

Madison Public Schools

Chinese 2 Curriculum

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Course Overview

Description

Chinese 2 is designed for students who are non-native Chinese speakers, but who have learned Chinese for one year in high school or three years in middle school. The course will focus on emphasizing the development of communication skills in listening, speaking, reading, and writing. The primary goal of this course is to help students use Chinese to exchange information and to communicate their ideas. In addition, students will build up their vocabulary through the learning of Chinese characters. At the conclusion of the course, students should be able to read these characters fluently.

Goals

By the end of the course, students functioning at the novice high proficiency level should exhibit the following characteristics:

Speaking:

- Conversation restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects, and limited number of activities, preferences, and immediate needs
- Able to ask a few formulaic questions
- Rely heavily on learned phrases
- Use short and sometimes incomplete sentences in the present with hesitation or inaccuracies

Writing:

- Use lists, short messages, postcards, and simple notes
- Rely mainly on practiced material
- Focus on common elements of daily life
- Recombine learned vocabulary and structures to create simple sentences on very familiar topics

Listening:

- Often but not always understand information from sentence length speech, one utterance at a time, in basic personal and social contexts
- Understand speech in highly standardized messages, phrases, or instructions

Reading:

- Understand key words and cognates as well as formulaic phrases
- Understand predictable language and messages such as those found on train schedules, roadmaps, and street signs
- Derive meaning from short, non-complex texts that convey basic information for which there is no contextual support

Students should also be able to compare and contrast their own culture with target language culture.

Materials
<p>Core: Textbook: Learn Chinese with me (1)</p> <p>Supplemental: quizlet.com, youtube.com, http://www.audio-lingua.eu/</p>
Resources
<p>Suggested activities and resources page</p>
Benchmark Assessments
<p>Benchmark assessments are given quarterly and focus on the main ideas and standards of the course.</p>
<p style="text-align: center;"><u>Modifications and Adaptations for Special Needs Learners</u> (Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)</p> <p>Additional modifications and adaptations</p> <ul style="list-style-type: none"> • Use of the projector allows students to read information as it is explained by the teacher. • Use of a website with calendar allows students to access and review information from home.

Unit 1 Overview
<p>Unit Title: My Family</p>
<p>Unit Summary:</p> <p>In this unit, students will review vocabulary and grammar by introducing family members and themselves. Students will be able to describe their core and extended family members with details, such as professions, home addresses, likes/dislikes, where they come from, etc. Additionally, this unit will provide an opportunity for students to get to know each other (students from two different school districts) and also give the teacher a chance to assess students' learning skills.</p>
<p>Suggested Pacing: 17 lessons (5 weeks)</p>
Learning Targets
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How can I make myself understand when I don't know all of the necessary words? • How do I introduce myself to others? • Who are my classmates and what are their likes/dislikes? • How do I describe my family members in target language?
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Communications are more important than questions and answers.

- There are many online and digital tools that may help for learning the second language.
- Some aspects of culture are different in the Chinese-speaking world than America.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessment:

Project –Students will work on google slides to introduce self and family (core family and extended family) members with names, ages, addresses, where they come from, likes/dislikes, professions, etc. Rubric will be provided by teacher.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLS)	Pacing
Review vocabulary and sentences previously learned to describe core family members (ages, where come from, likes/dislikes)	<p>Content:</p> <p>Previously learned family vocabulary on quizlet.com</p> <p>Informational texts and dialogues</p> <p>Listening files from http://www.audio-lingua.eu/</p> <p>Sentence structure:</p> <p>从哪里来？= 来自哪里？ 多大？ 几口人？ 住在哪里？ 喜欢（做、吃、喝……） 什么？</p> <p>Skills:</p> <p>Describe family members and their likes/dislikes</p> <p>Compare and contrast culture differences between Chinese culture and American culture</p>	<p>Quizlet practice</p> <p>Vocabulary quiz</p> <p>Family tree</p> <p>Short writing piece</p> <p>Listen and answer questions</p> <p>Interview – ask and answer questions</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 contained in culturally authentic materials using electronic information sources related to targeted themes.</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>	3 lessons
<p>Describe extended family using new vocabulary</p> <p>List one's relatives and provide some personal information</p>	<p>Content:</p> <p>New vocabulary on quizlet.com</p> <p>Short passages from "Chinese Made Easy" (1, 2)</p> <p>Audio from</p>	<p>Quizlet practice</p> <p>Vocabulary quiz</p> <p>Reading comprehension – read and answer questions</p> <p>Listening comprehension – listen and answer questions</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>	4 lessons

