

Madison Public Schools

Chinese III

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Approval date:

September 2017

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Course Overview

Description

Chinese III is offered to students at the novice high proficiency level. As defined by the American Council on the Teaching of Foreign Languages (ACTFL), a student functioning at the novice-high proficiency level exhibits 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 a limited number of activities, preferences, and immediate needs
 - Able to ask a few formulaic questions
 - Relies heavily on learned phrases
 - Uses short and sometimes incomplete sentences in the present with hesitation or inaccuracies
- Writing:
 - Uses lists, short messages, postcards, and simple notes
 - Relies mainly on practiced material
 - Focused on common elements of daily life
 - Recombines learned vocabulary and structures to create simple sentences on very familiar topics
- Listening:
 - Often but not always understands information from sentence-length speech, one utterance at a time, in basic personal and social contexts
 - Understands speech in highly standardized messages, phrases or instructions
- Reading
 - Understands key words and cognates as well as formulaic phrases
 - Understands predictable language and messages such as those found on train schedules, roadmaps, and street signs
 - Derives meaning from short, non-complex texts that convey basic information for which there is no contextual support

The Chinese III course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life, somewhat sheltered situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The Chinese III course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Chinese.

Goals

By the end of the course, students functioning at the intermediate-low proficiency level should exhibit the following characteristics:

- Speaking
 - Creates with the language in straightforward social situations
 - Conversation restricted to predictable topics related to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases.

- Primarily reactive; struggles to answer direct questions or requests for information
 - Able to ask a few appropriate questions
 - Combines and recombines language into short statements and discrete sentences.
 - Frequent pauses and hesitancy
- Writing
 - Creates statements and formulates questions based on familiar material
 - Uses short and simple conversation-style sentences with basic word order almost exclusively in the present tense
 - Includes basic errors in grammar, word choice, punctuation, and spelling
- Listening
 - Understands some information from sentence-length speech, one utterance at a time, in basic personal and social contexts
- Reading
 - Understands some information from the simplest connected texts dealing with a limited number of personal and social needs

Student should also be able to compare and contrast their own culture with the target language

Materials

Core: Textbook: Learn Chinese with me (2)

Supplemental: quizlet.com, youtube.com, <https://hanyufanting.com/>, <http://www.audio-lingua.eu/>

Resources

[Suggested activities and resources page](#)

Benchmark Assessments

Benchmark assessments are given quarterly and focus on the main ideas and 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)

Additional modifications and adaptations

- 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

Unit Title: Jack and his Classmates

Unit Summary:

This unit will encourage students to use vocabulary and sentences learned in the previous years to introduce themselves to each other, to practice expressing means of commuting, school subjects,

and individual plans, as well as to describe locations and surroundings and borrowing things from others. The Chinese 3 class is made up of freshmen and sophomores, and students come from two different school districts. The activities in this unit will allow students to get to know each other and feel comfortable when communicating with other classmates. They will also examine key differences between the educational system and student life in China and America.

Suggested Pacing: 14-19 lessons

Learning Targets

Unit Essential Questions:

- How can I make myself understood when I don't know all of the necessary words and sentences?
- What strategies can I use to comprehend a target-language text or listening material?
- How do I introduce people?
- Who are my classmates and what do they like?
- What school subjects did my classmates choose for this year?
- What are the differences and similarities between a school system in China and the United States?
- How do I borrow things politely?
- How do students in China go to school?

Unit Enduring Understandings:

- It's not necessary to understand every single word when having a conversation with a native Chinese speaker or comprehending reading and listening material.
- Some excellent online and digital tools are available to help the second language learner.
- The school systems are different in China.
- Despite cultural differences, student lives may have many similarities.

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 (60 points): (Multiple choice, free response, speaking & listening)

Part 2 (40 points): Write a letter/email to Ma Ming (your penpal in China)

The letter/email should include the following:

Topic 1: Your new classmates

- Introduce your new classmates (name, gender, age, come from, etc.) and ask Ma Ming if he has some new classmates this year.

Topic 2: Your school subjects

- Tell Ma Ming details about your school subjects and ask about his school subjects.

