

Madison Public Schools

Chinese V Grades 11-12

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Course Overview

Description

Chinese 5 is an honors course that reviews and consolidates knowledge learned in previous years, and further develops speaking, listening, reading and writing skills. Students will study Chinese language and culture through the analysis of texts and articles on a variety of realistic topics. Students will read and discuss Chinese newspapers, literary works and listen to authentic audio materials. Additionally, students will experience and evaluate Chinese TV programs, movies, Beijing operas, Chinese paintings, calligraphies and martial arts. Students will also be challenged with high quality oral presentations and comprehensive writing assignments. Students will be expected to communicate with spoken and written forms using interpretive, interpersonal and presentational modes, and demonstrate understanding of a culture via these same three modes as well.

Goals

This course aims to:

- build a solid foundation of vocabulary and sentence structures --- Students will be expected to read and recognize all vocabulary learned in Chinese 1-4 and write most of the common words by memory. Students also should be able to correctly use all sentence structures from earlier courses both orally and in writing;
- develop listening skills --- Students will be expected to comprehend age and level appropriate conversations and information from a variety of sources, such as audio or video, and to paraphrase what is heard and to respond both orally and in writing;
- develop speaking skills --- Students will be expected to speak exclusively in Chinese during class and be able to communicate with native speakers on most common topics;
- develop reading skills --- Students will be expected to comprehend a variety of challenging and sophisticated texts, articles and literary works, and be able to read these materials fluently;
- develop writing skills --- Students will be expected to learn strategies through which students compose a variety of written responses for different purposes and audiences on different topics and content areas, and to demonstrate a high quality of Chinese writing.

Materials

Core: Textbook: Learn Chinese with me (4)

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: A Tour Around Beijing

Unit Summary:

This unit will help students gradually get into a real language environment. With a narrative tone, the unit introduces China, Beijing, Beijing dialects, Beijing architecture, Pekingese and related cultural knowledge. Students will have an opportunity to explore China and Beijing in many different aspects, such as making arrangements with friends on the phone, giving advice to friends, discussing their impression of a city's language or accent and writing a description of Chinese architectures unique features.

Suggested Pacing: 5 weeks (17-18 lessons)

Learning Targets

Unit Essential Questions:

- What are differences and similarities regarding the ways to express pleasantries between Pekingese and American people?
- What can I do for foreign and migrant workers who come to live in my country or city?
- How does Beijing's development affect "HuTong" culture?
- What can we do to protect our own culture?

Unit Enduring Understandings:

- Students will understand that based upon the different culture, people may have different living habits;
- Students will understand historically the positive impact of a strong work ethic;
- Students will understand the language or accent of a particular city or place; the role of foreign and migrant workers; the architecture of the city or cities which they live in.

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:

Unit 1 test

1. Include listening part --- listen to the tape (conversation) and then answer questions.
2. Include (project) presentation part -- assume you are a tour guide and you will lead a group of people to visit a Chinese city
 - Pick one city in China and introduce 5 different things (famous building, university, people, historical sites, scenic spot, arts, music, restaurant, hotel, foods, events, holidays...)
 - Make a video to present
3. Include writing part – Introduce a travel experience.
 - Write in the first person and use past tense.
 - Clearly introduce where you were, when you were there, who you were with and what you did there and why.

- Focus on telling the reader something about the place with facts, descriptions and observations.
 - Introduce the general feeling and experience of the trip.
 - Write at least 15 sentences.
4. Include others quizzes and tests
- Vocabulary – Recognize words and understand meanings for each
 - Radicals – Understand the meaning for each radical, give an example (character) for each radical and use the character to make words.
 - Phrases and sentence patterns – Understand structure for phrases and sentence patterns and correct any errors.
 - Reading comprehension – Read passages and answer questions.