	http://www.audio-lingua.eu/ Skills: Compare and contrast Pull key information from informational texts. Listen to the audio and answer questions Interpretive communication – writing	Short writing piece	7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 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. 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. 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.	
Name a variety of professions, and describe someone's profession and tell what one would like to do in the future.	Content: Vocabulary on quizlet.com 做什么工作？ 在哪儿工作？ 喜欢这个工作吗？ 将来想做什么工作？ Short texts and dialogues from “Chinese Made Easy” (1, 2) Skills: Pull key information from informational texts Compare and contrast Oral comprehension	Quizlet practice Vocabulary quiz Answer questions Oral practice – one minute recording for introducing the professions of family members and telling what jobs want to do by him/herself in the future.	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 contained in culturally authentic materials using electronic information sources related to targeted themes. 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 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. CRP4. Communicate clearly and effectively and with reason.	3 lessons
Introduce the difference of expressing home addresses between English and Target language	Content: Online resources, such as image of envelopes Teacher-made materials Skills: Compare and contrast (language and culture)	Practice to write an envelope in Chinese	7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 7.1.NH.C.3 Describe in writing people and things from the home and school environment. NJSLA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	1 lesson
Complete one project which introduces oneself and family	Content: All of the quizlet.com links All of the sentence structure review sheets	Project –Students will work on google slides to introduce self and family (core family and extended family) members with names, ages, addresses, where they are	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.	6 lessons

	<p>Online images</p> <p>Skills: Write short passages by choosing and using correct words and sentences</p> <p>Presentation communication</p>	<p>come from, like/dislikes, professions, etc.</p> <p>(Rubric will be provided by teacher)</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>CRP2. Apply appropriate academic and technical skills.</p>	
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Unit 2 Overview	
Unit Title: My House	
Unit Summary: This unit provides a chance for students to review all of the vocabulary, measure words, and sentences about house, rooms, and garden that students have learned in middle school. Students will be able to introduce their own houses and each room in the house, and talk about some furniture in the room. In addition, students will practice to compare and contrast the different types of houses and buildings in China as well. Students will also learn new vocabulary for talking about someone's garden.	
Suggested Pacing: 16 lessons (5 weeks)	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> • How do I describe my house and room? • How can I understand the context when I don't know some words? • How can I understand when someone speaks very quickly in the target language? • Do the houses in China look similar to those in the USA? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> • Communications are more important than questions and answers. • It is not necessary to understand all of the words when listening to an audio or reading a text. • Some aspects of culture are different in the Chinese-speaking world. • How do climate and geography affect materials in building houses? 	
Evidence of Learning	
Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.	
Summative Assessment: Project – Students will complete a project by designing a dream house with a beautiful garden. <ul style="list-style-type: none"> • Part 1: Student will draw a floor plan for the house and design the garden on 25”X25” board or on the computer • Part 2: Students will use all of the vocabulary and measure words that teacher provides to describe the house and garden, and explain their design. • Part 3: Students will draw the house and garden on the computer or with colorful pencils on the paper board. • Present the project • Vote the winner of the project 	

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLs)	Pacing
Use vocabulary, corresponding measurement words and sentences to describe the home (to identify rooms, objects, room locations in the house and direction)	<p>Content:</p> <p>Vocabulary on quizlet.com</p> <p>Types of the house</p> <p>Rooms in the house</p> <p>Measure words used for describing the house, rooms and furniture : 幢, 栋, 间, 张, 把, 台, etc.</p> <p>Directions words: 前后左右, 中间, 旁边, 隔壁, 对面</p> <p>Teacher made listening files</p> <p>Skills:</p> <p>Name different types of houses, rooms and furniture</p> <p>Describe a home</p> <p>Compare and contrast</p> <p>Use corresponding measure words in sentences to describe houses and rooms</p>	<p>Quizlet vocabulary practice</p> <p>Vocabulary quiz</p> <p>Think /pair/share activities</p> <p>Short writing piece to introduce own house and own bedroom</p> <p>Listen to the recording and answer questions</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.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>	6 lessons
Use garden vocabulary and measurement words to describe a garden	<p>Content:</p> <p>Vocabulary on quizlet.com</p> <p>Videos from Youtube.com:</p> <p>Teacher made listening recording</p> <p>Garden photos from google image</p> <p>Measure words: 个, 棵, 朵</p> <p>Skills:</p> <p>Internet research</p> <p>Oral and written (describe garden)</p> <p>Interpersonal communication – listening comprehension</p>	<p>Vocabulary quiz</p> <p>listening comprehension – listen and answer questions</p> <p>think/pair/share activities for describing gardens</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 contained in culturally authentic materials using electronic information 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.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>	4 lessons
Create a project to design a dream house and garden	<p>Content:</p> <p>All of the vocabulary, measure words and grammar sentences from this unit</p> <p>Skills:</p> <p>Interpretive and presentational communication</p>	Create a project to design a dream house with beautiful garden and present (details see the benchmark)	<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>CRP2. Apply appropriate academic and technical skills.</p>	6 lessons

