe one's daily routine in school	<u>Interpersonal:</u> Create a dialogue to discuss one's school life with his/her partner <u>Interpretative:</u> Create a skit according to picture prompts Listen to a recording passage and retell it <u>Presentation:</u> Act out to share the skits	7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes. 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language 7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities. 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations. 7.1.NH.C.3 Describe in writing people and things from the home and school environment. NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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.	10 lessons

Unit 3 Overview	
Unit Title: Time and Weather	
Unit Summary: In Unit 3, students will exercise their fluency in numbers and dates through the topics of time and birthdays. They will not only learn different ways to state the time, but also become party planners to create invitations for a birthday party. On the topic of weather, students will learn to describe different weather conditions and their favorite season. Then, they will transform themselves into weathermen to make a three day forecast as the end of unit project.	
Suggested Pacing: 30 lessons	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> • How do Chinese teenagers plan their birthday party? • How does the birthday party style reflect Chinese traditions and social expectations? • What is the Chinese Lunar calendar? What information you can find in that calendar? • What are the superstitions Chinese people have about numbers and dates? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> • Influenced by western culture and family wealth, more and more Chinese teenagers think their birthdays are the most important day of the year. 	
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: At the end of topic one “What time is it now?” students will take a listening assessment to demonstrate their understanding of an audio recording. Then there will be two projects and one unit test students need to complete: Birthday party invitation Weather forecast Unit 3 test	

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
<p>Demonstrate understanding of different ways to express time</p> <p>Tell one's daily routine with proper time</p>	<p><u>Content:</u> Measure words for time 点、半、刻、分、小时、分钟、秒</p> <p>Words related to time 现在、几、时间、手表、时钟、还有、到、早上、中午、下午、晚上</p> <p>Words for daily routine 起床、吃早饭、去学校、吃午饭、看书、写功课、运动、弹钢琴、睡觉</p> <p>Structures: 现在几点？ 现在三点二十八分 还有一小时三十分 请看时钟；请看手表 你什么时间睡觉？ 你三点到四点做什么？ 我八点半到九点吃早饭</p> <p><u>Skills:</u> Ask and respond to questions about time</p> <p>Properly use the structure to ask and answer questions about one's daily routine</p>	<p><u>Interpersonal:</u> Class survey / oral practice- create your own questions with proper sentence structures to find out one's daily schedule</p> <p><u>Interpretative</u> Vocabulary matching and write a passage by using those words</p> <p><u>Presentation:</u> Share your passage with appropriate physical gestures</p>	<p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	10 lessons
<p>Tell year, month, day and one's birthday</p> <p>Identify birthday activities</p> <p>Sing Happy Birthday in Chinese</p>	<p><u>Content:</u> Words for year, month, week and day 去年、今年、明年、商个月、这个月、下个月、这星期、上星期、下星期、昨天、今天、明天</p> <p>Words for birthday 你的、我的、他的、祝你、生日、快乐、几月几日</p> <p>Words for birthday activities 切蛋糕、唱生日快乐、吹蜡烛、许愿、送礼物、礼品卡</p> <p>Structures: 今天是二零一六年 我的生日是十月二十日 明天是我的生日</p>	<p><u>Interpersonal:</u> Pair work- Make a dialogue to talk about one's personal experience on birthday with partners</p> <p><u>Interpretative:</u> Watch a youtube video about someone's birthday party, tell what you see on this video</p> <p><u>Presentation:</u> Create a birthday party invitation and present it</p> <p>Sing "Happy Birthday to You" to the classmates who were born in November</p>	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p>	10 lessons

	<p>下个星期五十他的生日 祝你生日快乐 你的生日是几月几日？ 下个月是十月</p> <p><u>Skills:</u> Tell and find out someone's birthday</p> <p>Wish a person a happy birthday in Chinese</p> <p>Create a birthday invitation card</p>		<p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	
<p>Talk about different weather condition</p> <p>Share one's favorite/least favorite season and give a reason</p>	<p><u>Content:</u> Feel of temperature 冷、热、不冷不热、不很冷/热、凉爽、暖和、舒适、潮湿</p> <p>Four seasons 季节、四季、春天、夏天、秋天、冬天</p> <p>Weather conditions 晴天、阴天、下雪、下雨、出太阳、多云、刮风、有风、高温、低温、度</p> <p>Structures: 今天天气怎么样？ 今天很热、高温九十度 新泽西的春天很潮湿 你最喜欢什么季节？ 我最喜欢秋天，秋天很凉爽、很舒适 今天下雨吗？ 今天不下雨，今天是晴天、有风</p> <p><u>Skills:</u> Ask and respond to questions regarding weather conditions</p> <p>Get a general idea of a weather forecast in Chinese</p> <p>Use pictures to present daily weather condition</p>	<p><u>Interpersonal:</u> Create a dialogue to talk about weather and the four seasons in New Jersey</p> <p><u>Interpretative:</u> Listen to a weather forecast from an audio recording and obtain information</p> <p><u>Presentation:</u> Do a three-day weather forecast with a poster (only picture, no words)</p>	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>NJSLSA.W.4. 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>	10 lessons

