

READINGTON PUBLIC SCHOOL DISTRICT

Chinese Grade 7 Curriculum 2023

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## **I. PURPOSE AND OVERVIEW**

The Readington School District world language program provides a balanced instructional approach which includes common beliefs. The Chinese curriculum identifies the essential knowledge and skills that prepare students to communicate in Spanish, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, develop insight into the nature of the Chinese language and culture, and participate in multilingual communities at home and around the world. Authentic practice of these skills enables students to realize their potential as global citizens who think critically and solve problems using the communication and collaboration skills gained from learning world languages and cultures. In the Chinese World Language classroom, Readington Township students have the opportunity to:

- Be immersed in the target language.
- Communicate effectively and with appropriate cultural sensitivity with others verbally and in writing.
- Use interpretative and interpersonal modes to communicate.
- Be participating members of a global society.

Students will use the modes of interpretive, interpersonal, and presentational communication when in the World Language classrooms. The mission of the exploratory world language program in grades Kindergarten through Five is to transmit enjoyment of another language, to introduce cultures of other countries, and to provide an opportunity for students to begin communicating in a language other than their own native language.

As students near the end of Grade Five, they select a world language to study in Grades Six, Seven, and Eight. In Grades Six through Eight, students have the option to select French, Mandarin, or Chinese as their choice for World Language instruction. Native language speakers (those raised in an environment using mainly a language other than English) are supported so that they are able to continue to develop their heritage linguistic and cultural skills in order to become fully bilingual and biliterate in today's global environment. Native speakers may select to develop their native language while enrolled in the middle school grades. Native language speakers will refine pronunciation, build their writing skills, and advance reading proficiency in the native language.

## **II. COMPONENTS OF EFFECTIVE WORLD LANGUAGE CURRICULUM**

The components of a successful world language curriculum identify with the 5 “C” goal areas (Communication, Cultures, Connections, Comparisons, and Communities) and the details of the standards for world language learning. Readington Township strives to educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. Our curriculum lays the foundation for students in grades K-8 so that all students will develop and maintain proficiency in English and at least one other language.

## **III. GOALS:**

This curriculum is linked to the 2020 New Jersey Student Learning Standards for World Languages. Each unit is connected directly to the Mission and Vision, Performance Expectations, Disciplinary Concepts and Core Ideas, and Practices outlined in this document.

## **IV. ASSESSMENT**

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. The data produced by formative and summative measurement is used to build on student successes and adjust instruction to meet individual needs.

Evidence of academic growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and

quizzes, observations, performance tasks, rubrics, written responses, and presentations. [Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

## V. Pacing Guide

**Grade Level: 7**  
**Proficiency level: Novice-Mid**

<b>First Marking Period</b>	Unit 1: Review/Clothing Favorite colors, clothing, and likes/dislikes for colors and clothing	Unit 2: Countries Countries someone has been to and the languages someone is able to speak
<b>Second Marking Period</b>	Unit 3: School Subjects Subjects taken at school and describing ethnicity	Unit 4: Making Phone Calls Phone communication in a variety of ways
<b>Third Marking Period</b>	Unit 5: Weather Weather and temperature on a given day and in a given city	Unit 6: Seasons Seasonal weather for a city and describing feelings about the weather in different seasons
<b>Fourth Marking Period</b>	Unit 7: Hobbies Hobbies for music, painting, reading, dancing, and indoor activities	Unit 8: Sports Sports, schedules, frequency, and partners

7th Grade Mandarin		
Unit 1	Unit Name: Review/Clothing	Proficiency Level: Novice - Mid
<p><b>Established Goals:</b></p> <p>7.1 World Languages</p> <p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global.</p> <p><b>NJSLS:</b></p> <p><b>Interpretive Mode:</b></p> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p> <p><b>Interpersonal Mode:</b></p> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p> <p>7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.</p> <p><b>Presentation Mode:</b></p> <p>7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.</p> <p>7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target</p>		



language regions of the world.	
<p><b>Enduring Understandings:</b> Describing one's appearance in clothing and the functions of clothing is part of understanding the target culture and communicating.</p> <p><b>Essential Questions:</b> What are the functions of clothing? What does a person's clothing tell you about the person? What traditional Chinese clothing have you seen?</p>	<p><b>Can Do Statements:</b> I can...</p> <p><b>Language Content</b></p> <ul style="list-style-type: none"> <li>• Tell the colors someone likes and dislikes.</li> <li>• Ask someone's preference in colors.</li> <li>• Describe someone's clothing and preferred clothing.</li> <li>• Ask someone's preference in clothing.</li> <li>• Read simple written descriptions of clothing.</li> </ul> <p><b>Cultural Content</b></p> <ul style="list-style-type: none"> <li>• Identify some Chinese traditional clothing.</li> </ul> <p><b>Grammatical &amp; Phonetic Content</b></p> <ul style="list-style-type: none"> <li>• Use the negation 不 in sentences.</li> </ul>
<p><b>Students will know/learn...</b> The Grade 6 curriculum will be reviewed at the beginning of the school year.</p> <p><b>Language Items:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary: like, dislike, red, orange, yellow, green, blue, purple, black, white, pink, color, wear, shirt, jeans, skirt, short, school uniform, clothes, T-shirt, sweater, coat, sneakers, and socks.</li> <li>• Structures for sentences:             <ol style="list-style-type: none"> <li>1. My younger sister likes red. 我妹妹喜欢红色。</li> <li>2. I don't like green. 我不喜欢绿色。</li> <li>3. What color do you like? Do you like blue? 你喜欢什么颜色? 你喜欢蓝色吗?</li> <li>4. She wears jeans and a black T-shirt. 她穿牛仔裤和黑色汗衫。</li> <li>5. He likes to wear a shirt and sneakers. 他喜欢穿衬衫和运动鞋。</li> <li>6. What clothing do you like to wear? 你喜欢穿什么衣服?</li> </ol> </li> <li>• Reinforce the use of negation 不 with verbs and adjectives.</li> </ul> <p><b>Intercultural Statements:</b> Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.</p> <p>Learners recognize and identify a few typical practices of the target culture.</p>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Describe a peer's' clothing with colors</li> <li>• Sing the "Color Song"</li> <li>• Draw/write about clothing preference from family members</li> <li>• Design an outfit and write a description about</li> <li>• Orally present the outfit designed</li> </ul>