			<p>CRP6. Demonstrate creativity and innovation.</p> <p>8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	
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Unit 3 Overview	
Unit Title: My School and My Schedule	
Unit Summary: <p>In this unit, Students will have opportunities to identify and recognize key words and corresponding sentences to talk about school locations, facilities, students, teachers, and staffs. In addition, students will also have a chance to talk about their school subjects and schedule, as well as to provide comments on each class.</p>	
Suggested Pacing: 17 lessons (around 5 weeks)	
Learning Targets	
Unit Essential Questions <ul style="list-style-type: none"> What should I say when I introduce my school to others? What should I do when I can't understand someone in a conversation? What does the school campus look like in China? What kind of school subjects do the schools provide in China? Do the schools in China have the same schedules as we have in America? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> Schools in China provide almost the same subjects as here in America. School systems are different between China and America. Sports do not play a major role in the life of a Chinese student's daily schedule Despite the cultural differences, students may find many similarities. 	
Evidence of Learning	
<p>Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.</p> <p>Summative Assessment: Project – Students will make google slides to introduce Madison High School and their own information about their school experience.</p>	

Part 1:

Students will introduce the school location, all of the school facilities, students, faculty and staff.

Part 2:

Students will introduce the information which includes academic subjects and schedules for this semester. In this part, students should provide compliments for each subject as well.

Project will be scored on a rubric provided to students in advance.

Alternative Assessment: Students will make a video recording of a tour of the school.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLs)	Pacing
Recognize and identify key words and appropriate grammar to talk about school location and facilities	Content: vocabulary on Quizlet.com Short passages Video clips from youtube.com Skills: Answer questions based on the texts Provide compliment Interpretative communication	Vocabulary quiz Answer questions based on the texts and video 2 minutes oral recording to introduce Madison High school's location and school facilities	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 contained in culturally authentic materials using electronic information sources related to targeted themes. 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 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.	5 lessons
Identify key words to introduce students, teachers, and staff	Content: vocabulary on quizlet.com Short informational texts Audio materials to introduce two schools Sentences: 一共有人, 其中..... Skills: Compare two different schools Identify key words to respond to the questions based on an audio or short passages Interpretative and interpersonal communication	Vocabulary quiz Think/pair/share activity (Listen and respond to questions based on the audio materials of introducing two different schools.) Reading comprehension -- Ask and answer questions 2 minutes oral recording to introduce Madison High School's information about students, teachers, and staff	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 contained in culturally authentic materials using electronic information sources related to targeted themes. 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics. 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. 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. 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.	3 lessons

<p>Identify vocabulary and measurement words to create a role play conversation to talk about someone's schedules and classes</p> <p>Provide comments for each class</p>	<p>Content: Quizlet vocabulary</p> <p>Short informational texts</p> <p>Audio from http://www.audio-lingua.eu/</p> <p>Measure words: 门, 节</p> <p>Sentences: 我有（上）课。 我觉得.....。 我最喜欢的是.....</p> <p>Skills: Identify key words to respond to the questions based on short passages</p> <p>Listen to the audio and choose correct answer</p> <p>Interpersonal and presentational communication</p>	<p>Vocabulary quiz</p> <p>Think /pair/share activity (Listen to the audio and share the answer)</p> <p>Answer questions based on the texts</p> <p>Make your own school schedule with target language</p> <p>Interview (Conversation presentation) -- Create a role play conversation to talk about subjects and schedule for this year, also provide complement for each subject or class.</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 contained in culturally authentic materials using electronic information 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.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.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>CRP2. Apply appropriate academic and technical skills.</p>	4 lessons
<p>Synthesize concepts from the unit</p>	<p>Content: All of the vocabulary and grammar sentences learned from this unit</p> <p>Skills: Interpretive and presentational communication</p>	<p>Project (See Benchmark)</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>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>CRP2. Apply appropriate academic and technical skills.</p>	5 lessons