Unit 4 Overview

Unit Title: Job Opportunities

Unit Summary:

In this unit, students will learn different occupations and working places. They will be able to describe the jobs their family members do and their own dream jobs. By the end of this unit, students will get an opportunity to do research to find out the ideal jobs in China according to general family and social expectations.

Suggested Pacing: 30 lessons

Learning Targets

Unit Essential Questions:

- What are the factors people consider when they choose their future career?
- What are some typical jobs Chinese parents expect their children do? Are those jobs different from western parents' perspective?

Unit Enduring Understandings:

- We can tell how much Chinese people value or respect an occupation by using a certain character in the word
- There are no “good” or “bad jobs” in general. We should equally respect various walks of life even when they can only provide a small contribution to our community or world

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:

Students will complete a project for [Jobs and working places](#)

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
<p>Identify different occupations</p> <p>Find out one's job</p>	<p><u>Content:</u> Occupations 医生、学生、小学生、中学生、大学生、老师、工程师、会计师、医师、律师、医生、护士、画家、作家、音乐家、科学家、企业家、工人、商人</p> <p>Question words 是不是、吃不吃、喝不喝、有没有</p> <p>Words for jobs 什么、工作、都是</p> <p>Structures: 你做什么工作？ 我是老师 你爸爸是律师吗？ 他不是律师，他是工程师 你们家谁是科学家 我哥哥是科学家 他们家有没有学生？ 他和他弟弟、妹妹都是学生</p> <p><u>Skills:</u> Ask and respond to questions about jobs</p> <p>Use appropriate question words to obtain information</p>	<p><u>Interpersonal:</u> Class survey on family members' jobs</p> <p><u>Interpretative</u> Vocabulary quiz on occupations</p> <p><u>Presentation:</u> Write the survey into a passage and share it</p>	<p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	10 lessons
<p>Identify working places</p> <p>Use proper structures to find out where one works</p>	<p><u>Content:</u> Words for working places 学校、银行、医院、商店、工厂、公在、哪儿、餐馆、健身房</p> <p>Question words 在、哪儿、</p> <p>Other words for working places 很远、很近、地方、附近、上班</p> <p>Structures:</p>	<p><u>Interpersonal:</u> Oral practice-making a dialogue about your family members jobs</p> <p><u>Interpretative:</u> Picture matching. Use correct structures to put words into sentences</p>	<p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.C.3</p>	10 lessons

	<p>你妈妈在哪儿工作？ 我妈妈在家工作 我爸爸没有工作 我哥哥不工作 他在哪儿上班？ 他是医生，他在医院工作 工人在哪儿工作？ 工人在工厂工作 老师在银行工作吗？ 老师不在银行工作，他么在学校工作 我爸爸在很远的地方工作 我爷爷在附近上班</p> <p><u>Skills:</u> Match jobs with appropriate working places</p> <p>Ask and answer questions regarding working places</p>		Describe in writing people and things from the home and school environment.	
<p>Learn more vocabulary for jobs</p> <p>Discuss one's dream job with partners and give a reason</p>	<p><u>Content:</u> More jobs 演员、歌手、运动员、健身教练、电影明星、厨师、地产经纪人、程式设计师、动画师</p> <p>Question word 吧、为什么</p> <p>Other words 想、做、赚钱、好玩、因为</p> <p>Structures: 您是演员吧？ 是，我是演员 你想做什么工作？ 我想做运动员 你为什么想做商人？ 因为我想赚钱 因为做演员很好玩/很有意思</p> <p><u>Skills:</u> Tell why one likes to do a certain job</p> <p>Ask and respond to questions about one's ideal job</p>	<p><u>Interpersonal:</u> Speaking quiz-Listen and record your answer</p> <p><u>Interpretative:</u> Listening quiz for words and structures</p> <p><u>Presentation:</u> End of unit project</p>	<p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</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>	10 lessons

