

Madison Public Schools

Honors Chinese IV

Written by:

Yong Sun

Reviewed by:

Diane Schulthes

Director of Curriculum and Instruction

Stacy Snider

District Supervisor of World Languages/ Visual and Performing Arts

Approval date:

August 2016

Members of the Board of Education:

Lisa Ellis, President

Shade Grahling, Vice President

David Arthur

Debra Coen

Johanna Habib

Leslie Lajewski

Thomas Piskula

Abi Singh

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

Course Overview

Description

Chinese IV is offered to students at the intermediate-low proficiency level. As defined by the American Council on the Teaching of Foreign Languages (ACTFL), a student functioning at the intermediate-low proficiency level exhibits 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

The Chinese IV course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills to real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The Chinese IV 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

In Honors Chinese IV, students are challenged to communicate with high levels of accuracy and have an opportunity to gain extensive culture knowledge as well. They will listen to audio materials or watch videos such as radio programs, youtube video clips and movies, write compositions, give oral reports and do I-search projects on topics related to the Chinese culture and language that interest them. Students will continue to expand and refine their vocabulary and review grammar. Throughout the year, students will practice communication using interpretive, interpersonal and presentational models.

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

- Speaking

- Conversation limited to predictable and concrete exchanges necessary for survival in the target culture related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging
- Responds to direct questions or requests for information
- Capable of asking a variety of questions when necessary to obtain simple information such as directions, prices, and services
- Expresses personal meaning by creating with the language
- Speaks with pauses, reformulations, and self-corrections
- Writing
 - Short, simple communications, compositions, and requests for information in loosely connected text about personal preferences, daily routines, common events, and other personal topics
 - Framed in present time but may reference other time frames
 - Evidence of control of basic sentence structure and verb forms
- Listening
 - Understands simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts
- Reading
 - Understands short, non-complex texts that convey basic information and deal with basic personal and social topics

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

Materials

Core: Textbook: Learn Chinese with me (3)

Supplemental: quizlet.com, youtube.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: Meiyun's Family

Unit Summary:

This unit reviews vocabulary about family members, body parts, houses, pets, clothing, and weather that students learned previously. Students will also learn to greet and describe people, pass on information, provide and accept suggestions, etc. In addition, students will be able to write a letter to describe a new friend and compare different environments between two places.

Suggested Pacing: 14 lessons

Learning Targets

Unit Essential Questions:

- What strategies can help me understand target-language material?
- How can I describe someone's house and individual rooms?
- What should I express when I compare two different places?
- What should I express when I describe people's appearance?

Unit Enduring Understandings:

- Comprehension of a text or audio does not necessarily mean understanding every word.
- Circumlocution is important when communicating in a second language.
- Chinese people's daily habits and living styles are different from others

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:

1. Listen and answer 6 questions about family and friends; Record the answers orally

Alternative Assessment:

2. Create a small project to compare various aspects of the two places (teacher will provide rubric before the project starts)

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Express body parts and clothing, and use keywords, phrases, and sentences to introduce and describe people	<p>Content:</p> <p>Vocabulary for this unit</p> <p>Read passages and dialogues about introducing and describing people;</p> <p>Listening to an audio tape for describing people</p> <p>Skills:</p> <p>Answering questions with factual information.</p> <p>Learn to pass information, and describe people</p> <p>Interpersonal communication when playing game</p>	<p>Vocabulary quizzes</p> <p>Make a “Missing” poster</p> <p>Pick one classmate to describe and record the description</p> <p>Complete true/false when listening to a recording</p>	<p>7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses</p> <p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations</p>	4 lessons
Talk about houses and rooms, pets and animals, and discuss the living habits of Chinese people, compare with American people as well.	<p>Content:</p> <p>Vocabulary for this unit;</p> <p>Students will read passages and dialogues for describing houses and rooms;</p> <p>Read a “rent or sell” sign and discuss the information that provides;</p> <p>Watch video to review animals and pets, especially Chinese zodiac;</p> <p>Discuss Chinese people's living habits based on a short passage, and compare with American people</p> <p>Skills:</p> <p>Answer questions with factual information;</p> <p>Compare and contrast;</p> <p>Reading a “rent or sell” sign for meaning and analysis</p>	<p>Vocabulary quizzes;</p> <p>Interview partner about his/her family, house, pets information, and present it in class</p> <p>Create a Venn diagram that compares and contrasts the living habit between Chinese people and American people</p> <p>Make a short comic book (8 pictures for talking about someone who raises animals) based on one short story</p>	<p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>CRP 6 Demonstrate creativity and innovation</p>	4 lessons
Pass and gain, compare and contrast information	<p>Content:</p>	Vocabulary quiz;	7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme,	3 lessons