Topic 3: Your school location, surroundings, and facilities

- Introduce your school to Ma Ming with details and appropriate measure words & direction words which include location, surroundings, and facilities.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Use key vocabulary and sentences to introduce themselves and others;	<p>Content:</p> <p>Vocabulary for introduction;</p> <p>Sentences: 请问.....; 我来介绍以下; 欢迎你.....; 你找谁? 认识你.....!</p> <p>Listening materials</p> <p>Skills:</p> <p>Use new sentences to introduce themselves and others</p>	<p>Quizlet activities (oral/ written game, quiz)</p> <p>Listen and practice</p> <p>Skit – introduction</p>	<p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	2 lessons
Use key vocabulary and sentences to express means of commuting and compare the differences between China and America	<p>Content:</p> <p>Review vocabulary – brainstorm transportation vocabulary</p> <p>Review vocabulary – quizlet for direction words</p> <p>Online video – youtube.com</p> <p>Sentences: 你怎么去学校? 你也.....吗? 我.....去学校? 我住在另一条街上。怎么走? 往前走 往左拐</p> <p>Skills:</p>	<p>Quizlet activities (oral/ written game, quiz)</p> <p>Oral practice – interview (你每天怎么去学校?) and report</p> <p>Watch video and answer questions</p> <p>Reading comprehension for school system in China</p>	<p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts</p>	3 lessons

	<p>Answering questions with factual information;</p> <p>Compare and contrast;</p>		<p>synthesizing information from multiple sources.</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>Talk about school subjects and exchange the information with each other about the subjects with three different tenses; compare differences between the subjects in China and America</p> <p>Explain the reason for taking these subjects and the feelings about these classes</p>	<p>Content:</p> <p>Vocabulary for this unit;</p> <p>Sentences: 你打算上什么课？（你去年上了什么课？ 你明年想上什么课？） 我说的不是....., 而是..... 我想选.....。, 不过..... 别担心， 我帮你。</p> <p>Read passages and dialogues for describing school subjects;</p> <p>Discuss school subjects in China based on short passages, video or audio and compare them with American schools</p> <p>Online audio</p> <p>Skills:</p> <p>Answering questions with factual information;</p> <p>Create a conversation and exchange the information with classmates;</p> <p>Use correct tenses to write a passage;</p> <p>Compare and contrast;</p>	<p>Quizlet activities (oral/ written game, quiz)</p> <p>Oral practice – interview about school subjects and the courses who took/is taking/ will take</p> <p>Listen to the audio and answer questions</p> <p>Create a Venn diagram that compares and contrasts the school subjects between China America</p> <p>Write a passage to introduce what subjects you took previously/ are taking now/ will take in the future, and explain which are elective classes/required classes, why you chose to take these classes and your feelings about these classes</p>	<p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.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.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>CRP 6 Demonstrate creativity and innovation</p>	3.5 lessons

Determine the key words and sentences to borrow things from others politely	<p>Content:</p> <p>Vocabulary for this unit;</p> <p>Sentences: 我能用（借）……吗？ 橡皮在……里（上，下）。</p> <p>Supplemental materials for reading and listening practice</p> <p>Skills:</p> <p>Oral conversation</p> <p>Answering questions with factual information;</p> <p>Interpersonal presentation</p>	<p>Quizlet activities (oral/ written game, quiz)</p> <p>Reading and listening comprehension</p> <p>Group practice -- Skit (borrow things politely)</p>	<p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p>	3.5 lessons
Describe your school by writing a letter to a penpal	<p>Content:</p> <p>Vocabulary for school objects and direction words;</p> <p>Vocabulary about school facilities;</p> <p>Measure words for school objects;</p> <p>Letter format</p> <p>Skills:</p> <p>Answering questions with factual information;</p> <p>Follow the correct format to write a letter to describe own school and classroom</p> <p>Make a school map</p>	<p>Quizlet activities (oral/ written game, quiz)</p> <p>Make a school map with buildings and rooms</p> <p>Pair work – describe own school and classroom (oral)</p> <p>Write a letter to penpal to introduce own school and Chinese classroom by following Chinese letter format</p>	<p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.</p> <p>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p>	1.5 lesson
Synthesize concepts from the unit	<p>Content:</p> <p>Vocabulary and sentences of the unit</p> <p>Skills:</p> <p>Interpretive & interpersonal communication</p>	<p>Unit test:</p> <p>Part 1: (Multiple choice, free responses, speaking & listening)</p> <p>Part 2: Write a letter/email on a computer.</p>	<p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange</p>	2 lessons

			<p>information related to targeted themes.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources..</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 2 Overview	
Unit Title: Hobbies	
<p>Unit Summary:</p> <p>This unit combines a review of vocabulary and grammar studied previously with the introduction of new grammar and some new vocabulary. Students will practice introducing someone's hobbies, extracurricular and free-time activities, describing sports, movies and music concerts, expressing opinions and regrets, and offering movies tickets. Structurally, students will use past tense, present tense and future tense in oral and written activities.</p>	
Suggested Pacing: 10-12 lessons	
Learning Targets	
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • What hobbies and extracurricular activities are common for Chinese students? • How do I describe past, present and future events? • How do I express my opinion and regret? • How are free-time activities for Chinese people different from my own culture? • What strategies can I use to read and comprehend a target-language text or hear and comprehend a target-language audio or video? 	
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Speaking, listening, reading and writing skills are all important for learning a second language. 	