<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Chinese traditional royal clothing</li> <li>• The rules and tradition of using colors in Chinese clothing</li> <li>• Compare the use of negation in Chinese and English</li> <li>• Fashion trends in Taiwan</li> </ul> <p><b>Differentiated Instruction:</b></p> <ul style="list-style-type: none"> <li>• Differentiate content, process, or product to make learning experiences engaging and rigorous for all students. <ul style="list-style-type: none"> <li>• Additional time</li> <li>• Reduced volume of writing</li> </ul> </li> </ul>	
<p style="text-align: center;"><b>Learning Activities</b></p>	
<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Individual and group games, race to read, race to write, Quizlet Live game, pinball vocabulary game</li> <li>• Use online apps, Kahoot, Quizlet, Wordwall, Blooket to enhance learning and assessing in vocabulary, grammar, and sentence structures</li> <li>• Use the online app Yes-Chinese to enhance writing in stroke orders</li> <li>• Oral presentation for class activities</li> <li>• Report the conversations from hearing and reading</li> <li>• Role play: dialogue for preference of color and clothing</li> <li>• Present a peer's clothing</li> <li>• Interpretation of fashion and paintings</li> <li>• Character writing worksheets</li> <li>• Online worksheets</li> <li>• Project: Draw/write the clothing preference from family members</li> <li>• Project: Design an outfit and write a description</li> <li>• Orally present the projects</li> <li>• Fashion show</li> <li>• Traditional Chinese clothing fashion show</li> <li>• Singing</li> <li>• Daily Do Now activities</li> <li>• Exit tickets</li> <li>• Journal writing</li> </ul>	
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p>	
<p><b>Social Studies: 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.</b> Activity: Students will research the Chinese invention of silk and the impacts on the European and Islamic world through trade along the Silk Road. They will present one good that was traded during this first upsurge of cultural exchange between China and the West.</p> <p><b>Visual Art: 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.</b></p>	

Activity: Students will design a set of outfits that combine the styles of traditional Chinese and modern American for themselves or a friend. The medium of the design can be colored pencils and/or computer apps. The main function of the outfits will be clearly defined, such as wedding, evening dress, school uniform, etc.

### Career Readiness, Life Literacies, and Key Skills

**Demonstrate creativity and innovation. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.** Activity: Students will design a set of outfits that combine the styles of traditional Chinese and modern American for themselves or a friend. The medium of the design can be color pencils and/or computer apps. The main function of the outfits will be clearly defined, such as wedding, evening dress, school uniform, etc.

**9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.** Activity: Students will design a set of outfits that combine the styles of traditional Chinese and modern American for themselves or a friend. The medium of the design can be color pencils and/or computer apps. The main function of the outfits will be clearly defined, such as wedding, evening dress, school uniform, etc.

**9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.** Activity: Students will assess their potential for a career in art or design with [Britannica's Curiosity Compass: The Quiz](#). They will then take a career quiz with <https://www.kidzworld.com/quiz/quiz-find-your-ideal-career-path/question/4303>. Finally, they will select interesting projects to work on when a topic of fashion design is given. Students will present their findings and possible directions for a future career.

### Computer Science and Design Thinking

**8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system.** Activity: Students will select a world-famous painting, and then identify the colors and clothing used in the painting. They will present the painting to peers and receive votes from peers to demonstrate how popular the painting is among the class. Then they will use a computer app to modify the major colors and clothing of their painting. Again, they will present their modified painting to peers and receive votes from peers to demonstrate how popular their modified painting is. Finally, students will discuss and analyze the impacts of modification.

### Assessment Evidence

#### Formative:

##### *Interpersonal:*

- Role play: dialogues for preference of color and clothing
- Group games
- Orally respond to peers' preferences over colors and clothing.

#### Alternative:

##### **Online Fashion Show**

Students will record five short videos where a family or friend wears and shows off a set outfit. The videos will be uploaded online to VoiceThread.com. Then they will record the narratives as a fashion designer to

<p><b><i>Interpretive:</i></b></p> <ul style="list-style-type: none"> <li>• Interpretation of fashion and paintings</li> <li>• Individual games</li> <li>• Online worksheets</li> <li>• Report for listening and reading activities</li> <li>• Exit tickets</li> </ul> <p><b><i>Presentation:</i></b></p> <ul style="list-style-type: none"> <li>• Oral presentation for class activities</li> <li>• Present a peer's clothing</li> <li>• Fashion shows</li> <li>• Singing</li> <li>• Journal writing</li> </ul> <p><b>Summative:</b></p> <p><b><i>Interpersonal:</i></b></p> <ul style="list-style-type: none"> <li>• Role play scenario: A pair of students will have a conversation about a school party tomorrow. They will find out the following information through the conversation: their preferred colors, the outfits they will wear for the school party tomorrow, and the time of the party. Students are required to ask a minimum of five questions.</li> <li>• The interpersonal speaking performance will be assessed in the criteria of comprehensibility, language control, vocabulary usage, and content.</li> </ul> <p><b><i>Interpretive:</i></b></p> <ul style="list-style-type: none"> <li>• Listening comprehension: Students will listen to short messages about color and then select a correct answer for each</li> <li>• Reading comprehension</li> </ul> <p><b><i>Presentation:</i></b></p> <ul style="list-style-type: none"> <li>• Project: Draw/write for best friend's outfits and present orally</li> <li>• The presentational speaking performance will be assessed in the criteria of comprehensibility, language control, vocabulary usage, content, and cultural awareness.</li> <li>• The presentational writing performance will be assessed with the criteria of accuracy of word/sentence writing, neatness, and content.</li> </ul>	<p>introduce the outfits in terms of colors and clothing types, such as skirts, jeans, etc.</p> <p><b>Benchmark:</b>  <a href="#">Written Composition Rubric</a>  <a href="#">Interpersonal Speaking Rubric</a></p> <p>Benchmarks will be assessed three times a year: September (Unit 1), January (Unit 4), and April (Unit 7).</p>
<p style="text-align: center;"><b>Resources:</b></p>	
<p><b>Core Resources:</b>  <i>Easy Steps to Chinese Textbook 1 and 2</i>, Simplified Characters Version. Published by Beijing Language &amp; Culture University Press</p> <p><b>Supplemental Materials:</b></p>	

- Teacher created worksheets
- DVD series: A Kaleidoscope of Chinese Culture
- DVD: Exploring Chinese Culture Volume 1
- Learning Apps and websites
- Subject-specific leveled texts are available in school bookrooms and classroom libraries.