| Objectives (Students will be able to...) | Essential Content/Skills | Suggested Assessments | Standards (NJCCCS CPIs, CCSS, NGSS) | Pacing |
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| <p>Determine and categorize key words, phrases and sentences in order to engage in role play conversation for expressing impression of Beijing</p> <p>Discuss different radicals and gain knowledge about methods of forming Chinese characters ;</p> <p>Discuss the differences and similarity between “New Beijingers” and immigrant in United States</p> | <p>Content:</p> <p>Vocabulary for talking about continents, countries, cities, languages, architectures and travel;</p> <p>New sentence patterns:</p> <p>既..., 又...。 该+pronoun了。 跟...相比, 不管..., 都...。 不论..., 都...。 来帮+pronoun...。 从... 上看, 把... 叫做...。 只有...才...。 除了...以外, 还...。</p> <p>Skills:</p> <p>Pronounce and remember all new words about continents, countries, cities, languages, architectures and travel.</p> <p>Identify different radicals and use these radicals to form characters, words and phrases.</p> <p>Create sentences with new sentence patterns.</p> <p>Use new sentence patterns and new words provided to speak and write passages.</p> <p>Role play conversations and create analogous conversation with partner.</p> <p>Understand the texts, read texts correctly and fluently and retell the stories with own sentences in oral and writing.</p> | <p>Vocabulary quiz (three parts---listening, oral and reorganization);</p> <p>Radicals, characters, words, and phrases practice work sheet;</p> <p>Reading quiz;</p> <p>Reading comprehension;</p> <p>Retell texts (oral & writing);</p> <p>Write conversation or passage with provided words and required sentence patterns;</p> <p>Presentation;</p> <p>Workbook exercises</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.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.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics 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>9.1.12.A.2 Participate in online strategy and planning sessions for course –based, school-based, or outside projects.</p> <p>9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context</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> | 8 lessons |

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| | | | <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>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 Chinese traditional architectures at Beijing by comparing and contrasting them with modern architectures and their local architectures;</p> <p>Ask and answer questions in role play conversation that requires them to make appointment, give suggestions and express guessing.</p> | <p>Content:</p> <p>Chinese poems, idioms, songs and prose</p> <p>Skills:</p> <p>Compare and contrast;</p> <p>Pull key information from informational texts and supplemental articles, news or stories;</p> <p>Offer and support opinions or ideas both orally and in writing;</p> <p>Comprehend topic related videos or audios to paraphrase what is heard and respond both orally and in writing.</p> | <p>Listening HW and quizzes;</p> <p>Reading comprehension;</p> <p>Essay;</p> <p>Class discussion;</p> <p>Make and tell stories;</p> <p>Narrate or describe traveling experiences;</p> <p>Share impression of the foreign and migrant workers who live in the city or country</p> <p>Project;</p> <p>Recite poem or a short prose;</p> | <p>7.1 IM.A.1 Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.</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.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.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics 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> | 8 lessons |

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| | | | <p>7.1.IM.C.5 Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.</p> <p>9.1.12.A.2 Participate in online strategy and planning sessions for course –based, school-based, or outside projects.</p> <p>9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context</p> | |
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Unit 2 Overview

Unit Title: Traditional culture

Unit Summary:

This unit will help students understand some cultural Chinese traditions: Beijing Opera, Chinese medicine and acupuncture, Chinese gong Fu and famous actors/actresses. The major components of this unit are expressing surprise and opinion, giving advice, describing an illness and viewing and describing traditional ethnic performances.

Suggested Pacing: 5 weeks (17-18 lessons)

Learning Targets

Unit Essential Questions:

- What do I see in this performance? Do I like it?
- Do I understand and respect different cultures?
- How is the Chinese Traditional Medicine important for Chinese people's life?
- What can I do to protect the cultures that are disappearing?

Unit Enduring Understandings:

- Students will understand the traditional performance of a particular ethnic group.
- Students will understand how the Chinese Traditional Medicine affects people's lives.
- Students will explore at least three important Chinese cultures, and give opinions and advice, etc.

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:

IPA: Integrated Performance Assessment to include Speaking, Reading, Writing and Listening Skills

Alternative Assessment: Panel discussion

| Objectives (Students will be able to...) | Essential Content/Skills | Suggested Assessments | Standards (NJCCCS CPIs, CCSS, NGSS) | Pacing |
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| <p>Determine and use new words and sentence patterns in oral and writing to introduce Chinese traditional cultures, such as: Beijing Opera, Shaolin Gong Fu, Chinese medicine and acupuncture, etc.</p> <p>Infer meaning of unfamiliar words in new contexts;</p> <p>Understand different culture perspective. Different culture express meanings and ideas in different ways and get inspiration from many sources.</p> | <p>Content:</p> <p>New words for talking about Beijing Opera, Shaolin Gong Fu, Chinese medicine and acupuncture;</p> <p>New sentence patterns: V+得 V+住 不是..., 而是 ...。 仔细一+V V+得出 在...期间 以前 ..., 其实...。 如果..., 那么...。 跟...有关系。 把...和...结合在一起。 把...教给...。 把...作为...来...。 ...</p> <p>Skills:</p> <p>Learn new words related to Chinese culture.</p> <p>Identify different radicals and use these radicals to form characters, words and phrases</p> <p>Create sentences with new sentence patterns;</p> <p>Use new sentence patterns and new words provided to speak and write passages.</p> <p>Role play conversations and create analogous conversation with partner.</p> <p>Understand conversations, texts and articles, read them correctly and fluently and retell the stories with own sentences both orally and in writing.</p> | <p>Vocabulary quiz (three parts---listening, oral and reorganization);</p> <p>Radicals, characters, words, and phrases practice work sheet;</p> <p>Reading quiz;</p> <p>Reading comprehension;</p> <p>Retell stories (orally & in writing)</p> <p>Write conversation or passages using provided words and required sentence patterns;</p> <p>Presentation;</p> | <p>7.1 IM.A.1 Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.</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.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.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p> <p>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p> <p>7.1.IM.C.5</p> | 8 lessons |