- It's not necessary to understand every single word when having a conversation with native Chinese speakers or comprehending reading and listening material.
- Extracurricular activities are different in China and the USA.
- Sports do not play a major role in the life of a Chinese student's daily schedule.

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:

Part1 : Vocabulary and Grammar test (20 points)

Part 2: Listening and Speaking --- Free response (6 questions) (30 points)

Alternative Assessment:

Write a story (play soccer) based on 4 pictures (50 points)

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Use key vocabulary and sentences to talk about hobbies and sports and provide comments	<p>Content:</p> <p>Vocabulary for sports and hobbies – quizlet;</p> <p>Sentences:怎么样? 我觉得..... 跟..... 比赛。</p> <p>Reading comprehension materials</p> <p>Skills:</p> <p>Pull key information from informational texts or listening recordings;</p> <p>Interpersonal skills in interview activity</p>	<p>Quizzes (Vocabulary, listening, speaking, etc.)</p> <p>Interview a classmate about one's hobbies and sports</p> <p>Read and answer questions</p> <p>Write (handwritten) a 200 characters (minimum) essay to introduce one's own hobbies and sports</p>	<p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	2 Lessons
Determine key words and sentences to introduce a sports game	<p>Content:</p> <p>Vocabulary for this unit;</p> <p>Videos and audios:</p> <p>www.youtube.com ;</p> <p>http://www.audio-lingua.eu/</p>	<p>Class discussion: Think-pair-share after watching a video clip or listening to an audio recording</p> <p>Project (group work)– make a video to introduce one sport activity</p>	<p>7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily</p>	3 lessons

	<p>Skills:</p> <p>Summarize an audiovisual presentation (video clip) in the target language.</p> <p>Engage in interpersonal and presentational communication to present a sports game.</p>	Listen and practice	<p>activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>	
Use key vocabulary and sentences to talk about movies and TV programs, and provide comments for them as well	<p>Content:</p> <p>Vocabulary for movies and TV programs;</p> <p>Online TV programs;</p> <p>Sentences:</p> <p>.....还是.....?</p> <p>.....想不想.....?</p> <p>....., 可惜.....。</p> <p>Listening materials</p> <p>Skills:</p> <p>Compare and contrast;</p> <p>Interpersonal skill practice;</p> <p>Summarize an audiovisual presentation (video clip) in the target language.</p> <p>Pull key information from informational texts or listening recordings;</p>	<p>Quizzes (Vocabulary, listening, speaking, etc.)</p> <p>Identify key vocabulary from authentic audio selections or video clip.</p> <p>Interview a classmate about movies (like/dislike, watched, want to watch) and ask for comments;</p> <p>Listen and practice</p> <p>Answer questions – EDpuzzle</p>	<p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p>	2 lessons
Recognize and determine the key words, phrases and sentences to write a diary	<p>Content:</p> <p>Vocabulary and sentences for the unit;</p> <p>Diary from Jack</p> <p>Skills:</p> <p>Answering questions with factual information;</p> <p>Following the correct format to write a diary</p>	<p>Context clue vocabulary quizzes;</p> <p>Reading comprehension;</p> <p>Writing practice – write a diary to describe self and classmate's hobbies, sports, and afterschool activities.</p>	<p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p>	1 lesson

Create a poster for Chinese club	<p>Content:</p> <p>Vocabulary and sentences for this unit;</p> <p>Audio - online</p> <p>Poster about skateboard club</p> <p>Skills:</p> <p>Interpretive & interpersonal communication</p>	<p>Quizzes (Vocabulary, listening, speaking, etc.)</p> <p>Think – pair – share: listen to the recording and answer questions (5 Ws)</p> <p>Make a poster for Chinese club</p>	<p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p>	1 lesson
Synthesize concepts from the unit	<p>Content:</p> <p>Vocabulary and sentences of the unit</p> <p>Skills:</p> <p>Interpretive & interpersonal communication</p>	<p>Vocabulary and grammar test</p> <p>Listening and speaking --- Free response (6 questions)</p> <p>Write a story (playing soccer) based on 4 pictures</p>	<p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</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>	2 lessons

Unit 3 Overview

Unit Title: A Caring Family

Unit Summary:

This unit will focus on expressing family events and someone's job ambitions. Students will learn how to describe the family events they had or they are planning to have, including watching TV, traveling, birthday parties, holiday celebrations, as well as describing someone's job preferences and their future career plans. Additionally, students will practice consulting with others, soliciting opinions, passing information, and exchanging festive greetings.