#### Technology:

- [Kahoot! | Learning games | Make learning awesome!](#)
- [Quizlet: Learning tools & flashcards, for free](#)
- [Conversations in the cloud](#): Voice Thread
- Google Drawing
- Google Forms
- Google Jamboard
- [www.wordwall.net](http://www.wordwall.net)
- [www.blooket.com](http://www.blooket.com)
- [www.gimkit.com](http://www.gimkit.com)
- <https://www.justmote.me/>

7th Grade Mandarin		
Unit 2	Unit Name: Countries	Proficiency Level: Novice - Mid
<p><b>Established Goals:</b></p> <p>7.1 World Languages</p> <p>All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global.</p> <p><b>NJSLS:</b></p> <p><b>Interpretive Mode:</b></p> <p>7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p> <p>7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p> <p><b>Interpersonal Mode:</b></p> <p>7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.</p> <p>7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p>		

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.  
 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.  
 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.  
 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

**Presentational Mode:**

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.  
 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.  
 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.  
 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.  
 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.  
 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

**Enduring Understandings:**

Language varies by country and location.

**Essential Questions:**

What countries are you able to name?  
 What are the most spoken languages in the world?  
 What are the countries that speak Chinese?

**Can-Do Statements:**

I can...

**Language Content**

- Ask and answer questions about the countries that one has been to and has not been to.
- Ask and answer questions about the languages that one is able to speak and unable to speak.
- Tell the skill level of a language that one is able to speak.
- Ask and answer about what language is spoken at a certain place.
- Read and write in sentences from this unit.

**Cultural Content**

- Identify the countries that speak Chinese.

**Grammatical & Phonetic Content**

- Use the particle 过 to express an action that one has experienced.

***Students will know/learn...***

**Language Items:**

- Vocabulary: China, America, Japan, Spain, France, Britain, Germany, Canada, Australia, country, the particle for past experience, can, speak, language, Mandarin, school, at home, with, many, and friends.
- Sentence structures:
  1. What country have you been to?  
你去过什么国家?
  2. I have been to Japan.  
我去过日本。

***Students will be able to...***

- Identify and name flags learned
- Identify some national anthems
- Use 过 with action verbs learned previously to indicate the action has been experienced
- Express how many friends in school
- Draw a flag and write about the country in name, language, and the people
- Research a cultural product from a country learned for the project of "International Day"

<p>3. What languages can you speak? 你会说什么语言?</p> <p>4. I can speak English and a little Mandarin. 我会说英语和一点儿汉语。</p> <p>5. What language do you speak at home? 你在家说什么语言?</p> <p>6. I speak Spanish with mom at home. 我在家里跟妈妈说西班牙语。</p> <ul style="list-style-type: none"> <li>• The skill levels to speak a language: very good and a little.</li> <li>• Use 过 to express an action that has been experienced.</li> <li>• Use with 跟 in sentences.</li> <li>• Use negation 没 with 过, such as 没+verb+过.</li> <li>• Use negation 不 with 会 to express cannot do something, such as 不会说.</li> </ul> <p><b>Intercultural Statements:</b> Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.</p> <p>Family members, school supplies, pets, weather. Learners recognize and identify a few typical practices of the target culture.</p> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>• Lunar calendar.</li> <li>• Lunar calendar vs. Gregorian calendar.</li> <li>• Compare the word order of a date in Chinese and English. Chinese: year, month, day English: month, day, year</li> <li>• Solve simple math problems in addition and subtraction with Chinese numbers.</li> <li>• Taiwan Immigration Law #62 (Holocaust)</li> </ul>	<ul style="list-style-type: none"> <li>• Present the basic information about the country from International Day project in Mandarin and the cultural product in English</li> </ul>
<p style="text-align: center;"><b>Learning Activities</b></p>	
<ul style="list-style-type: none"> <li>• Look at flags and listen to their national anthems from an interactive world map</li> <li>• Video clips</li> <li>• Individual and group games: Bingo games, race to read games, race to write games, fly swatter, pinball vocabulary game, Quizlet live games, Kahoot games</li> <li>• Use online apps EdPuzzle and Quizlet to enhance learning and assessing</li> <li>• Use online app Yes-Chinese to enhance writing in stroke orders</li> <li>• Oral presentation for class activities</li> <li>• Report the countries, people, and languages heard from a native speaker</li> <li>• Character writing workshops</li> <li>• Sentence writing with focus grammar</li> <li>• Role play for dialogues</li> <li>• Listening comprehension</li> </ul>	

- Reading comprehension
- Flag project: Draw/write about a country
- International Day project: Research a cultural product, practice, or belief from a country learned, and make a Google Slide presentation
- Present International Day project orally
- Note taking for peers' International Day project
- Daily Do Now activities
- Exit tickets
- Journal writing

### Interdisciplinary Connections

**Social Studies: 6.2.8.HistoryCC.4.g: Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.** Activity: Students will research and present a cultural product, practice, or belief from a country they have researched. Students will explain how this product, practice, or belief plays a role in influencing an event in the U.S. or the world.

**ELA: L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** Activity: Students will compare the grammatical present perfect in English and Chinese. Then they will write assigned sentences in present perfect. Finally, students will write a short paragraph to express a simple story that contains a present perfect sentence. They will read aloud to present their writing.