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| | | | <p>Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.</p> <p>9.1.12.A.2 Participate in online strategy and planning sessions for course –based, school-based, or outside projects.</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>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> | |
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| <p>Compare and contrast own traditional cultures with Chinese traditional cultures;</p> <p>Determine and use key phrases and expressions in role play conversation that express surprise, explanation, opinion and advice;</p> <p>Learn about famous Chinese Gong Fu and actors/actress</p> | <p>Content:</p> <p>Chinese poems, idioms, songs and prose</p> <p>Movies</p> <p>Skills:</p> <p>Compare and contrast;</p> <p>Pull key information from informational texts and supplemental articles, stories;</p> <p>Offer and support opinions or ideas both orally and in writing;</p> <p>Give advice.</p> <p>Comprehend topic related videos or audios to paraphrase what is heard and respond both orally and in writing.</p> <p>Online research</p> <p>Debate</p> | <p>Homework;</p> <p>Quizzes (oral, listening, writing and reading);</p> <p>Reading comprehension;</p> <p>Essays (reflection paper, story, etc.);</p> <p>Class discussion;</p> <p>Research paper (mask of Beijing opera; the four great mountains famous in Buddhism, etc.)</p> <p>Create and tell stories (writing and oral);</p> <p>Narrate or describe one traditional Chinese culture</p> <p>Project and presentation</p> | <p>7.1 IM.A.1 Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.</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.6 Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials.</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>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</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>7.1.IM.C.5 Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.</p> <p>9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.</p> | 8 lessons |
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Unit 3 Overview

Unit Title: Social Activities

Unit Summary:

In this unit, students will have the opportunity to compare and contrast social models between the target country and their own country. Students will recall, express, and discuss the most interesting events in their lives, learn how to give information, express satisfaction/dissatisfaction, etc.

Suggested Pacing: 5 weeks (17-18 lessons)

Learning Targets

Unit Essential Questions:

- Which social model do I like more than others? Why?
- What can I do to make our society better?

Unit Enduring Understandings:

- Students will understand different school systems, social activities, and voluntary jobs between target country and their own country
- Students will be able to express satisfaction/dissatisfaction, concerns, surprises, etc.

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:

IPA: Integrated Performance Assessment to include Speaking, Reading, Writing and Listening Skills

Alternative Assessment: Video recording of skit to be electronically submitted to teacher

| Objectives (Students will be able to...) | Essential Content/Skills | Suggested Assessments | Standards (NJCCCS CPIs, CCSS, NGSS) | Pacing |
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| <p>Determine and use new words, sentence patterns orally and in writing to talk about school life and social activities;</p> <p>Infer meaning of unfamiliar words in new contexts.</p> | <p>Content:</p> <p>Vocabulary: events, school and classroom, directions, etc.</p> <p>New words for talking about social activities;</p> <p>New sentence patterns: Adj. + 死了。 是... 的。 有的..., 有的...。 该 +V了。 该+pronoun 了。 哪儿的话 ...像...。 ...比...得 (number) 。 挺+adj. +的</p> <p>Skills:</p> <p>Pronounce all of the new words about social activities correctly and remember them.</p> <p>Identify different radicals and use these radicals to form characters, words and phrases</p> <p>Create sentences with new sentence patterns;</p> <p>Use new sentence patterns and new words provided to speak and write passages.</p> <p>Role play conversations and create analogous conversation with partner.</p> <p>Understand and read the texts correctly and fluently</p> <p>Retell stories using own sentences orally and in writing.</p> | <p>Vocabulary quiz (three parts---listening, oral and reorganization);</p> <p>Radicals, words, characters, and phrases practice work sheet;</p> <p>Reading quiz (texts);</p> <p>Reading comprehension;</p> <p>Retell stories (orally & in writing)</p> <p>Write conversations or passages using provided words and required sentence patterns;</p> <p>Presentation;</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.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics 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>9.1.12.A.2 Participate in online strategy and planning sessions for course –based, school-based, or outside projects.</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>8 lessons</p> |