Unit 4 Overview

Unit Title: The Four Seasons

Unit Summary:

This unit includes two parts: The first part talks about times, years, months, weeks and days, as well as introduces students' daily routines and leisure activities. Students will practice three different tenses in this part. The second part introduces the four seasons and different weather patterns. In this part, students will recognize and identify key words and use appropriate sentences to describe the seasons and the weather, as well as activities and scenery in each season.

Suggested Pacing: 22 lessons (6 weeks)

Learning Targets

Unit Essential Questions:

- How do I ask and tell the time?
- How do Chinese people express year, month, week, and day?
- How can I describe seasons and the weather in the target language?
- How does the culture affect what people do on the weekend?
- Is it necessary for me to understand all of the words when I have a conversation with others in the target language?
- What kind of online resources can help me when I need it?

Unit Enduring Understandings:

- There are numerous online resources (such as chinese.yabla.com) that may help when someone needs it.
- It is not necessary to understand all of the words when having a conversation with others in target language.
- Expression of year, month and day in English is different than that in Chinese.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessment:

Students will make a 2 minute oral recording to introduce their daily routines and school schedules. On the recording, students will not only introduce daily routines and schedules with detailed times, but also need to tell the time (year, month, date and time of the day) when he/she made this recording.

Alternative Assessment:

Students will make a 5 day weather forecast video recording, which will be shown to the class.

Rubric will be provided by teacher.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLS)	Pacing
Using time words to ask and tell what time it is	Content: Quizlet vocabulary Sentences: 请问现在几点钟？ Online game Skills: Identify time words Interpersonal communication – ask and tell time	Vocabulary quiz Label time on clock Ask and tell time – pair practice	7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions. 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.	2 lessons

<p>Identify key words to express year, month, week and day.</p> <p>Compare the difference of expression between target language and English</p>	<p>Content: Quizlet vocabulary</p> <p>Calendars (solar and lunar)</p> <p>Sentences: 今天几月几号？ 今天星期几？</p> <p>Skills: Compare and contrast</p> <p>Pull key information from informational texts</p> <p>Interpersonal communication</p>	<p>Vocabulary quiz</p> <p>Answer questions based on the calendar</p> <p>Pair work – ask and tell year, month, week and day Make your own Chinese lunar calendar in word, excel or google slides</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.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>CRP2. Apply appropriate academic and technical skills.</p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p>	3 lessons
<p>Review the key words to talk about one's hobby</p> <p>Use three different tense sentences to describe activities which someone did/ is doing/will do</p>	<p>Content: Quizlet hobby vocabulary</p> <p>Audio from http://www.audio-lingua.eu/</p> <p>Three tense grammar sentences</p> <p>Adverbs: 最近, 常常, 可能..... Adjectives: 忙, 累, 困,</p> <p>Informational texts and conversations</p> <p>Skills: Pull key information from an short audio file</p> <p>Interpretative and interpersonal communication</p>	<p>Vocabulary quiz</p> <p>Listen to the audio and respond to questions</p> <p>Reading comprehension</p> <p>2 minutes free talking -- introduce someone's hobby and activities by using three different tenses and the words which teacher provided</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 contained in culturally authentic materials using electronic information 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.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.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	3 lessons
Describe someone's daily routines	<p>Content: Quizlet vocabulary</p> <p>Supplemental short texts from "Learn Chinese made easy"</p> <p>Skills: Pull key information from informational texts</p> <p>Interpersonal and interpretative communication</p>	<p>Vocabulary quiz</p> <p>Fill in the form for someone's daily routine</p> <p>Reading comprehension – read and answer questions</p> <p>Introduce own daily routine to partner</p> <p>Make a chart about partner's daily routine and present 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 contained in culturally authentic materials using electronic information 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>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	3 lessons
Review vocabulary for seasons	Content: Quizlet vocabulary	Vocabulary quiz	7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.	6 lessons