Unit 5 Overview
Unit Title: Chinese New Year
<p>Unit Summary:</p> <p>In this unit, students will get the opportunity to explore the tradition of Chinese New Year. They will read the original story about Nian, then create their own skit to act out. They will learn the food Chinese people eat during New Year and the meaning behind each food. The students will update their Chinese couplets from 6th grade and make two decorations as a part of celebration of this most important holiday in Chinese-speaking regions.</p>
Suggested Pacing: 10 lessons
Learning Targets
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • What is your favorite part of Chinese New Year celebration? Why? • In your opinion, what is the most important holiday in America? Are there any similarities between that holiday and Chinese New Year?
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • While some of the western holidays such as Christmas, Thanksgiving, and Halloween are getting more popular in China, traditional holidays still play important roles in Chinese society. They are symbols of identity and values that Chinese people want to pass to the next generation.
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: Retell the story of Nian</p>

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Learn the story of Nian	<p><u>Content:</u> Words for the story 年、年兽、红色、鞭炮、火、恭喜、可怕、害怕、高兴、大家、吃人、救命、不见了</p> <p>Structures: 年喜欢吃人 年兽很可怕 人很害怕 年兽不喜欢红色、鞭炮和火 年兽跑、跑、跑，不见了 大家说：恭喜恭喜</p> <p><u>Skills:</u> Demonstrate understanding of the original story of Nian. Be able to retell it and create one's own similar story with partners</p>	<p><u>Interpersonal:</u> Read the dialogue about the story</p> <p><u>Interpretative:</u> Watch a youtube video about the story and match the keywords</p> <p><u>Presentational:</u> Create a skit and act it out</p>	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	4 lessons
Know the food Chinese people eat during New Year and the tradition on New Year's Eve	<p><u>Content:</u> Word for food 年夜饭、团员、饺子、鱼、年糕、桔子、萝卜、发糕</p> <p>Other words for New Year 给、发、拿、红包、钱、恭喜发财、红包拿来、新年快乐、学业进步、身体健康、财源广进、你也是</p> <p>Structures: 爸爸发红包给我和哥哥 我有很多钱 我们说恭喜发财 祝你新年快乐</p> <p><u>Skills:</u> Know the meaning for eating each food in Chinese New Year</p> <p>Sing a song for Chinese New Year</p> <p>Write a New Year card to one's partner</p>	<p><u>Interpretative:</u> Pair competition-Look at pictures. Circle the items you recognize and say the words</p> <p>Sing 恭喜新年好</p> <p><u>Presentational:</u> Write a New Year card to your partner and read the card you receive</p>	<p>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p>	3 lessons

<p>Learn the tradition of decorations during Chinese New Year</p>	<p><u>Content:</u> 毛笔、书法、春联、写、剪、贴、提、春、灯笼、过年、新年、元宵节</p> <p><u>Structures:</u> 写春联、贴春联 提灯笼</p> <p><u>Skills:</u> Write Chinese couplets. Able to read understand the meaning of them</p> <p>Make paper-cutting craft and paper lantern. Understand why Chinese make those decorations during New Year</p>	<p><u>Interpersonal:</u> Make a dialogue to talk about Chinese New Year including the food you eat and the activities you do</p> <p><u>Interpretative:</u> Listening assessment and obtain information</p>	<p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives</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>3 lessons</p>
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Unit 6 Overview
Unit Title: Hobbies
<p>Unit Summary:</p> <p>In Unit 6, students will learn different types of hobbies, especially relating to music and sports. They will find out what sports and musical instruments their classmates can play. The students will also review frequency words to discuss how often they do certain activities.</p>
Suggested Pacing: 24 lessons
Learning Targets
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • What are some sports and musical instruments that only Chinese people play? • Do you like the sounds of traditional Chinese musical instruments? Can you tell the story or emotion those instruments convey? • What are the most common hobbies in China? How are they different from the ones in America?
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • In China, people play different musical instruments for different occasions • Traditionally, Chinese believe only reading, studying and becoming a scholar can bring a person a bright future and fortune. Nowadays, younger generations tend to try a variety of activities and find out their true interests and hobbies; sometimes the hobbies even become their careers.
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: Writing test at the end of the Unit</p> <p>Alternative Assessment: Record a dialogue in the target language</p>