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| | | | <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</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>Learn about school system and social activities in China, and get opportunity to compare and contrast with their own school;</p> <p>Narrate and describe unforgettable things or people in paragraph form;</p> <p>Share news and information, and express satisfaction/dissatisfaction, concerns, surprise, etc.</p> | <p>Content:</p> <p>Chinese poems, idioms, songs and prose</p> <p>Skills:</p> <p>Compare and contrast;</p> <p>Pull key information from informational texts and supplemental articles;</p> <p>Offer and support opinions or ideas both orally and in writing;</p> <p>Comprehend topic related videos or audios to paraphrase what is heard and respond both orally and in writing.</p> <p>Share news or information;</p> <p>Express satisfaction/dissatisfaction, concerns, surprises, etc.</p> <p>Describe interesting activities or events</p> | <p>Homework;</p> <p>Quizzes (listening, speaking, reading and writing);</p> <p>Reading comprehension;</p> <p>Essay – The most unforgettable thing, place, person or event;</p> <p>Class discussion;</p> <p>Make and tell stories;</p> <p>Narrate or describe own travel experience</p> <p>Project – make class news papers</p> <p>Interview</p> | <p>7.1 IM.A.1 Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.</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.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics 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> | 8 lessons |

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| | | | <p>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>9.1.12.A.2 Participate in online strategy and planning sessions for course –based, school-based, or outside projects.</p> | |
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| Unit 4 Overview | |
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| Unit Title: Leisure Time | |
| Unit Summary: This unit will focus on the activities that students in China participate in during their leisure time as well as issues related to the internet and online chat rooms. Students will talk about hobbies, ask someone's plans, joke with friends, describe online chatting experiences, understand another's situation, etc. | |
| Suggested Pacing: 5 weeks (17-18 lessons) | |
| Learning Targets | |
| Unit Essential Questions: <ul style="list-style-type: none"> What do the Chinese students do in their leisure time compared to what I usually do? Where are the Chinese students going to do their activities? Do I have a gap with my parents like a lot of Chinese students do? Is online chatting safe? | |
| Unit Enduring Understandings: <ul style="list-style-type: none"> Students will understand how to discuss students' hobbies and pastimes. Students will understand how to describe plans, situations, experiences and feelings. Students will understand the potential issues when they chat online. | |
| 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: IPA: Integrated Performance Assessment to include Speaking, Reading, Writing and Listening Skills</p> | |

| Objectives (Students will be able to...) | Essential Content/Skills | Suggested Assessments | Standards (NJCCCS CPIs, CCSS, NGSS) | Pacing |
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| <p>Determine and use new words and sentence patterns orally and in writing to express hobbies and activities in leisure time;</p> <p>Infer meaning of unfamiliar words in new contexts.</p> | <p>Content:</p> <p>Vocabulary learned previously about hobbies;</p> <p>New words about activities in leisure time;</p> <p>New sentence patterns: 对... 产生了兴趣。 从 ... 到 ... 约...一起... 怪不得... 得 (dei) +V... “被” 字句 叫住... 就是... 你难道...吗？ 要是... 就好了。 V+回来 越A越B 为什么不...呢？ 不但..., 而且...。</p> <p>Current events</p> <p>Skills:</p> <p>Correctly pronounce all of the new words about hobbies and activities in leisure time.</p> <p>Identify different radicals and use these radicals to form characters, words and phrases</p> <p>Create sentences with new sentence patterns;</p> <p>Use new sentence patterns and new words provided to speak and write passages.</p> <p>Role play conversations and create analogous conversations with partner.</p> <p>Understand the texts and read texts correctly and fluently and retell the stories using own sentences.</p> | <p>Vocabulary quiz (three parts---listening, oral and reorganization);</p> <p>Radicals, words, characters, and phrases practice work sheet;</p> <p>Reading or speaking quiz;</p> <p>Reading comprehension;</p> <p>Retell stories (orally & in writing)</p> <p>Write conversations or passages with provided words and required sentence patterns;</p> <p>Presentation;</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.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.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics 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>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>9.1.12.A.2 Participate in online strategy and planning sessions for course –based, school-based, or outside projects.</p> <p>9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.</p> | 8 lessons |