Use key words and sentences to describe four seasons, scenery and activities for each season, and express one's opinion about the season and weather	<p>Video from Youtube.com</p> <p>Informational texts</p> <p>Sentences: Sentences: 跟.....一起 怎么样? 觉得.....</p> <p>Skills: Pull key information from informational texts and video</p> <p>Interpretative and interpersonal communication</p>	<p>Reading comprehension – answer questions based on informational texts</p> <p>Watch video and list all of the activities that people are doing in the season</p> <p>Tell partner what activities you normally do in each season</p> <p>Make a small book on google slides to describe scenery and activities for each season</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.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	
<p>Identify and use key words to describe seasons and weather</p> <p>Ask and answer one's favorite season and weather, and explain why.</p>	<p>Content: Quizlet vocabulary on quizlet.com</p> <p>www.weather.com</p> <p>informational texts</p> <p>www.CCTV.com.cn/ weather forecast</p> <p>Skills: Read and respond - Pull key information from informational texts</p> <p>Watch video and respond - - Pull key information from informational video</p> <p>Combine all of the words and grammar sentences to make own video recording.</p>	<p>Vocabulary quiz</p> <p>Reading comprehension – answer questions</p> <p>Watch video and answer question – Edpuzzle.com</p> <p>Make a 5 day forecast video recording and that will be shown in class (see benchmark) – students may use iMovie to make 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 contained in culturally authentic materials using electronic information sources related to targeted themes.</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.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>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	5 lessons

Unit 5 Overview

Unit Title: Food and Clothing

Unit Summary:

This unit provides an opportunity for students to talk about money, shopping (food and clothing), color, and someone's appearance. Students will review related vocabulary and sentences learned previously, and based on this knowledge, will practice ordering food in a restaurant, inquiring about and telling about unit price and the sum of money. Students also will practice talking about one's favorite color, asking and providing one's opinion on something, and describing the features of someone.

Suggested Pacing: 25 lessons (7 weeks)

Learning Targets

Unit Essential Questions:

- How do I ask price and sum when I am shopping?
- How can I express my wants and preferences while shopping?
- How can I use target language to order Chinese foods?
- What are traditional Chinese dishes?
- How can I describe someone's features?
- What is the traditional Chinese traditional costume?

Unit Enduring Understandings:

- Comprehension of a text or audio does not necessarily mean understanding every word.
- Eating habits vary across cultures
- Cheongsam is famous traditional costume for women in China.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessment:

Part 1:

Group work (at a restaurant) – group of 4
(both orally and in writing) – create a conversation for ordering food from Changcheng restaurant.

Part 2:

Group work - create a video recording for shopping for clothing in a Department store. The recording should include asking for colors, prices, sizes, someone's opinion, etc.

Rubric will be provided by teacher.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLS)	Pacing
Identify key words to talk about money	<p>Content: Quizlet vocabulary</p> <p>Informational texts about money from "learning Chinese made easy"</p> <p>Teacher made listening file</p> <p>Skills: Pull key information from informational texts</p> <p>Listen and response</p>	<p>Vocabulary quiz</p> <p>Reading comprehension</p> <p>Listening comprehension</p> <p>Chain game for expressing money</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 contained in culturally authentic materials using electronic information 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.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p>	2 lessons

	Interpersonal communication			
<p>Use appropriate measurement words and sentences to express shopping (food), and practice to ask unit price and sum</p> <p>Ask and answer one's needs</p>	<p>Content: Quizlet vocabulary for food</p> <p>Measure words: 斤, 公斤, 瓶, 杯, 包, 碗,</p> <p>Video clip from youtube.com</p> <p>Informational texts</p> <p>Sentences: 你想要买什么? 多少钱一斤? 一共多少钱? 还要什么?</p> <p>Skills: Pull key information from informational texts</p> <p>Use corresponding measure words in complete sentences</p> <p>Interpersonal communication</p>	<p>Vocabulary quiz</p> <p>Make a shopping list</p> <p>Reading comprehension</p> <p>Fill in the blanks with measure words</p> <p>Watch video and answer questions – Edpuzzle.com</p> <p>Class activity – at grocery store (role play)</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 contained in culturally authentic materials using electronic information 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.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.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p>	6 lessons
<p>Use key words, measurement words and appropriate sentences to order foods from a restaurant or a café.</p> <p>Express one's feelings (hungry, full, thirsty)</p>	<p>Content: Quizlet food vocabulary</p> <p>Sentences for ordering food</p> <p>Recording -- Informational dialogues</p> <p>Sentences: 请给我菜单。 你可以点菜了吗? 你想点什么? 你想喝什么? 你想吃什么?</p> <p>Skills: Pull key information from informational texts</p> <p>Interpersonal communication – ordering food</p>	<p>Vocabulary quiz</p> <p>Make a menu for Changcheng (长城) restaurant</p> <p>Listen and answer questions based on the informational dialogue</p> <p>Group work (set up at restaurant) – group of 4 (both oral and written) – create a conversation for ordering food (see benchmark)</p>	<p>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</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.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.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p>	5 lessons
Identify and recognize the words for color and clothing	<p>Content: Quizlet vocabulary</p> <p>Informational listening recording</p> <p>Informational texts</p> <p>Skills: Listening comprehension</p> <p>Reading comprehension</p>	<p>Vocabulary quiz</p> <p>Listening comprehension – listen and find words (color and clothing) that recording mentioned</p> <p>Ask and answer questions</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>	3 lessons
Use corresponding measurement words and	Content:	Measure word quiz (Fill in blanks)	7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and	6 lessons