	<p>New vocabulary list</p> <p>Read an article introducing two different places, and list new vocabulary, similarities and differences</p> <p>Format for writing a letter</p> <p>Supplemental books in class;</p> <p>Skills:</p> <p>Reading comprehension - read article for meaning and analysis;</p> <p>Research online to gain useful information</p>	<p>Write a letter to a pen pal (a classmate) to introduce the place she/he is living and ask the information about the place pen pal is living (assuming everyone is living different cities in China. Students will research for information)</p>	<p>main characters, and setting) in texts from age- and level appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes</p> <p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities</p> <p>CRP 4 Communicate clearly and effectively and with reason</p>	
<p>Create a small project to compare various aspects of two places</p>	<p>Content:</p> <p>Information received from penpal;</p> <p>Skill:</p> <p>Compare and contrast</p>	<p>Unit benchmark assessment (see above)</p>	<p>7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses</p> <p>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports</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>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.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>3 lessons</p>

Unit 2 Overview

Unit Title: Leisure Time

Unit Summary:

In this unit, students are going to communicate using extend words and phrases to talk about familiar topics related to traveling and visiting, opera and movies, etc. They will be able to describe a typical Chinese town or city. They will create a travel itinerary and have both oral and written presentations about one of the famous Chinese cities. They will talk about different types of movies and discuss whether someone understands or misunderstands the Beijing opera. Additionally, students should be able to express comments or opinions, and their own aspirations.

Suggested Pacing: 13- 15 lessons

Learning Targets

Unit Essential Questions:

- How can I use Chinese in my daily life both in the school and outside of the school?
- What should we do in order to protect the world's cultural heritage of Beijing Opera ?

Unit Enduring Understandings:

- China has a rich history of five thousand years of civilization , and there are many historical monuments and traditional cultures
- There are many authentic resources available to help me gain knowledge about Chinese language and culture.
- Beijing opera is the most popular opera in China, although there are others that are fancier.

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:

1. Listen and answer a series of 6 questions about leisure activities, and record the answers;
2. Culture presentation of a famous city in China (Beijing).

Alternative Assessment:

3. Write a 400 word paragraph to introduce your leisure activities and include some details.
(Teacher will provide rubric before the work starts)

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Use vocabulary to describe leisure activity, travel or vacation	Content: Vocabulary related to describe a visit or travel in the past; Vocabulary related to describing a plan to visit or travel in the future; https://www.youtube.com/watch?v=6S5ZtdU8ryw Pictures about beijing, xi'an, Guilin, Huangguoshu, etc.	Context clue vocabulary quizzes Use picture prompts for the creation of conversation Identify key vocabulary from authentic video selections. Listen to the audio and answer questions	7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses; 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.	3 lessons

	<p>Sentences:去过.....,去了.....</p> <p>Skills:</p> <p>Listen to the CD (conversation) and answer questions</p> <p>Read authentic text and discuss in small group</p> <p>Introduce a travel experience which has been done before or a travel plan in the future(conversation with partner);</p>			
Describe a famous city (Beijing) in China, and make a travel itinerary to Beijing.	<p>Content:</p> <p>Vocabulary about Beijing in the article, brochure and video</p> <p>https://www.youtube.com/watch?v=cDIfCaTMLEk</p> <p>http://vacations.ctrip.com/tours/d-beijing-1/l381#taba</p> <p>Skills:</p> <p>Pull key information from informational texts or videos; Internet exploration of the travel attractions; Create travel itinerary; Computer technology;</p>	<p>Vocabulary quizzes</p> <p>Create a travel itinerary to Beijing and describe Beijing's attractions in detail; present it in both written and oral format.</p>	<p>7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p> <p>CRP 11. Use technology to enhance productivity</p>	5 lessons
Identify key words and phrases about entertainment (music, movies, opera) in role play conversation	<p>Content:</p> <p>Vocabulary about topic entertainment; Conjunctive expression: 虽然..... 但是.....。 一..... 就.....</p> <p>Chinese culture - Beijing opera and mask</p> <p>https://www.youtube.com/watch?v=BBcUDBTyabk&list=PLuGyTRA7xxbl8bLoWFEW5gM6HJ6EbXI8</p> <p>Skills:</p> <p>Describe comment or opinion;</p> <p>Interpersonal/presentational communication</p>	<p>Vocabulary quizzes</p> <p>Conversation (interview) - create 10 questions to ask classmate about what entertainment they like or dislike</p> <p>List facts about Beijing opera, and then make a 2 minute culture presentation about it.</p>	<p>7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses;</p> <p>7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p> <p>7.1.IM.A.8 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p> <p>7.1.IM.B. 4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p>	3 lessons