### Career Readiness, Life Literacies, and Key Skills

**Work productively in teams while using cultural global competence. 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3). 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).** Activity: Students will research and present a cultural product, practice, or belief from a country they have learned. Students will listen and take notes about the various cultures presented by all the students.

**9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.** Activity: Students will research and present a cultural product, practice, or belief from a country they have learned. Students will learn about and take notes regarding the various cultures presented by peers, which serves as the basis for discussing and acknowledging cultural sensitivity and respect.

**9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.** Activity: Students will research and present a career plan for an international tour guide. They will present the qualifications and cultural competencies for being an international tour specialist for the country of their choice.

### Computer Science and Design Thinking



**Core Idea: The manner in which data is collected and transformed is influenced by the type of digital device(s) available and the intended use of the data.** Activity: With the experiences of searching different cultural products, practices, or beliefs, students will report how the internet enables them to achieve the project.

### Assessment Evidence

**Formative:**

***Interpersonal:***

- Role play for dialogues
- Group games
- Orally respond to peers' presentations about the countries they have been to.

***Interpretive:***

- Individual games
- Listening and reading comprehension
- Notes taking for international cultural presentation
- Exit tickets
- Verbally identify the country and people a given flag represents.

***Presentation:***

- Oral presentation for class activities
- Sentence writing
- Journal Writing
- Flag Project: Drawing a flag and writing about the country, people, language, colors of the flag, and population that the flag represents.

**Summative:**

***Interpersonal:***

- Role play scenario: Two students will be randomly selected. Students will use their flag project as a base for conversation. The following questions to ask each other:  
What country is this? What language do (country people) speak? Can you speak (the language of the country)? What language do you speak at home?
- The interpersonal speaking performance will be assessed in the criteria of comprehensibility, language control, vocabulary usage, and content

• ***Interpretive:***

- Listening comprehension: to recognize spoken sentences and select a correct interpretation.
- Vocabulary: Write in character, English, or Pinyin for each word
- Write sentences in characters
- Reading comprehension

**Alternative:**

**Flags and countries Introduction**

Students will introduce countries by presenting the country flag. They will write the country name and population, the flag colors, and representations. They will use technology for the presentation.

**Presentation:**

- International Day Project: Students will present orally and in Google Slides. There are two parts to presentations:
  - 1) In Mandarin: The country, people, language, and the colors of the flag will be introduced
  - 2) In English: A cultural product or practice will be presented with multimedia
- The presentational speaking performance will be assessed in the criteria of comprehensibility, language control, vocabulary usage, content, and cultural awareness
- The presentational writing performance will be assessed with the criteria of the accuracy of word writing, the accuracy of the calendar, neatness, and content

**Resources:****Core Resources:**

*Easy Steps to Chinese Textbook 1 and 2*, Simplified Characters Version. Published by Beijing Language & Culture University Press,

**Supplemental Materials:**

- Teacher created worksheets
- Subject-specific leveled texts are available in school bookrooms and classroom libraries.

**Technology:**

- World flags and national anthems:
  - <http://flags.lidicity.com/index.htm>
- [www.edpuzzle.com](http://www.edpuzzle.com)
- [www.quizlet.com](http://www.quizlet.com)
- [www.voicethread.com](http://www.voicethread.com)
- [www.kahoot.com](http://www.kahoot.com)
- [www.wordwall.net](http://www.wordwall.net)
- [www.bookcreator.com](http://www.bookcreator.com)
- Google Jamboard
- [www.blooket.com](http://www.blooket.com)
- [www.gimkit.com](http://www.gimkit.com)
- [Mote](#)
- Language dialogue:
  - [你会说什么语言](#)
  - [Do They Speak English in China?](#)

Unit 3	Unit Name: School Subjects	Proficiency Level: Novice - Mid
<p><b>Established Goals:</b>  7.1 World Languages  All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global.</p> <p><b>NJSLS:</b>  <b>Interpretive Mode:</b>  7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.  7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.  7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.  7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.  7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.</p> <p><b>Interpersonal Mode:</b>  7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.  7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.  7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.  7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.  7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.  7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.</p> <p><b>Presentational Mode:</b>  7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.  7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.  7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.  7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.  7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.  7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.</p>		
<b>Enduring Understandings:</b>		<b>Can-Do Statements:</b>

<p>Discussing subjects taken in school and describing friends is an important part of formal and informal communication.</p> <p>Goal setting is essential to student motivation and success.</p> <p><b>Essential Questions:</b>          What is your favorite subject and why?          What is your dream subject that is not offered in the school?          What are your goals for learning Mandarin?</p>	<p>I can...</p> <p><b>Language Content</b></p> <ul style="list-style-type: none"> <li>• Tell the ethnicity of one's friends</li> <li>• Ask and respond about one's favorite subjects</li> <li>• Ask and respond about the number of classes taking</li> <li>• Read and write unit sentences</li> </ul> <p><b>Cultural Content</b></p> <ul style="list-style-type: none"> <li>• Tell the subjects that middle school students learn in China</li> </ul> <p><b>Grammatical &amp; Phonetic Content</b></p> <ul style="list-style-type: none"> <li>• Use some...some...furthermore..., 有的...有的...还有的... sentence structure to express a list of messages</li> </ul>
<p><b><i>Students will know/learn...</i></b></p> <p><b>Language Items:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary: math, physical education, arts, music, computer, some, also (furthermore), science, social studies, class, the measure word for class, take, and which class</li> <li>• Sentence structures:             <ol style="list-style-type: none"> <li>1. Some of them are American, some are French, furthermore, some are Chinese. 他们有的是美国人, 有的是法国人, 还有的是中国人。</li> <li>2. Which class do you like to take? 你喜欢上哪门课?</li> <li>3. I like to take music classes. 我喜欢上音乐课。</li> <li>4. How many classes do you take this year? 你今年上几门课?</li> <li>5. I take ten classes this year. 我今年上十门课。</li> </ol> </li> <li>• The measure word 门</li> <li>• Which class 哪门课</li> <li>• How many classes 几门课</li> <li>• Reinforcement for the question word of 哪.</li> <li>• Some...some...furthermore..., 有的...有的...还有的...</li> <li>• The word order for sentences will be reinforced.</li> </ul> <p><b>Intercultural Statements:</b>          Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.</p> <p>Learners recognize and identify a few typical practices of the target culture.</p> <p><b>Cultural Connection:</b></p>	<p><b><i>Students will be able to...</i></b></p> <ul style="list-style-type: none"> <li>• Describe ten school subjects</li> <li>• Read and write vocabulary</li> <li>• Tell the subjects one likes/dislikes</li> <li>• Survey and report the number of students like/dislike some subjects</li> <li>• Write the current weekly class schedule</li> <li>• Use 有的... 有的... 还有的... in the sentences with different themes</li> <li>• Sing a rap "I am really good"</li> </ul>