Suggested Pacing: 14-15 lessons

Learning Targets

Unit Essential Questions:

- How can I explain the plan for family events by using three different tenses?
- What strategies can I use to comprehend a Chinese text/ audio/video?
- How can I consult with others when I need help?
- How can I solicit opinions politely from others?
- What are the most popular jobs in China?
- What are the most popular and famous celebrations and holidays in China?

Unit Enduring Understandings:

- It's not necessary to understand every single word when having a conversation with native Chinese speakers or comprehending reading and listening material.
- Some excellent online and digital tools are available to help the second language learner.
- The job preferences in China and in the USA are different.
- Spring festival is the most important holiday in China.

Evidence of Learning

Unit Benchmark Assessment Information:

Part 1: Vocabulary and Grammar test (20 points)

Part 2: Listening and speaking ---Free response (6 questions) (30 points)

Part 3: Reading comprehension (50 points)

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Use vocabulary and specific sentence patterns to introduce family members and describe what they are doing	<p>Content:</p> <p>Vocabulary for family, house, room and activities;</p> <p>Present tense sentences – 正在</p> <p>Video and audio: www.youtube.com ; http://www.audio-lingua.eu/</p>	<p>Quizzes (vocabulary, speaking and listening);</p> <p>Class discussion: Think-pair-share after watching a video clip or listening to an audio recording;</p> <p>Draw a house and label all of the rooms;</p> <p>Pair work -- Ask and answer questions based on the pictures</p>	<p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p>	2 lessons

	<p>Skills:</p> <p>Summarize an audiovisual presentation (video clip) in the target language.</p> <p>Interpersonal and presentational communication</p>	<p>Listen and practice</p> <p>Complete a writing prompt by using the following sentence: 昨天晚上八点钟 ,</p>	<p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>	
<p>Recognize and determine the key words and sentences to talk about holidays and festive greetings, and understand the most important holiday in China is Chinese New Year</p>	<p>Content:</p> <p>Vocabulary for holidays</p> <p>Sentence patterns: 祝你.....快乐 !</p> <p>Video from www.youtube.com</p> <p>Skills:</p> <p>Summarize an audiovisual presentation (video clip) in the target language.</p> <p>Interpretive and interpersonal communication</p>	<p>Quizzes (vocabulary, speaking and listening);</p> <p>Class discussion: Think-pair-share after watching a video clip or listening to an audio clip;</p>	<p>7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	1 lesson
<p>Leave a phone message, ask someone to pass on the information, or write a note</p>	<p>Content:</p> <p>Vocabulary for this unit;</p> <p>Sentences: 你要留言吗 ? 请告诉.....</p> <p>Skills:</p> <p>Interpersonal communication;</p> <p>Summarize an audiovisual presentation (video clip) in the target language.</p>	<p>Quizzes (vocabulary, speaking and listening);</p> <p>Class discussion: Think-pair-share after listen to an audio clip;</p> <p>Leave a message for greeting someone during the Chinese New Year;</p> <p>Ask someone to pass information on about cancelling a basketball practice</p> <p>Write a note to your mother about coming home late today</p>	<p>7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p>	2 lesson

			<p>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</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>Use vocabulary to plan an event for celebrating a holiday or someone's birthday, as well as to solicit opinions from others</p>	<p>Content:</p> <p>Vocabulary for this unit;</p> <p>Sentences: 你有什么事？ 你有什么建议？</p> <p>Reading materials</p> <p>Listening materials</p> <p>Skills:</p> <p>Interpersonal and presentational communication;</p> <p>Pull key information from informational texts or listening recordings;</p>	<p>Quizzes (vocabulary, speaking and listening);</p> <p>Reading comprehension;</p> <p>Pair work – create an event plan for celebrating one's birthday</p>	<p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>	2 lessons
<p>Talk about occupations and one's career plan with three different tenses, and get familiar with popular jobs in China</p> <p>Explore jobs which need foreign languages</p>	<p>Content:</p> <p>Vocabulary about occupations;</p> <p>Three tenses of sentences: 以前....., 现在....., 将来.....。</p> <p>Supplemental audio (phone message)</p> <p>Reading materials</p> <p>Skills:</p> <p>Interpretive and Interpersonal communication;</p> <p>Pull key information from informational texts or listening recordings;</p>	<p>Quizzes (vocabulary, speaking and listening);</p> <p>Class discussion: Think-pair-share after listening to an audio;</p> <p>Reading comprehension</p> <p>Survey and report</p> <p>Write a paragraph to introduce family member's career and explain own career plan with three tenses</p>	<p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than</p>	2 lessons