Synthesize concepts from the unit	Content: Vocabulary and grammar from the unit	Unit test (see benchmark assessment information)	<p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</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>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.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	1-2 lessons
-----------------------------------	--	---	---	-------------

Unit 3 Overview

Unit Title: Two generations

Unit Summary:

This unit is related to the topic of family generational conflicts and patriarchal problems. Students will express complaints, worries, and frustrations, and practice how to ask about the reasons and justifications. They will compare similarities and differences between Chinese parents and American parents in order to better educate their own children. Grammatically, students will be able to distinguish and use adverbs “就” and “才” correctly in both oral and written formats. In addition, students will understand the one - child policy of China and its positive and negative impacts.

Suggested Pacing: 12-13 lessons

Learning Targets

Unit Essential Questions:

- How can I use Chinese to describe the problems I have in my daily life?
- What are the differences between Chinese parents and American parents in terms of children's education and upbringing?
- Why do some Chinese people prefer boys over girls?

Unit Enduring Understandings:

- China's One-child policy reduced the patriarchal phenomenon.

- Chinese parents traditionally favor boys over girls, especially in the less developed areas.
- The best way to solve the problems of a generation gap is through communication.

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:

1. Create a series of 6 questions to ask someone's understanding of or opinion about the Chinese One -child policy and the phenomenon of the Chinese culture preferring boys over girls, and then answer those questions orally;
2. Write a paragraph to describe your family's generational conflicts, parents' preference between boys and girls, parents' expectations of children, etc.
3. Listening comprehension: listen to the tape and answer questions

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Determine and categorize key words, phrases, and sentences in order to engage orally in written communication to discuss family conflicts and patriarchal problems	<p>Content:</p> <p>Vocabulary for talking about generation conflicts, patriarchal problems from texts;</p> <p>Vocabulary from audio : http://www.audio-lingua.eu</p> <p>Skills:</p> <p>Pull key information from informational texts or video clips ; Summarize and discuss video clips in the target language ; Interpersonal communication (pair & class discussion)</p>	<p>Vocabulary quizzes;</p> <p>Listen to the audio and answer questions;</p> <p>Introduce own family conflicts and patriarchal problem and with details orally and in written format.</p>	<p>7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses;</p> <p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p>	3 lessons
Describe someone's concerns or worries, and discuss the reasons	<p>Content:</p> <p>Vocabulary for describing concerns and reasons;</p> <p>Adverbs: 就 and 才;</p> <p>Short topic related passage and dialogue (texts)</p> <p>Skills:</p> <p>Compare and contrast</p> <p>Pull key information from informational texts</p>	<p>Vocabulary quiz;</p> <p>Pair work -- create a conversation with partner to describe your own worries based on conflicts with parents</p> <p>Create sentences with two different adverbs</p>	<p>7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p> <p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p>	2 lessons