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
<p>Identify different hobbies.</p> <p>Ask and respond to questions about personal preferences about hobbies.</p> <p>Analyze the personal hobbies between a group of people</p>	<p><u>Content:</u> Hobbies 爱好、书、电视、电影、电脑游戏、运动、音乐、乐器、跳舞、唱歌、演戏、钓鱼、聊天、做菜、画画</p> <p>Sports 篮球、足球、棒球、网球乒乓球、曲棍球、橄榄球、羽毛球、冰球、游泳、体操、滑雪、滑冰、跑步、田径</p> <p>Musical instruments 钢琴、小提琴、大提琴、喇叭、吉他、萨克斯风、鼓、长笛、竖笛(黑管)、法国号(圆号)、古筝、琵琶、唢呐</p> <p>Verbs for hobbies、sports and music 看、听、做、踢、打、吹、弹、拉</p> <p>Structures: 你的爱好是什么？ 我的爱好是运动 你喜欢什么运动？ 我喜欢游泳和打篮球 你最喜欢什么乐器？ 我喜欢钢琴，也喜欢喇叭 谁喜欢钓鱼？ 我爸爸喜欢钓鱼 谁喜欢看书？ 没有人喜欢看书</p> <p><u>Skills:</u> Categorize different hobbies and activities</p> <p>Use appropriate verb for playing different sports and musical instruments</p>	<p><u>Interpersonal:</u> Oral practice-create 10 questions and find out the answers-write in short answers and share with complete sentences</p> <p><u>Interpretative</u> Picture matching quiz</p> <p>Charade</p> <p><u>Presentation:</u> Write your class survey into a passage and share it</p>	<p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	12 lessons
Find out who has the ability to do certain activities	<p><u>Content:</u> Verbs and question words 会、想、吗、吧、会不会、想不想</p>	<p><u>Interpersonal:</u> Oral practice-Quick response</p>	<p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p>	6 lessons

	<p>More words about hobbies 运动员、篮球运动员、音乐家、钢琴家、鼓手、歌手、只会、好棒、好厉害、学习、教</p> <p>Structures: 你会吹长笛吗？ 我不会吹长笛，我只会弹钢琴 你好棒！ 我也想学习打棒球 可以教我吗？ 你想打乒乓球吗？ 你想不想看电影？ 你会拉小提琴吧？</p> <p><u>Skills:</u> Ask and respond to questions about the hobbies that one has</p> <p>Find out what abilities that one wants to learn</p>	<p><u>Interpretative:</u> Reading comprehension quiz</p>	<p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	
<p>Articulate how one feels about other people's hobbies</p>	<p><u>Content:</u> Adjectives for hobbies 好玩、好看、好听、好吃</p> <p>Review words 天天、常常、偶尔、从不、有意思、没意思、很难、不难、很容易、不容易</p> <p>Structures: 电影很好看 你的爱好很有意思 电脑游戏很难 你想不想去图书馆？ 我不想去图书馆，图书馆很没意思 今天的电影好看吗？ 今天的电影很好看 你别常常看电视，你要常常看书</p> <p><u>Skills:</u> Make compliments or comments about one's hobbies Make suggestions or invite someone to do something together</p>	<p><u>Interpersonal:</u> Create a short dialogue to persuade your partner to do something together with you</p> <p><u>Interpretative:</u> Listening comprehension quiz</p> <p><u>Presentation:</u> Combine with previous topics to share a passage about your hobbies including what are they, why do you like them and how often do you do them</p>	<p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>NJSLSA.W.4. 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>	6 lessons

Unit 7 Overview
Unit Title: Transportation and Travel
<p>Unit Summary:</p> <p>In Unit 7, the students will learn about different modes of transportation and popular travel destinations around the world including the top 10 in China. They will be able to read maps, create easy maps in Chinese and give directions to different places. By the end of this Unit, the students will make an imaginary travel plan to China using proper direction vocabulary and transportation tools.</p>
Suggested Pacing: 36 lessons
Learning Targets
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • If you want to visit China, how would you make your plan? • In your opinion, what are the most valuable tourism assets in China? • How are the historical sites and architecture maintained?
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • In China and other Chinese-speaking regions, tourism is a major source of revenue. • Chinese people are very proud of their abundant historical, cultural, as well as natural, resources. The government has been consciously and carefully protecting them for sustainable development.
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: Complete the Writing test and the end of unit project-your travel plan to China</p> <p>Alternative Assessment: Give a class presentation on a topic relevant to the unit</p>