			English based on exploration of the 16 Career Clusters.	
Read and respond to a short text in the target language for talking about the weather (Review)	<p>Content:</p> <p>Vocabulary and sentences for weather;</p> <p>Reading text</p> <p>TV weather channel</p> <p>Skills:</p> <p>Pull key information from informational texts or listening recordings;</p> <p>Interpretive and interpersonal communication</p>	<p>Quizzes (vocabulary, speaking and listening);</p> <p>Class discussion: Think-pair-share after watching a TV weather program;</p> <p>Read the text and make a weather chart;</p> <p>Listen and practice – listen to a weather forecast</p> <p>Pair work – make a video to report one week’s weather</p>	<p>7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</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>	2 lesson
Determine key words and sentences to describe one outdoor family activity, such as: picnic, travel, hiking, etc.	<p>Content:</p> <p>Vocabulary and sentences for the unit;</p> <p>Listening materials</p> <p>Skills:</p> <p>Interpretive and presentational communication</p>	<p>Quizzes (vocabulary, speaking);</p> <p>Listen and practice</p> <p>Make a mini power-point project to describe a family activity and present it to the class</p>	<p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>	2 lessons
Synthesize concepts from the unit	<p>Content:</p> <p>Vocabulary and sentences from the unit</p> <p>Free response practice material</p> <p>Skills:</p> <p>Interpretive & interpersonal communication</p> <p>Pull key information from informational texts or listening recordings;</p>	<p>Vocabulary and grammar test</p> <p>Listening and speaking --- Free response (6 questions)</p> <p>Reading comprehension</p>	<p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p>	2 lessons

Unit 4 Overview

Unit Title: Diet and Health

Unit Summary:

This unit focuses on the importance of maintaining good health while learning about healthy foods/drinks, physical problems, and health concepts. Students will also learn to describe the tastes of foods/drinks, express likes/dislikes, and explore some recipes for making a traditional Chinese food. Additionally, students will learn vocabulary and grammar to describe various physical problems and feelings, and decide appropriate remedies as well.

Suggested Pacing: 16 lessons

Learning Targets

Unit Essential Questions:

- How can I make myself understood when I don't know all of the necessary words?
- What are healthy foods/drinks?
- What is the health concept for Chinese people?
- What are famous dishes in China?
- How can I explain and understand a recipe in Chinese?
- How does the China healthcare system differ from our own?
- How can I express physical problems to a doctor?

Unit Enduring Understandings:

- We should stay away from junk food.
- Good health is the most important thing in our lives.
- Chinese food in America does not represent traditional Chinese food.
- Getting health care in China requires understanding a different process than that in America.
- Students need to call the teacher directly if they ask for a sick leave.

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:

Part1 : Reading comprehension (20 points)

Part 2: Write a story based on 4 pictures about the process of seeing a doctor (40 points)

Alternative Assessment: Video project – at a Chinese restaurant (40 points)

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
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Read and respond a target text for talking about healthy foods and drinks	<p>Content:</p> <p>Vocabulary about food and drink; Text reading material' sentences: 你怎么不.....? 又..... 又.....</p> <p>Skills: Interpretive and interpersonal communication;</p> <p>Pull key information from informational texts or listening recordings;</p>	<p>Quizzes (vocabulary, speaking and listening);</p> <p>Class discussion: Think-pair-share after reading a text;</p> <p>Summarize healthy foods and drinks</p> <p>Understand a health concept for Chinese people</p>	<p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p>	2 lessons
<p>Use pronouns, nouns(food and drink) and corresponding measure words to introduce the breakfast someone had today</p> <p>Identify the words and sentences to express tastes and likes/dislikes for food and drink</p>	<p>Content:</p> <p>Vocabulary and measure words for this lesson;</p> <p>Sentences: 你做好.....吗? 太咸 (甜, 淡, 辣) 了。 很好吃, 只是.....。</p> <p>Audio and video from http://www.audio-lingua.eu/; www.youtube.com</p> <p>recording made by teacher for free response</p> <p>listening materials</p> <p>Skills:</p> <p>Interpersonal communication;</p> <p>Pull key information from informational texts or listening recordings;</p> <p>Compare and contrast</p>	<p>Quizzes (vocabulary, speaking and listening);</p> <p>Interview – what did you eat for your breakfast?</p> <p>Free responses (6 questions)</p> <p>Compare the breakfast of Chinese v. American via watching a video</p> <p>Listen and practice</p>	<p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</p> <p>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.C.5 Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.</p>	3 lessons