<ul style="list-style-type: none"> <li>The subjects that middle school students learn in China.</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>Video clips</li> <li>Individual and group games: Flyswatter, iSpy, race to read game, race to writing games, sentence puzzle game, sentence writing competition</li> <li>Use online apps Kahoot and Quizlet to enhance learning and assessment</li> <li>Use online app Yes-Chinese to enhance writing in stroke orders and practicing the word order in sentences</li> <li>Oral presentation for class activities</li> <li>Character writing workshops</li> <li>Online worksheets</li> <li>Role play for dialogues</li> <li>Create and type a speech</li> <li>Project: Write/make the current weekly class schedule</li> <li>Daily Do Now activities</li> <li>Exit tickets with Google Forms</li> <li>Journal writing</li> <li>Singing a rap</li> <li>Watch a Chinese movie</li> </ul>	
<b>Interdisciplinary Connections</b>	
<p><b>English Language Arts: L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b> Activity: Students will read, write, and present the sentence “..some..., some..., furthermore...” The teacher will present various sentences with visual pictures to help students understand this special expression. Then they will write some assigned sentences. In the end, they will create and present their own sentence in this structure.</p> <p><b>Visual and Performing Arts: 1.3B.12acc.Cr2a: Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected events, memories, images, concepts, texts, or storylines.</b> Activity: Groups of students will perform a rap that they compose. The lyrics are to brag about the school subjects where they excel.</p>	
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<p><b>Work productively in teams while using cultural/global competence. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages. 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.</b> Activity: Groups of students will discuss how the knowledge they learn from each school subject will apply to a career where they have an interest. Each student will present their thoughts and reflections. Students will discuss the benefits of knowing another language by being able to speak and comprehend.</p> <p><b>9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.</b> Activity: Students will research the career offering through technical schools, community colleges, and colleges. According to the passion of students or the result from the Curiosity Type assessment they took,</p>	

students will focus their research on the type of career that interests them and connect the required skills to school subjects.

**9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.** Activity: Students with similar interests in their career will be in a group together. According to their previous research, they will discuss the attributes for career success and the roles of creativity and innovation in their industries.

### Computer Science and Design Thinking

**8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.** Activity: Students will research the Chinese typing system in history and timeline from the beginning to the current system. They will identify the new products that came from the modifications of old products and possible demands for the modifications. Students then will discuss how these modifications impacted their experience in school.

### Assessment Evidence

#### Formative:

##### ***Interpersonal:***

- Group games
- Role play for dialogues
- Verbally express the favorite school subjects and the number of classes taken this year.

##### ***Interpretive:***

- Individual games
- video clips
- Exit tickets
- Online worksheets
- listening from audio recordings and orally reporting the contents of recording

##### ***Presentation:***

- Oral presentation for class activities
- Write a speech
- Write a weekly school schedule
- Journal writing
- Sing a rap that brags about school subjects

#### Summative:

##### ***Interpersonal:***

- Role play scenario: Students will record dialogue to online app Voicethread. The following are the required: Tell the ethnicity of their friends using a some... some... furthermore... sentence. Ask and answer one's favorite subjects and the number of classes taken this year
- The interpersonal speaking performance will be assessed with the criteria of comprehensibility, language control, vocabulary usage, and content

#### Alternative:

##### **Weekly Class Schedule**

Students will create an oral report for their weekly class schedule on Voicethread.com. The information will include periods, time, and the names of the class.

<p><b>Interpretive:</b></p> <ul style="list-style-type: none"> <li>• Listening comprehension: Listen to short messages and select a correct answer</li> <li>• Write vocabulary in characters, Pinyin, or English for each word and write sentences</li> </ul> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>• Project: Write and make a current RMS weekly schedule <ul style="list-style-type: none"> <li>• The presentational writing performance will be assessed with the criteria of accuracy of word/sentence writing, neatness, and content</li> </ul> </li> </ul>	
<b>Resources:</b>	
<p><b>Core Resources:</b>  <i>Easy Steps to Chinese Textbook 1 and 2</i>, Simplified Characters Version. Published by Beijing Language &amp; Culture University Press</p> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• Teacher created worksheets</li> <li>• Subject-specific leveled texts are available in school bookrooms and classroom libraries.</li> </ul> <p><b>Technology:</b>  China Middle School: <ul style="list-style-type: none"> <li>• <a href="#">Chinese Vocational High School (Qingdao #12 Middle School)</a></li> <li>• <a href="http://www.kahoot.com">www.kahoot.com</a></li> <li>• <a href="http://www.quizlet.com">www.quizlet.com</a></li> <li>• <a href="http://www.voicethread.com">www.voicethread.com</a></li> <li>• <a href="http://www.gimkid.com">www.gimkid.com</a></li> <li>• <a href="http://www.wordwall.net">www.wordwall.net</a></li> <li>• <a href="http://www.blooket.com">www.blooket.com</a></li> <li>• <a href="#">Mote</a></li> <li>• Google Jamboard</li> </ul> </p>	

7th Grade Mandarin		
Unit 4	Unit Name: Making Phone Calls	Proficiency Level: Novice - Mid
<p><b>Established Goals:</b>  7.1 World Languages  All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and</p>		

participate in home and global.