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Talk about transportation tools and one's location	<p><u>Content:</u> Transportations 火车、汽车、飞机、船、自行车、机车、地铁、出租车、公交车、巴士、校车</p> <p>Places 火车站、飞机场、港口、地铁站、巴士站</p> <p>Verbs and other word 这是、那是、哪儿、坐、搭、开、骑、跑、走、怎么、载、去、来</p> <p>Structures: 这是哪儿？ 这是火车站 你在哪儿？ 我在飞机场 你怎么去火车站？ 我开车去火车站 你搭校车上学吗？ 我不搭校车上学，我走路上学 妈妈载我去/来学校</p> <p><u>Skills:</u> Ask and answer questions about where one is in</p> <p>Ask and answer questions about how one goes to a places</p> <p>Use appropriate verbs that match different transportations</p>	<p><u>Interpersonal:</u> Class survey-find out how your classmates go to school and other places</p> <p><u>Interpretative</u> Picture matching quiz for vocabulary and verbs</p> <p><u>Presentation:</u> Write your class survey into a passage and share it</p>	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p>	10 lessons
Identify famous cities around the world by looking at the landmarks	<p><u>Content:</u> Cities around the world</p>	<p><u>Interpersonal:</u> Pair work-pick a city you are familiar with. Make a</p>	7.1.NH.A.4	10 lessons

<p>Know the top 10 travel destinations in China and what they are famous for</p>	<p>纽约、旧金山、洛杉矶、迈阿密、伦敦、巴黎、罗马、马德里、北京、上海、西安、杭州</p> <p>Places 自由女神、金门大桥、好莱坞、海滩、赛车、塔桥、大笨钟、伦敦眼、巴黎铁塔、天安门广场、紫禁城、故宫、兵马俑、西湖</p> <p>Words for travel 旅游、历史、古迹、购物、餐馆、风景、建筑、百货商场</p> <p>Structures: 今年夏天，你想去哪儿？ 我想去中国 在中国，你想去哪儿？ 北京有什么好玩？ 我喜欢风景和建筑，我想去杭州西湖 我喜欢历史古迹，我想去看兵马俑 你想做什么？ 我想吃东西和购物</p> <p><u>Skills:</u> Share personal preference about travel and give reasons</p> <p>Discuss your travel plan with partners</p>	<p>conversation to introduce it to your partner</p> <p><u>Interpretative:</u> Watch youtube videos about Beijing. Circle the word you hear and guess the meaning of it</p> <p><u>Presentation:</u> Make a list of the things you can do in different cities and share it</p>	<p>Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary 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>Identify directions and tell locations</p> <p>Make imaginary travel plan to China</p>	<p><u>Content:</u> Directions: 前边、后边、左边、右边</p> <p>Locations : 在前边、往前走、往右转 旁边、对面</p> <p>Structures: 电影院在哪儿？ 电影院在后边，往后走 中国餐馆怎么走？ 中国餐馆在左边，往左转，往前走 图书馆在哪儿？ 图书馆在医院对面 天安门广场在哪儿？ 天安门广场地铁站旁边</p> <p><u>Skills:</u></p>	<p><u>Interpersonal:</u> Pick a city. Create an easy map including famous landmarks, hospital, shopping center, police office, school and restaurants. Ask one's partner where he/she wants to go. Give directions to these places</p> <p><u>Interpretative:</u> What are these places and how to get there?-Pair competition</p> <p><u>Presentation:</u> Combine with previous topics to make a travel plan to China</p>	<p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the</p>	<p>10 lessons</p>

	<p>Look at a map and answer questions about directions and locations</p> <p>Create a map and explain it to one's partner</p> <p>Make travel plans including departure time, destination directions, locations and activities</p>		<p>target culture(s)/language during daily interactions</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	
<p>Do a research about China including food, music, art, dance, literature and famous people</p>	<p><u>Content:</u> Food 饺子、捞面、签语饼、宫保鸡丁、左宗鸡、酸辣汤 Music 梁祝、十面埋伏 Art 京剧、书法、剪纸、画糖、捏面人 Dance 民俗舞蹈 Literature 西游记 Famous people 成龙、姚明、李安</p> <p><u>Skills:</u> Use the words and structures acquired in 6th and 7th grade to give a general introduction about China</p>	<p><u>Interpersonal:</u> Quick response-create questions to ask classmates</p> <p><u>Interpretative:</u> Watch a video and retell the story of 西游记</p> <p>Reading comprehension practice</p> <p><u>Presentation:</u> Pick a topic from food, music, art, dance, literature and famous people-work with a partner to create a slideshow and present</p>	<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	6 lessons