<p>Determine appropriate words and sentences to express eating and drinking</p>	<p>Contents:</p> <p>Vocabulary from the unit;</p> <p>Sentences: 你吃完了吗？ 我吃饱了。 我喝够了。 我请你.....。</p> <p>Demonstrative dialogue</p> <p>Skills:</p> <p>Interpret short text and conversation to describe eating and drinking;</p>	<p>Grammar and vocabulary quizzes;</p> <p>Presentation – Create a dialogue using correct vocabulary and sentence patterns between mother and son, and then present it as an oral quiz</p>	<p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p>	2 lesson
<p>Familiarize themselves with a Chinese recipe and some famous Chinese dishes;</p> <p>Understand that Chinese food in America does not represent traditional Chinese food.</p>	<p>Content:</p> <p>Chinese recipe for making egg fried rice;</p> <p>Video of famous Chinese dishes from www.youtube.com</p> <p>Skills:</p> <p>Interpretive and interpersonal communication</p> <p>Compare and contrast;</p> <p>Summarize an audiovisual presentation (video clip) in the target language about traditional Chinese food and drink</p>	<p>Vocabulary quiz;</p> <p>Think-pair-share activity – watch a video and summarize it;</p> <p>Reading comprehension</p> <p>Multiple choice/true or false</p>	<p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	2 lessons
<p>Talk about body parts and physical feelings;</p> <p>Express advice and suggestions</p> <p>Understand health concepts for Chinese people</p>	<p>Content:</p> <p>Vocabulary and syntax to describe body parts and physical conditions ;</p> <p>Sentences: 你最好.....。 你哪儿不舒服？ 你试试.....吧。</p> <p>Reading text</p> <p>Video from www.youtube.com</p> <p>listening materials</p> <p>Skills:</p> <p>Interpersonal and presentational communication</p> <p>Ask and response questions</p>	<p>Quizzes (vocabulary, speaking and listening)</p> <p>Think – pair - share (Ed puzzle) – watch the video and answer questions</p> <p>Reading comprehension</p> <p>Skit (at hospital) -- Use key words and sentence structures to create a meaningful conversation and then present to the class</p> <p>Leave a phone message asking for a sick leave</p>	<p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p>	4 lessons

	<p>Play game in target language</p> <p>Summarize an audiovisual presentation (video clip) in the target language.</p>			
Synthesize concepts from the unit	<p>Content:</p> <p>Vocabulary and sentences from the unit</p> <p>Reading comprehension text</p> <p>Pictures for writing practice</p> <p>Skills:</p> <p>Pull key information from informational texts or video clips</p> <p>Write a story with 5Ws and some simple connection words and phrases</p> <p>Interpersonal and presentational communication</p>	<p>Reading comprehension</p> <p>Write a story based on 4 pictures about the process of seeing a doctor</p> <p>Video project – at a Chinese restaurant</p>	<p>7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</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>	3 lessons

Unit 5 Overview

Unit Title: Colorful Clothing

Unit Summary:

This unit has two parts. In the first part, students will learn to buy and sell clothes. Students will review vocabulary which includes colors, clothes and measure words learned previously. Then students will practice asking and answering questions about prices and bargains, comparing sizes

and colors, soliciting opinions, providing compliments and praise, and offering suggestions. In the second part of the unit, students will review the Chinese zodiac. They will be able to discuss someone's birth year and their zodiac signs, as well as express reasons and results. Students will finish the entire unit by completing a video project about shopping for clothes.

Suggested Pacing: 15 lessons

Learning Targets

Unit Essential Questions:

- What are the popular clothing brands in China?
- What is the traditional Chinese clothing?
- Can I always bargain when I shop in China?
- How can I seek help and advice from others in Chinese?
- What is the relationship between the zodiac and the life of the Chinese people?