	<p>Distinguish between two adverbs (就, 才) and use them to make sentences</p> <p>Interpersonal and presentational communication</p>		<p>7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p>	
<p>Understand and discuss One-child policy in China, and societal phenomenon of preferring boys over girls</p>	<p>Content : Vocabulary from audio (2 audios from this website) http://www.audio-lingua.eu</p> <p>Online resource about One-child policy;</p> <p>Skills:</p> <p>Understanding and interpretation ;</p> <p>Summarize and discuss audio in the target language;</p> <p>Pull key information from informational texts</p>	<p>Vocabulary quizzes;</p> <p>Listen to the audio and answer questions;</p> <p>Pair discussion: discuss the positive and negative influences of One- child policy and present in groups of 4;</p>	<p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</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>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.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>3 lessons</p>
<p>Compare and contrast similarities and differences between Chinese parents and American parents in terms of the way to educate their children.</p>	<p>Contents:</p> <p>Vocabulary from the texts Passages for introducing Chinese parents;</p> <p>Short passages/texts for introducing Chinese parents;</p> <p>Skills:</p> <p>Understanding and interpretation ;</p> <p>Compare and contrast;</p>	<p>Vocabulary quiz;</p> <p>Create a Venn diagram to compare and contrast similarities and differences between Chinese parents and American parents and the way they educate their children</p>	<p>7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p>	<p>2 Lessons</p>
<p>Synthesize concepts from the unit</p>	<p>Content:</p> <p>Vocabulary, grammar in the unit</p>	<p>Unit test (See Benchmark assessment information)</p>	<p>7.1. IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.</p>	<p>1-2 Lessons</p>

Unit 4 Overview

Unit Title: Different Cultures

Unit Summary:

In this unit, students will communicate using extend words and phrases to talk about familiar topics that are related to different cultures. Students will compare and contrast holidays, weddings, foods and taboos between Chinese and western cultures. Students will explain their attitudes, express their doubts, and describe preferences of foods. At the conclusion of the unit, students will make videos, oral presentations, and write passages.

Suggested Pacing: 13-15 lessons

Learning Targets

Unit Essential Questions:

- Why do Chinese people normally like the color red?
- What should I be aware of when gifting to Chinese people?
- How can I introduce a traditional American holiday to others?

Unit Enduring Understandings:

- All holidays play an important role in a culture.
- Taboos in China are different from those in the United States.
- Digital and online tools are available to facilitate second language learning.

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:

1. Create a series of 6 questions for talking about Chinese culture and then answer those questions orally;
2. Listening comprehension: listen to the tape and answer questions
3. Reading comprehension - read an article and then answer questions

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Compare and contrast a Chinese wedding and a Western wedding, and make a PowerPoint presentation about it	Content: Vocabulary for talking about weddings; Short dialogue and paragraph for introducing weddings; Vocabulary from http://www.audio-lingua.eu/ (one audio file)	Vocabulary quizzes; Listen to the audio and answer questions; Fill out the form to compare and contrast Chinese wedding and Western wedding, and then make a powerpoint presentation	7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes. 7.1. IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.	3 lessons

	<p>Skills: Identify key words from dialogue and passage</p> <p>Compare and contrast</p> <p>Pull information from audio materials</p> <p>Interpersonal and presentational communication</p>		<p>7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.</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>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.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	
<p>Explore traditional Chinese holidays and compare Chinese New Year with Christmas;</p> <p>Make an oral presentation for Chinese New Year</p>	<p>Content: Vocabulary for introducing holidays;</p> <p>Audio from http://www.audio-lingua.eu/; Vocabulary from videos: https://www.youtube.com/watch?v=OBB15ecuztU https://www.youtube.com/watch?v=oryhCpqp0qc</p> <p>Internet resources</p> <p>Skills:</p> <p>Compare and contrast;</p> <p>Pull key information from informational texts/ audio/video;</p> <p>Computer technology;</p> <p>Oral presentational communication</p>	<p>Vocabulary quizzes;</p> <p>Relay the audio;</p> <p>Research main Chinese traditional holidays, and complete an information table (divide students into small groups, and assign one holiday for each group, and then combine all of the information together)</p> <p>Watch the videos and answer questions (individual - pair - class);</p> <p>Create a Venn diagram that compares and contrasts Chinese New Year and Christmas;</p> <p>List facts about Chinese New Year and make a 2 minute oral presentation</p>	<p>7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p> <p>7.1. IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	5 lessons
Describe some Chinese foods and your preferences	<p>Content:</p> <p>Vocabulary from texts/dialogues;</p> <p>Skills:</p> <p>Interpretive communication</p>	<p>Vocabulary quiz;</p> <p>Write a passage to describe some Chinese foods and provide own preference</p>	<p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p>	2 lessons