<p>verbs to talk about color and clothing in complete sentences.</p> <p>Talk about one's favorite color, clothing</p>	<p>Measure words and verbs : 件, 条, 双, 顶, 副, 套 穿, 围, 戴, 系</p> <p>Informational texts and dialogues</p> <p>Video clips from Youtube.com</p> <p>Skills: Read and answer questions based on the informational texts</p> <p>Interpersonal and interpretative communication -- Describe pictures and classmates by using corresponding measure words (both orally and in written)</p>	<p>Reading comprehension</p> <p>Oral and written practice – describe pictures and provide opinion</p> <p>Game – guess who she/he is – describe one classmate and ask others to guess</p> <p>Ask and answer questions</p> <p>Fashion design</p>	<p>infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information 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.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.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	
<p>Describe someone's appearance (features)</p>	<p>Content: Informational texts</p> <p>Sentences: 他什么样子? 开车的人是.....。 车牌号码是.....。 他穿.....。</p> <p>Skills: Interpersonal communication – describe people with partner</p> <p>Interpretive communication - ask and answer questions</p> <p>Writing skills</p>	<p>Reading comprehension -- Answer questions based on the informational texts</p> <p>Describe people based on pictures with partner</p> <p>Write a "wanted" notice</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 contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</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.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p>	3 lessons
<p>Use vocabulary to shop clothing</p> <p>Ask for someone's opinion</p> <p>Talk about someone's favorite color</p> <p>Talk about sizes of clothing</p>	<p>Content: Measure words</p> <p>Video clip from youtube.com</p> <p>Informational texts and dialogues</p> <p>Sentences: 为什么? 因为.....。 穿这件还是穿那件? 这件衣服怎么样? 如果配.....。</p> <p>Skills: Read and respond an informational text</p> <p>Interpersonal and presentational</p>	<p>think/pair/share activity -Reading comprehension</p> <p>Group work - Create a video recording for shopping clothing at a department store. The recording should include asking for color, price, size, someone's opinion, etc.</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 contained in culturally authentic materials using electronic information 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.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.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>8.1.12.A.1</p>	4 lessons

	communication – create a video		<p>Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	
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Unit 6 Overview

Unit Title: Sports and Health

Unit Summary:

This unit will include three parts. In the first part, students will review sports vocabulary and grammar structures for talking about sports and someone's likes/ dislikes. In the second part, students will discuss their favorite places for vacation, ask and tell directions to get there and describe possible modes of transportation. In the third part, students will name the body parts and talk about one's health condition, and create a conversation between doctor and patient.

Suggested Pacing: 24 lessons (7 weeks)

Learning Targets

Unit Essential Questions:

- What are the typical Chinese sports?
- How can I express my favorite sport?
- How can I describe the vacation places which I will go to in the future tense and the places where I went in the past tense?
- How can I express what the activities are that I do when I am on vacation?
- How do I politely ask for directions?
- How can I explain my physical problems when I see a doctor?

Unit Enduring Understandings:

- Some sports popular in America are not popular in China.
- Sports do not play a major role in the life of a Chinese student's daily schedule.
- It is important to use corresponding tense to talk about the activities in the past or in the future.
- Getting health care in China requires understanding a different process than that in America.

Evidence of Learning

Formative Assessments: A variety of formative assessments will be used throughout the lesson, such as comprehension checks; participation throughout the lessons; completion of required activities.

Summative Assessment:

Part 1:

Make a vacation plan for winter break.