Unit Enduring Understandings:

- We can bargain for most merchandise in China, even in a big department store
- The expression of a price reduction in Chinese is the opposite from that in English
- The Chinese zodiac has a 12 year cycle, and everyone in China has a zodiac sign
- Some Chinese people have their own preferences about the zodiac and will choose particular years to birth their children

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:

Part1 : Vocabulary and grammar test (20 points)

Part 2: Listening test (20 points)

Part 3: Video project--shopping for clothes at a department store (60 points)

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Learn vocabulary to talk about colors and clothes Identify different measure words and verbs for talking about clothing	Content: Quizlet - Vocabulary of colors and clothing; PPT slides and worksheet - Measure words and verbs Listening materials Skills:	Quiz (vocabulary) Fill in the blanks with measure words and verbs Describe pictures with complete sentences Ask and tell what someone is wearing Listen and practice	7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.	2 lessons

	<p>Interpretive and interpersonal communication</p> <p>Pronounce the words correctly</p> <p>Use corresponding measure words and verbs to form complete sentences</p>			
<p>Talk about shopping for clothes, solicit opinions, offer suggestions, compare size and price, bargain, and express compliments and praise</p>	<p>Content:</p> <p>Vocabulary and sentences to describe shopping experiences ;</p> <p>Sentences: 这件衣服太（大、小、长、短、肥、瘦）了。 你穿这件衣服真好看（漂亮、难看）。 我买哪种好？比.....。跟.....一样.....。 打八折。 便宜点儿吧。 一共.....。 Videos from www.youtube.com</p> <p>Reading materials</p> <p>Listening materials</p> <p>Skills:</p> <p>Pull key information from audio recordings, video clips and reading or listening materials</p> <p>Interpersonal and presentational communication</p> <p>Compare and contrast</p>	<p>Quizzes (vocabulary, speaking and listening)</p> <p>Think – pair - share (Ed puzzle) – watch the video and answer questions</p> <p>Reading comprehension</p> <p>Listen and practice</p> <p>Use the vocabulary and grammar structures to create a dialogue for shopping for clothes – students will work in several stations which are labeled with different requirements</p>	<p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	5 lessons
<p>Read about Chinese clothes – 旗袍 (Qipao), and compare the differences and similarities between ancient Qipao and modern Qipao</p> <p>Make an oral cultural presentation about one traditional Chinese custom “Qipao”</p>	<p>Content:</p> <p>Vocabulary about Qipao</p> <p>Article for introducing Qipao; www.youtube.com</p> <p>Skills:</p> <p>Compare and contrast</p> <p>Pull key information from a reading text or video clip</p>	<p>Quizzes (vocabulary, speaking and listening)</p> <p>Think – pair - share (Ed puzzle) – watch the video and answer questions</p> <p>Reading comprehension</p> <p>Venn diagram to compare the differences and similarities between ancient Qipao and modern Qipao</p> <p>Culture presentation – Qipao (AP test style)</p>	<p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p>	3 lessons

	Interpretive, interpersonal and presentational communication		<p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>	
<p>Read about the Chinese zodiac and understand the relationship between the zodiac and the life of the Chinese people</p> <p>Make an oral, cultural presentation about the Chinese zodiac</p>	<p>Content:</p> <p>Vocabulary of Chinese zodiac;</p> <p>Article about the zodiac</p> <p>Skills:</p> <p>Interpretive, interpersonal and presentational communication</p> <p>Pull key information from a reading text or video clip</p>	<p>Quizzes (vocabulary, speaking and listening)</p> <p>Think – pair - share (Ed puzzle) – watch the video and answer questions (zodiac story)</p> <p>Reading comprehension</p> <p>Culture presentation – Zodiac (AP test style)</p>	<p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</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
Synthesize concepts from the unit	<p>Content:</p> <p>Vocabulary and sentences from the unit</p> <p>Skills:</p> <p>Interpretive, interpersonal and presentational communication</p>	<p>Vocabulary and grammar test</p> <p>Listening test</p> <p>Video project (shopping for clothes at a department store)</p>	<p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>	2 lessons