Obtain knowledge about Chinese taboos and compare them with western world	<p>Content:</p> <p>Vocabulary for talking about taboos;</p> <p>Articles for introducing Chinese taboos;</p> <p>Skills:</p> <p>Compare and contrast; Interpretive / presentational communication</p>	<p>Vocabulary quiz;</p> <p>List the facts from articles/texts about Chinese taboos and make a 2 minute oral presentation;</p> <p>Discuss in groups of 3 western taboos, and compare the differences with Chinese taboos.</p>	<p>7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p> <p>7.1.IM.A. 7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.C. 5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.</p>	3 Lessons
Synthesize concepts from the unit	<p>Content:</p> <p>Vocabulary and grammar from the unit</p>	<p>Unit test (see benchmark assessment information)</p>	<p>7.1. IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A. 5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p>	1-2 lessons

Unit 5 Overview

Unit Title: Diet and Health

Unit Summary:

The focus for this unit is to talk about diet and health. Students will have an opportunity to explore traditional Chinese foods, diet habits and finally make a Chinese dish. They will practice describing someone's health condition and physical examination and discuss a healthy lifestyle. Students will exercise their language skills (speaking, listening, reading, writing) through the three modes of communication.

Suggested Pacing: 15 lessons

Learning Targets

Unit Essential Questions:

- What is a healthy lifestyle? Is my lifestyle healthy?
- How is the Chinese diet culturally different from an American diet?
- How can I make a traditional Chinese dish?
- How do I describe a medical condition or procedure?

Unit Enduring Understandings:

- Diet habits in China differ from American diets and other western countries.

- “把” sentence is a special sentence which is commonly used in Chinese people’s daily life.
- Comprehension of a text does not necessarily mean understanding every single word.

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:

1. Create 6 questions about health and a healthy lifestyle;
2. Writing practice -- narrate a short story based on 4 pictures (about seeing a doctor)

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
Use vocabulary to describe foods, drinks, fruits, and someone’s daily diet.	<p>Content:</p> <p>Vocabulary for foods, drinks, fruits, etc.</p> <p>Dialogue/ texts for talking about foods, drinks, etc.</p> <p>Skills:</p> <p>Identify different foods, drinks, and fruits;</p> <p>Interpretive/ interpersonal communication;</p>	<p>Vocabulary quiz;</p> <p>Fill out a form of someone’s daily diet based on the text/dialogue provided;</p> <p>Interview partner for the information about his daily diet</p>	<p>7.1.IM. A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p> <p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p>	2-3 lessons
Obtain knowledge about Chinese cuisine and practice making a Chinese dish	<p>Content:</p> <p>Vocabulary about the process to make a Chinese dish</p> <p>Vocabulary from video about cuisine and how to make “ma po dou fu”</p> <p>http://www.youtube.com/watch?v=unw6LyBpN8o</p> <p>Skills:</p> <p>Pull key information from informational video.</p> <p>Make a Chinese dish</p>	<p>Vocabulary quizzes;</p> <p>Fill out an informational form about cuisine;</p> <p>List all of the steps for making “ma po dou fu” based on video/ texts;</p> <p>Group project ----Make a dish “ma po dou fu” and video it.</p>	<p>7.1. IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>CRP 11 Use technology to enhance productivity</p>	5 lessons
Use key vocabulary to describe someone’s health condition	<p>Content:</p> <p>Vocabulary from texts/dialogues about health;</p>	<p>Vocabulary quizzes;</p> <p>Read passage and answer questions;</p>	<p>7.1. IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p>	2 Lessons

	<p>Audio tapes for talking about health problems;</p> <p>Skills: Interpretive/interpersonal/presentational communication</p>	<p>Listen to the tape and answer questions;</p> <p>Skit (at hospital);</p>	<p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>CRP 3 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>	
Talk about lifestyle, and discuss what a healthy lifestyle is, and how to develop healthy lifestyles	<p>Content:</p> <p>Vocabulary for talking about lifestyle;</p> <p>Scientific article for talking about lifestyle;</p> <p>texts/dialogues;</p> <p>Skills: Description, explanation, narration, analysis, comparison</p> <p>Interpersonal communication</p>	<p>Vocabulary quizzes;</p> <p>Reading comprehension;</p> <p>Group discussion -- 1. What is your lifestyle, is it healthy? Why? 2. What is the healthy lifestyle, and how to develop it</p> <p>Write a report for group discussion</p>	<p>7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p> <p>7.1. IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p>	3-4 Lessons
Synthesize concepts from the unit	<p>Content:</p> <p>Vocabulary and grammar from the unit</p>	<p>Unit test (see benchmark assessment information)</p>	<p>7.1. IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.C. 3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</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>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.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	1-2 lessons