### **NJSLS:**

#### **Interpretive Mode:**

7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

#### **Interpersonal Mode:**

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

#### **Presentational Mode:**

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

#### **Enduring Understandings:**

Phone communication differs from face to face communication in a variety of ways.

#### **Essential Questions:**

What are the possible scenarios when you make a phone call to your friend?

What does it feel like when you call a Chinese native speaker?

#### **Can-Do Statements:**

I can...

#### **Language Content**

- Initiate and answer phone calls when the one expected is not present
- Initiate and answer phone calls when the receiver asks for the caller's identity
- Initiate and answer phone calls when the caller calls a wrong number



	<ul style="list-style-type: none"> <li>Initiate and answer phone calls when the one expected is not present and the caller asks for the time available</li> </ul> <p><b>Cultural Content</b></p> <ul style="list-style-type: none"> <li>Play Chinese Yo-Yo</li> <li>Celebrate Chinese New Year</li> </ul> <p><b>Grammatical &amp; Phonetic Content</b></p> <ul style="list-style-type: none"> <li>Use May I ask 请问 for being polite in asking questions</li> </ul>
<p><b><i>Students will know/learn...</i></b></p> <p><b>Language Items:</b></p> <ul style="list-style-type: none"> <li>Vocabulary: hello, at home, thanks, you are welcome, may I ask, the polite measure word for people, whom am I talking to, wait a moment, mister, miss, call, wrong, I am sorry, it doesn't matter, back, come back, go back, to know( information), a little while, and again.</li> <li>Sentence structures:             <ol style="list-style-type: none"> <li>Is Wong Ming at home? 王明在家吗?</li> <li>May I ask who is calling? 请问, 你是哪一位?</li> <li>Please wait a moment. I will go to get her. 请等一等, 我去叫她。</li> <li>You called the wrong number. 你打错电话了。</li> <li>What time will she come back? 她几点回来?</li> <li>You call back again after a little while. Is that okay? 你等一会儿再打来, 好吗?</li> </ol> </li> <li>The use of May I ask 请问 for inquiring information.</li> <li>Compare the measure words for people 位 and 个.</li> <li>Compare “wait a moment 等一等” and “wait a little while 等一会儿”.</li> <li>The use of again 再。</li> <li>The use of go back 回去 and come back 回来.</li> </ul> <p><b>Intercultural Statements:</b></p> <p>Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.</p> <p>Learners recognize and identify a few typical practices of the target culture.</p> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>The instructions for playing Chinese Yo-Yo.</li> </ul>	<p><b><i>Students will be able to...</i></b></p> <ul style="list-style-type: none"> <li>Make phone calls politely.</li> <li>Call local Chinese businesses.</li> <li>Call a Chinese native speaker from China or Taiwan.</li> <li>Play Chinese Yo Yo.</li> </ul>

<ul style="list-style-type: none"> <li>• Compare the use of again 再 in English and Chinese.</li> </ul>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Role play for phone calls in different scenarios</li> <li>• Call a local Chinese business</li> <li>• Call a Chinese native speaker in Taiwan</li> <li>• Individual and group games: Bingo games, race to write games, sentence puzzles games</li> <li>• Use online apps Kahoot, Wordwall, Blooket, and Quizlet to enhance learning and assessing</li> <li>• Use online app Yes-Chinese to enhance writing in stroke orders and practicing the word order in sentences</li> <li>• Oral presentation for class activities</li> <li>• Character writing workshops</li> <li>• Online worksheets</li> <li>• Project: Write five given phone dialogues and record the dialogues to online app Voicethread</li> <li>• Daily Do Now activities</li> <li>• Exit tickets with Google Form or Jamboard</li> <li>• Journal writing</li> <li>• Play Chinese Yo-Yo</li> <li>• Play Chinese New Year riddles</li> </ul>	
<b>Interdisciplinary Connections</b>	
<p><b>English Language Arts: SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</b> Activity: Students will present multimedia phone dialogues, including texts and pictures. They will also record the dialogues for online presentations.</p> <p><b>Physical Education: 2.2.8.LE.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.</b> Activity: Students will learn Chinese yo-yo from a professional yo-yo instructor. They will learn three movements and tricks to perform as a yo-yo player.</p>	
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<p><b>Use technology to enhance productivity increase collaboration and communicate effectively. 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b). 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).</b> Activity: Group students will explore and discuss apps with the features of voice and video conferences for team collaboration and communication. Each group will present an app and its features.</p> <p><b>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</b> Activity: A volunteer student from each group will call a student or teacher in Taiwan with the app LINE. Each group will discuss and write the questions that will be asked to Chinese native speakers.</p> <p><b>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</b> Activity: Students will self-reflect on the phone call to a local Chinese business. The</p>	

reflection points are comprehensibility, effectiveness, word choices, and tones. Students then will role play to improve and relate the skills demonstrated to a career of interest.

### Computer Science and Design Thinking

**8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.** Activity: From the experience of calling people internationally, students will research and compare the methods to make international calls in 1990 and now. They will find the processes and costs for making phone calls now and then. Students will discuss the careers dramatically affected by the communication technologies.

### Assessment Evidence

#### Formative:

##### *Interpersonal:*

- Role play for phone calls in different scenarios
- Call to a local Chinese business
- Call to a native speaker in Taiwan
- Group games

##### *Interpretive:*

- Individual games
- Video clips
- Online Worksheets
- Exit tickets
- Interpreting videos about phone conversation from native speakers

##### *Presentation:*

- Oral presentation for class activities
- Journal writing
- Acting a given scenario for phone conversation

#### Summative:

##### *Interpersonal:*

- Phone dialogues: A pair of students will be assessed on three phone dialogues that will be randomly selected from their dialogue project.
  - The interpersonal speaking performance will be assessed with the criteria of comprehensibility, *language control, vocabulary usage, and content*

##### *Interpretive:*

- Listening comprehension: Answer questions from phone dialogues
- Reading comprehension
- Vocabulary
- Filling the blanks for grammar points

#### Benchmark:

##### [Written Composition Rubric](#)

##### [Interpersonal Speaking Rubric](#)

Benchmarks will be assessed three times a year: September (Unit 1), January (Unit 4), and April (Unit 7).