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| | | | <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>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>Develop an understanding of the culture surround Chinese sports or activities and explore the difference and similarities with their own culture;</p> <p>Narrate and describe online chatting experiences and discuss the safety issue about it;</p> <p>Describe and understand someone's situation and personal plan</p> | <p>Content:</p> <p>Chinese poems, idioms, songs and prose</p> <p>Skills:</p> <p>Compare and contrast;</p> <p>Pull key information from informational texts and supplemental articles, news and stories;</p> <p>Offer and support opinions or ideas both orally and in writing;</p> <p>Comprehend topic related videos or audios to paraphrase what is heard and respond both orally and in writing;</p> <p>Ask and tell plans</p> | <p>Listening HW and quizzes;</p> <p>Reading comprehension;</p> <p>Essay;</p> <p>Class discussion;</p> <p>Debate;</p> <p>Role Play;</p> <p>Recite poem or a short prose;</p> <p>Make and tell stories;</p> <p>Narrate or describe online chatting experiences;</p> <p>Narrate or describe an experience of being misunderstood;</p> | <p>7.1 IM.A.1 Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.</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.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.B.1 Use digital tools to participate in short conversations and to</p> | 8 lessons |

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| | | | <p>exchange information related to a variety of familiar topics and some unfamiliar topics.</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>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>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>9.1.12.A.2 Participate in online strategy and planning sessions for course –based, school-based, or outside projects.</p> | |
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Unit 5 Overview

Unit Title: The Earth- Our Sole Home

Unit Summary:

This unit will help students understand the relationships between humans and animals, and find out the methods for protecting our sole home- the earth. Students will be able to compare and contrast the environments of cities or countries they live/lived, and explore the solutions to the issues the earth is experiencing, such as pollution, extinction of animals, etc.

Suggested Pacing: 5 weeks (17-18 lessons)

Learning Targets

Unit Essential Questions:

- What are the most serious environmental problems in our world?
- What can I do to help protect our environment?
- What can I do to protect endangered animals?

Unit Enduring Understandings:

- Students will understand the relationships between humans and animals;
- Students will understand the environmental issues that the earth has now or potentially in the future;
- Students will understand that protection of the environment is every individual's duty.
- Students will be able to express fury, provide and gain information, complain politely, etc.

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:

IPA: Integrated Performance Assessment to include Speaking, Reading, Writing and Listening Skills

| Objectives (Students will be able to...) | Essential Content/Skills | Suggested Assessments | Standards (NJCCCS CPIs, CCSS, NGSS) | Pacing |
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| <p>Determine and use new words and sentence patterns orally and in writing to describe environment issues in the world;</p> <p>Understand the relationships between humans and animals and discuss what they can do for protecting endangered animals, such panda, etc.</p> | <p>Content:</p> <p>Vocabulary about environments and animals;</p> <p>New sentence patterns: 不好意思。 据说, ... 更...的是 看来... 由于... ...就是... 为了..., ... V. (adj.) + 起来 “被” 字句 ...</p> <p>Skills:</p> <p>Pronounce all new words about the environment correctly and remember them.</p> <p>Identify different radicals and use these radicals to form characters, words and phrases</p> <p>Create sentences with new sentence patterns;</p> <p>Use new sentence patterns and new words provided to speak and write passages.</p> <p>Role play conversations and create analogous conversations with a partner.</p> <p>Understand the texts and read texts correctly and fluently and retell the stories using one's own sentences both orally and in writing.</p> | <p>Vocabulary quiz (three parts---listening, oral and reorganization);</p> <p>Radicals, words, characters, and phrases practice worksheet;</p> <p>Reading quiz ;</p> <p>Reading comprehension;</p> <p>Retell stories (orally & in writing)</p> <p>Write conversations or passages with provided words and required sentence patterns;</p> <p>Presentation;</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.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.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics 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>9.1.12.A.2 Participate in online strategy and planning sessions for course –based, school-based, or outside projects.</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</p> | 8 lessons |