Unit 6 Overview

Unit Title: Transportation and Geography

Unit Summary:

In this unit, students will talk about some familiar topics related to transportation, the environment and travel. They will have an opportunity to explore geography and climate, as well as to discuss the pollution problem. They will describe transportation in China. They also will practice orally communicating with a travel agent regarding the price of airline tickets and online booking, and will be able to express dissatisfaction, suggestions, and warnings.

Suggested Pacing: 13-15 lessons

Learning Targets

Unit Essential Questions:

- How do I describe geography and climate?
- Where can I get a good deal on airline tickets and hotels in China?
- What should we do in order to protect our living environment?

Unit Enduring Understandings:

- Pollution issue is a common issue in the world, especially in China.
- China is called “Bicycle kingdom”, but less and less people in China are riding bikes now.
- The pronunciation of the particle words “的”, “地”, “得” is the same, but usage in a sentence is different.

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:

1. Create 6 questions about the environment, and answer them orally;
2. Project - Make a poster/presentation that displays 5 major environmental problems in China, with specific data analysis, a discussion of the solution, etc.

Objectives (Students will be able to...)	Essential Content/Skills	Suggested Assessments	Standards	Pacing
---	-----------------------------	--------------------------	-----------	--------

Use keywords and phrases to role play a communication about transportation in China.	<p>Content:</p> <p>Vocabulary of transportation;</p> <p>Passage for introducing transportation, including high speed train in China;</p> <p>Skills:</p> <p>Interpretive/ interpersonal communication;</p> <p>Compare and contrast;</p> <p>Pull key information from informational texts</p>	<p>Vocabulary quizzes;</p> <p>Reading comprehension (read and answer questions)</p> <p>Pair work -- create a conversation based on the information from reading materials about transportation in China</p>	<p>7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p> <p>7.1. IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p>	3 lessons
Use vocabulary for describing a planned trip to a travel agent, and talk about booking airplane tickets, train tickets and a hotel with travel agents or online	<p>Content:</p> <p>Vocabulary for talking about trip and book tickets and hotel;</p> <p>Listening materials for talking about travel;</p> <p>Reading comprehension passages</p> <p>Traveling websites</p> <p>Skills:</p> <p>Compare and contrast</p> <p>Pull key information from informational texts</p> <p>Interpersonal communication;</p> <p>Computer technology</p>	<p>Vocabulary quizzes;</p> <p>Listening and reading comprehension;</p> <p>Call a local travel agent for asking a airplane ticket price;</p> <p>Research online for hotel prices and compare with others;</p> <p>Make a budget for traveling to Beijing (based on the itinerary made in Unit 2)</p>	<p>7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p> <p>7.1. IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p>	4- 5 lessons
Describe environments which include geography and climate, and discuss pollution problems	<p>Content:</p> <p>Vocabulary for talking about the environment (includes geography and climate) and pollution;</p> <p>Information from: https://www.youtube.com/watch?v=5GY-uLtkxQA</p> <p>Teacher made listening materials;</p> <p>Skills:</p> <p>Description, narration, analysis, comparison;</p>	<p>Vocabulary quizzes;</p> <p>Pair & group work: Watch video and complete the information form;</p> <p>Listen to the tape and answer the questions;</p> <p>Write a passage to describe home environment and any problems, especially pollution problems</p> <p>Group discussion - make a list for what we can do to protect our environment</p>	<p>7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p> <p>7.1. IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>CRP 5 Consider the environmental, social and economic impacts of decisions.</p>	4 - 5 Lessons

	Interpersonal communication		CRP 8 Utilize critical thinking to make sense of problems and persevere in solving them.	
Synthesize concepts from the unit	Content: Vocabulary and grammar from the unit	Unit test (see benchmark assessment information)	<p>7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p> <p>7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p> <p>7.1. IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</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>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.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>	1-2 lessons