#### Alternative:

##### **Calling to invite**

Students will call five peers for a birthday party invitation. They will record their phone conversation via VoiceThread.com. The students who answer the call will respond accordingly.

<p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>• Phone Dialogue Project: Students will write five scenarios for phone conversation, and then verbally record the conversations to the online app Voicethread</li> <li>• The presentational writing performance will be assessed with the criteria of accuracy of word/sentence writing, neatness, and content</li> </ul>	
<p align="center"><b>Resources:</b></p>	
<p><b>Core Resources:</b></p> <ul style="list-style-type: none"> <li>• <i>Easy Steps to Chinese Textbook 1 and 2</i>, Simplified Characters Version. Published by Beijing Language &amp; Culture University Press</li> </ul> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• Teacher created worksheets</li> <li>• DVD: Chinese Language Video for the Classroom 2</li> <li>• Subject-specific leveled texts are available in school bookrooms and classroom libraries.</li> </ul> <p><b>Technology:</b> Phone Dialogue:</p> <ul style="list-style-type: none"> <li>• <a href="#">Talking on the Phone in Chinese (UPDATED)   Learn Chinese Now</a></li> <li>• <a href="http://www.kahoot.com">www.kahoot.com</a></li> <li>• <a href="http://www.quizlet.com">www.quizlet.com</a></li> <li>• <a href="http://www.voicethread.com">www.voicethread.com</a></li> <li>• <a href="http://www.gimkit.com">www.gimkit.com</a></li> <li>• <a href="http://www.wordwall.net">www.wordwall.net</a></li> <li>• <a href="http://www.blooket.com">www.blooket.com</a></li> <li>• Google Jamboard</li> <li>• <a href="http://www.peardeck.com">www.peardeck.com</a></li> <li>• Google Mote extension</li> </ul>	

7th Grade Mandarin		
Unit 5	Unit Name: Weather	Proficiency Level: Novice - Mid
<p><b>Established Goals:</b> 7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global.</p> <p><b>NJSLS:</b> <b>Interpretive Mode:</b> 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in</p>		

culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

### **Interpersonal Mode:**

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

### **Presentational Mode:**

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

### **Enduring Understandings:**

A description of the weather and temperature on a given day and in a given city is functional as well as part of many conversations between speakers of the target language.

### **Essential Questions:**

What is the weather?

How do you use weather information in daily life?

How is the weather in my area similar to and different from that in other areas?

### **Can-Do Statements:**

I can...

#### **Language Content**

- Describe the weather and temperature on a day in a city.
- Ask and respond to requests for weather and temperature.
- Present a weekly forecast chart orally and in writing.
- Read and write simple sentences related to the weather.

#### **Cultural Content**

- Tell the temperature measurement unit used in China.
- Research the weather for a city in China.

	<b>Grammatical &amp; Phonetic Content</b> <ul style="list-style-type: none"> <li>• Use “around 左右” to describe temperature.</li> <li>• Use “up to 到” to describe a temperature range.</li> </ul>
<p><b><i>Students will know/learn...</i></b></p> <p><b>Language Items:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary: sunny day, rainy day, to rain, typhoon, cloudy, snowy day, overcast, windy, temperature, degree, around, up to, heavy rain, heavy snow, light rain, and light snow.</li> <li>• Sentence structures:             <ol style="list-style-type: none"> <li>1. Tomorrow will be a sunny day, and the temperature is around forty degrees in New York City. 纽约明天是晴天，气温在四十度左右。</li> <li>2. The temperature is from forty degrees to sixty degrees. 气温是四十度到六十度。</li> <li>3. How is the weather on Wednesday? 星期三天气怎么样？</li> <li>4. What is the temperature tomorrow? 明天气温多少度？</li> </ol> </li> <li>• The use of interrogative word how 怎么样？</li> <li>• The use of around 左右。</li> <li>• The use of 到 for a range of number.</li> </ul> <p><b>Intercultural Statements:</b> Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners’ own culture.</p> <p>Learners recognize and identify a few typical practices of the target culture.</p> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>• The temperature measurement unit in China.</li> <li>• Compare Celsius and Fahrenheit.</li> <li>• What a typhoon is.</li> </ul>	<p><b><i>Students will be able to...</i></b></p> <ul style="list-style-type: none"> <li>• Present weather forecast orally from a forecast chart.</li> <li>• Write simple sentences about weather from a video watched.</li> <li>• Convert between Celsius and Fahrenheit by using a mathematical formula.</li> <li>• Understand what a typhoon is.</li> <li>• Read from an authentic weekly weather forecast chart.</li> </ul>
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Individual and group games: race to read games, race to write games, fly swatter, vocabulary pinball game, TV show styled games.</li> <li>• Use online apps Quizlet and Wordwall, blooket, Google Jamboard to enhance learning and assessing</li> <li>• Use online app Yes-Chinese and Google Jamboard to enhance writing in stroke orders and practicing the word order in sentences</li> <li>• Oral presentation for class activities</li> <li>• Character writing workshops</li> <li>• Online worksheets</li> <li>• Dance with the weather</li> </ul>	

- Role play for dialogues
- Draw and tell about the weather
- Project: Research and make a weekly weather forecast for a chosen Chinese city
- Grading for peers' speeches with online rubrics
- Listening comprehension: Listen to stories from a tap and then answer questions on a Google Form
- Listening comprehension with authentic TV programs in weather forecasts.
- Reading comprehension with worksheets and authentic materials.
- Daily Do Now activities.
- Daily Exit ticket
- Journal writing

### Interdisciplinary Connections

**Math: THE NUMBER SYSTEM (7.NS) Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.** Activity: Students will work on temperature conversion between Celsius and Fahrenheit systems using two formulas. Students will select two cities, one from America and one from China, and find the current temperatures for both cities. They will convert the temperature to the other temperature system.