Unit 6 Overview

Unit Title: Treasure our Environment

<p>Unit Summary:</p> <p>In this unit, students will be able to describe pollution problems and find solutions for solving the problems. Students will also be able to use appropriate vocabulary, phrases and sentences to talk about some prohibitions, to request cooperation and assistance, and to describe someone's plans for protecting the environment.</p>
Suggested Pacing: 15-16 lessons
Learning Targets
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • What major pollution are we facing right now? • What can I do to protect our environment? • What is the most serious pollution problem in China? And why? • What are the differences and similarities of some prohibitions between China and America?
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Different countries have different prohibitions, and we must understand the rules and obey the rules when we travel to foreign countries; • Protecting the environment is the responsibility of each of us • China's economic development in recent years has also caused some environmental pollution • Students clean their own classrooms in China.
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:</p> <p>Part 1: Vocabulary and grammar test (20 points)</p> <p>Part 2: Reading comprehension (30 points)</p> <p>Part 3: Project – Earth, our home (50 points)</p>

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
<p>Use vocabulary to talk about pollution in the world</p> <p>Find out the most pollution in China and compare with that in our own town</p>	<p>Content:</p> <p>Vocabulary of pollution and the environment;</p> <p>Videos and audios from www.youtube.com</p> <p>http://www.audio-lingua.eu/</p> <p>Reading materials</p>	<p>Quizzes (vocabulary, speaking and listening)</p> <p>Think – pair - share (Ed puzzle) – watch the video and answer questions</p> <p>Reading comprehension – answer questions</p> <p>Make a chart to compare the pollution we have in</p>	<p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p>	3 lessons

	<p>Skills:</p> <p>Interpretive and interpersonal communication</p> <p>Pull key information from a reading text or audio recording & video clip</p> <p>Compare and contrast</p>	<p>our own town with that in China</p>	<p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</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>Discuss the reasons that cause the pollution and think about what we can do to protect our environment</p>	<p>Content:</p> <p>Vocabulary and sentences in this unit</p> <p>为什么有这些环境污染？ 是什么造成了这些环境污染？ 我们应该怎么做？ 我们应该怎么去保护我们的环境？</p> <p>Reading material</p> <p>Free response material</p> <p>4 pictures for writing</p> <p>Listening – Learn Chinese with me 2</p> <p>Skills:</p> <p>Interpersonal and presentational communication</p> <p>Read the text and summarize the main ideas</p> <p>Listen to the recording and answer questions (Free response)</p> <p>Write story based on the pictures provided</p>	<p>Quizzes (vocabulary, speaking and listening)</p> <p>Think – pair - share</p> <p>Reading comprehension</p> <p>Group and class discussion</p> <ul style="list-style-type: none"> What causes environmental pollution? What should we do to protect our environment? <p>Free response – AP style about pollution and the environment</p> <p>Write a story by describing four pictures that relate to pollution and the environment</p> <p>Listen and practice</p>	<p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</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>Talk about prohibitions, request cooperation and assistance</p>	<p>Content:</p> <p>Vocabulary and sentences from this unit :</p> <p>Sentences:</p>	<p>Quizzes (vocabulary, speaking and listening)</p> <p>Skit</p> <p>Make 5 rules for Chinese class</p>	<p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p>	2 lessons

	<p>这里不能.....。禁止.....。 你可以吗？ 你必须遵守规定。</p> <p>Some signs in China</p> <p>Skills:</p> <p>Interpersonal and presentational communication</p>		<p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>	
Use vocabulary and grammar structures to make a summer plan.	<p>Content:</p> <p>Vocabulary from this unit</p> <p>Sentences: 你打算干什么？ 你有什么打算（计划，安排）？ 先....., 然后（再）....., 最后.....。 我要.....。</p> <p>Reading materials</p> <p>Listening materials</p> <p>Skills:</p> <p>Interpretive and interpersonal communication</p> <p>Read the text and answer questions</p>	<p>Quizzes (vocabulary, speaking and listening)</p> <p>Interview – 你暑假准备干什么？</p> <p>Reading comprehension</p> <p>Listen and practice</p>	<p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p>	2 lessons
Create a poster for summer camp	<p>Content:</p> <p>Vocabulary and sentence structure from this unit</p> <p>Mini text - poster</p> <p>Skills:</p> <p>Interpretive communication</p> <p>Create a poster for a summer camp in China</p>	<p>Reading comprehension</p> <p>Create a poster</p>	<p>7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.IL.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>	1 lesson
Synthesize concepts from the unit	<p>Content:</p> <p>Vocabulary and sentences from the unit</p> <p>Reading material</p> <p>Skills:</p>	<p>Vocabulary and grammar test</p> <p>Reading comprehension</p> <p>Project – Earth, our home</p>	<p>7.1.IL.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and</p>	3 lessons

	Presentational communication		level-appropriate classroom and cultural activities.	
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