Part 2:

Video tape project: Record a conversation asking and telling directions (on street or at school)

Part 3:

Skit -- At doctor's office

Students will work in groups of 3 to create a skit at a doctor's office and present to the class.

All of the projects will follow the rubrics provided by the teacher.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards (NJSLs)	Pacing
Identify key words to talk about sports Understand popular sports in China. Ask and answer about one's favorite sports	Content: Quizlet vocabulary Teacher made listening file Informational texts Skills: Listen and answer questions (audio) Read and answer questions (texts) Interpretive and Interpersonal communication	Vocabulary quiz Reading comprehension Listening comprehension Think/pair/share activity Interview – one's favorite sports	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 contained in culturally authentic materials using electronic information sources related to targeted themes. 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions. 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. 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.	3 lessons
Use vocabulary of sports and appropriate sentences to describe what people are doing on the sports field. Express someone's preferences. Describe the process of an activity	Content: Informational texts and photos Listening materials from http://www.audio-lingua.eu/ Skills: Reading comprehension Listening comprehension Summarize what the people are doing based on pictures Class discussion – share own opinion with others	Read the texts and answer questions Listen to the audio and answer questions Think/pair/share (summarize the picture) Class discussion – What sports do you like? Why do you like it? How often do you play it (Share the information in the class and then make a graphic chart to report the percentage for the result)	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 contained in culturally authentic materials using electronic information sources related to targeted themes. 7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions. 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. 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.	3 lessons
Use vacation words to discuss vacation plans	Content: Quizlet vacation (holiday, winter, spring and summer breaks, transportation, scenic area) vocabulary	Vocabulary quiz Read texts and answer questions	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 contained in culturally	5 lessons

	<p>Informational texts</p> <p>Sentences:</p> <p>你准备去哪儿度假？为什么？</p> <p>你会度几天假？</p> <p>度假的时候你会做什么？</p> <p>从..... 到.....。</p> <p>先....., 然后.....。</p> <p>.....比.....。</p> <p>.....更.....。</p> <p>.....最.....。</p> <p>Skills:</p> <p>Reading comprehension</p> <p>Presentational communication (Talk about where one is going to spend vacation time and what is going to do on vacation)</p>	<p>Make your own vacation plan for winter break and present</p>	<p>authentic materials using electronic information 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.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</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.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>8.1.12.A.1</p> <p>Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p>	
<p>Use direction words to ask and tell directions</p> <p>Talk about the exact locations</p>	<p>Content:</p> <p>Quizlet vocabulary</p> <p>Informational texts</p> <p>Video from youtube.com</p> <p>Sentences:</p> <p>往左（右、东、西）转（拐）</p> <p>往前走</p> <p>在第（一、二.....）个十字路口</p> <p>.....在（左、右）边。</p> <p>Skills:</p> <p>Reading comprehension</p> <p>Watch video and answer questions</p> <p>Interpersonal communication – conversation for asking and telling direction</p>	<p>Read and answer questions</p> <p>Watch video and answer questions</p> <p>Video tape project: create a conversation for asking and telling directions</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 contained in culturally authentic materials using electronic information 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.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>8.1.12.D.1</p> <p>Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	4 lessons

<p>Recognize and identify vocabulary for one's body parts</p>	<p>Content: Quizlet vocabulary</p> <p>Measure words for describing body parts</p> <p>Skills: Interpersonal and interpretive communication</p>	<p>Vocabulary quiz</p> <p>Label the body parts</p> <p>Write a short passage to describe one's body parts with corresponding measurement words</p> <p>Put all of the body parts words into a song and record it in vocaroo.com</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 contained in culturally authentic materials using electronic information 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.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</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>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p>	<p>4 lessons</p>
<p>Recognize and identify vocabulary for describing health conditions</p> <p>Express ordinal number</p> <p>Understand differences of medical systems between China and USA</p>	<p>Content: Quizlet vocabulary</p> <p>Informational texts</p> <p>Informational listening recording</p> <p>Video from youtube.com</p> <p>Skills: Reading comprehension</p> <p>Listening comprehension</p> <p>Watch a video and summarize the main idea</p> <p>Compare and contrast</p>	<p>Vocabulary quiz</p> <p>Think/pair/share activity</p> <p>Write and record a sick leave notice to teacher</p> <p>Skit -- At doctor's office Group of 3 – make a conversation as at doctor's office and present to the class</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 contained in culturally authentic materials using electronic information 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.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</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>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	<p>5 lessons</p>