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| | | | <p>data to express information and enhance understanding of presentations.</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>Compare and contrast what damage is being done to the environment in China and their local or country;</p> <p>Understand global challenges and offer solutions to current environmental issues;</p> <p>Ask and answer questions in role play conversations about offering information, ideas.</p> | <p>Content:</p> <p>Skills:</p> <p>Compare and contrast;</p> <p>Pull key information from informational texts and supplemental articles;</p> <p>Offer and support opinions or ideas both orally and in writing;</p> <p>Ask and tell information or plans</p> <p>Comprehend topic related videos or audio to paraphrase what is heard and respond both orally and in writing.</p> <p>Debate</p> | <p>Listening HW and quizzes;</p> <p>Reading comprehension;</p> <p>Essay;</p> <p>Class discussion;</p> <p>Make and tell stories;</p> <p>Narrate or describe good or bad environment around you.</p> <p>Project and presentation</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.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.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics 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>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>9.1.12.A.2 Participate in online strategy and planning sessions for course –based, school-based, or outside projects.</p> | 8 lessons |

| Unit 6 Overview |
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| Unit Title: Further Education And Job Hunting |
| Unit Summary: This unit will help students compare and contrast the education in China and in the United States. The unit also covers realistic goal setting and developing of one's career path. Students will discuss their goals, opinions, plans, suggestions, etc. |
| Suggested Pacing: 5 weeks (17-18 lessons) |
| Learning Targets |
| Unit Essential Questions: <ul style="list-style-type: none"> ● How do I plan the transition from high school to college? ● What do I want to be in the future? ● What can help me to meet my goal? ● How do I view the role of education in my life? |
| Unit Enduring Understandings: <ul style="list-style-type: none"> ● Students will understand how other societies prepare their young people for their own futures. ● Students will clarify what their ideal career is. |
| 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: IPA: Integrated Performance Assessment to include Speaking, Reading, Writing and Listening Skills</p> |

| Objectives (Students will be able to...) | Essential Content/Skills | Suggested Assessments | Standards (NJCCCS CPIs, CCSS, NGSS) | Pacing |
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| <p>Determine and use new words and sentence patterns orally and in writing to talk about career, educations and ideal.</p> <p>Create their own resume and write common essay for applying for college</p> | <p>Content:</p> <p>Vocabulary about occupations and educations</p> <p>New sentence patterns:</p> <p>有什么事儿吗？ 不是... 吗？ 难道不 ...了吗？ 这么说， ... 在...方面有...。 与... 相连， 是... 之一， 再说， ...。 就算...。 就这么办。 谁不...呢？</p> <p>Skills:</p> <p>Review – brainstorm the words learned previously about occupations.</p> <p>Pronounce and recognize new words for education and occupations.</p> <p>Identify different radicals and use these radicals to form characters, words and phrases</p> <p>Create sentences with new sentence patterns;</p> <p>Use new sentence patterns and new words provided to speak and write passages.</p> <p>Role play conversations and create analogous conversations with a partner.</p> <p>Understand the texts and read texts correctly and fluently and retell the stories using one’s own sentences both orally and in writing.</p> | <p>Vocabulary quiz (three parts---listening, oral and reorganization);</p> <p>Radicals, words, characters, and phrases practice work sheet;</p> <p>Reading quiz;</p> <p>Reading comprehension;</p> <p>Retell stories</p> <p>Write conversations or passages with provided words and required sentence patterns;</p> <p>Presentation;</p> <p>Workbook exercises</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.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.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</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>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>9.1.12.A.2 Participate in online strategy and planning sessions for course –based, school-based, or outside projects.</p> <p>9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of</p> | <p>8 lessons</p> |

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| | | | <p>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>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>Compare and contrast American educational practices with China;</p> <p>Discuss the opinions about different careers;</p> <p>Discuss their preparation for the transition from high school to the future;</p> <p>Ask and answer questions in role play conversations about making invitations and introductions.</p> | <p>Skills:</p> <p>Compare and contrast;</p> <p>Pull key information from informational texts and supplemental articles;</p> <p>Offer and support opinions or ideas both orally and in writing;</p> <p>Ask and discuss plans</p> <p>Accept and decline invitations.</p> <p>Comprehend topic related videos or audio to paraphrase what is heard and appropriately respond.</p> <p>Debate</p> | <p>Listening HW and quizzes;</p> <p>Reading comprehension;</p> <p>Essay;</p> <p>Class discussion;</p> <p>Recite poem or a short prose;</p> <p>Make and tell stories;</p> | <p>7.1 IM.A.1 Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.</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.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p> <p>7.1.IM.C.5 Compare the cultural perspectives of the target</p> | 8 lessons |

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| | | | culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each. | |
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