**Visual and Performing Arts: 1.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.** Activity: The students from each group will perform a group dance with a weather song. They will plan and create the movement and dynamics for an assigned weather theme.

### Career Readiness, Life Literacies, and Key Skills

Consider the environmental, social and economic impacts of decisions. **9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).** **9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.** **9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).** Activity: Students will explore [NASA Climate Kids](#). Each group will discuss and present the changes in weather and climate. Then they will play the four games from [Play Games | NASA Climate Kids](#).

**9.4.8.Cl.1: Assess data gathered on varying perspectives on causes of climate change (e.g., crosscultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).** Activity: Groups of Students will research and discuss facts about problems related to climate change and what environmental impacts occur from our daily life decisions. Each group will select a problem and design a potential solution.

**9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.** Activity: Students will research and compare the careers of meteorology and the weather person in a media company. They will search for what qualifications are needed, career outlook and perspective, and job descriptions.

### Computer Science and Design Thinking

**8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.** Activity: Students will research and discuss how the data is collected for weather forecasting and with which systems. Students will conduct research using [Science and Technology](#) and be prepared to present one of the following: Supercomputer, Models, NOAA Observation System, Radar, or Satellites.

### Assessment Evidence

#### Formative:

##### *Interpersonal:*

- Role play for dialogues
- Group games
- Drawing and telling about the weather from spoken messages

##### *Interpretive:*

- video clip
- Individual games
- Online worksheets
- Dancing with the weather
- Grading for peers' speeches
- Listening and reading comprehension
- Exit tickets

##### *Presentation:*

- Oral presentation for class activities
- Weekly weather forecast in writing and speaking
- Journal writing

#### Summative:

##### *Interpersonal:*

- Role play scenario: A pair of students will receive a set of cards with a city, weather, and temperature. Students will have a dialogue based on the cards received to ask and answer the following:  
How is the weather on ( a day) in (a city)?  
What is the temperature?
- The interpersonal speaking performance will be assessed in the criteria of comprehensibility, language control, vocabulary usage, and content

##### *Interpretive:*

- Listening comprehension: to recognize spoken sentences by selecting correct interpretations
- Vocabulary writing
- Write a forecast from pictures given
- Reading comprehension

##### *Presentation:*

- Project: Research and present a weekly weather forecast for a Chinese city orally and in Google Slides

#### Alternative:

##### *Infographics:*

Students will design and make infographics that include the weather and temperatures for five cities that have something in common, such as the cities with the most wild pandas, or the cities with the most allergens



<ul style="list-style-type: none"> <li>• The presentational speaking performance will be assessed with the criteria of comprehensibility, language control, vocabulary usage, content, and cultural awareness</li> <li>• The presentational writing performance will be assessed with the criteria of accuracy of word/sentence writing, neatness, and content</li> </ul>	
<b>Resources:</b>	
<p><b>Core Resources:</b>  <i>Easy Steps to Chinese Textbook 1 and 2</i>, Simplified Characters Version. Published by Beijing Language &amp; Culture University Press</p> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• Teacher created worksheets</li> <li>• Dialogues about weather:             <ul style="list-style-type: none"> <li>• DVD: Chinese Language Video for the Classroom 2</li> </ul> </li> <li>• Subject-specific leveled texts are available in school bookrooms and classroom libraries.</li> </ul> <p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Extreme Weather Compilation - Tornado, Hurricane, Sandstorm, Hailstorm Videos</a></li> <li>• Chinese weather channel             <ul style="list-style-type: none"> <li>• <a href="http://www.weather.com.cn">www.weather.com.cn</a></li> </ul> </li> <li>• Video for writing             <ul style="list-style-type: none"> <li>• <a href="#">北京暴雪袭城 / Snowstorm in Beijing</a></li> </ul> </li> <li>• <a href="http://www.gimkit.com">www.gimkit.com</a></li> <li>• <a href="http://www.quizlet.com">www.quizlet.com</a></li> <li>• <a href="http://www.voicethread.com">www.voicethread.com</a></li> <li>• <a href="http://www.edpuzzle.com">www.edpuzzle.com</a></li> <li>• <a href="https://www.youtube.com/watch?v=JNh7iMq4lSg">https://www.youtube.com/watch?v=JNh7iMq4lSg</a></li> <li>• <a href="http://www.wordwall.net">www.wordwall.net</a></li> <li>• <a href="http://www.blooket.com">www.blooket.com</a></li> <li>• Google Jamboard</li> </ul>	

7th Grade Mandarin		
Unit 6	Unit Name: Seasons	Proficiency Level: Novice - Mid
<p><b>Established Goals:</b>            7.1 World Languages            All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global.</p>		

**Interpretive Mode:**

7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

**Interpersonal Mode:**

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

**Presentational Mode:**

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

**Enduring Understandings:**

Description of the seasonal weather for a city and describing feelings about the weather in different seasons are a part of daily living in various countries.

**Essential Questions:**

Do all countries in the world have four seasons? Give some examples.

What does the phrase "spring shower" imply about the weather?

How do you express your feelings about each season?

**Can-Do Statements:**

I can...

**Language Content**

- Generally describe the weather for different seasons in a specific city.
- Express feelings about the seasonal weather of a city.
- Tell the frequency of the weather during a season in a city.
- Express the highest and lowest temperature in a season in a specific city.
- Read and write unit sentences.

**Cultural Content**

	<ul style="list-style-type: none"> <li>• Tell the weather conditions in different regions of China.</li> </ul> <p><b>Grammatical &amp; Phonetic Content</b></p> <ul style="list-style-type: none"> <li>• Use a frequency word to describe an action or a status.</li> <li>• Use 最 to form the superlative degree with an adjective or adverb.</li> </ul>
<p><i>Students will know/learn...</i></p> <p><b>Language Items:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary: spring, summer, fall, winter, mild, hot, cold, sometimes, often, not often, below, above, high, low, and the most.</li> <li>• Sentence structures:             <ol style="list-style-type: none"> <li>1. Spring time in Shanghai is not cold. 上海春天不冷。</li> <li>2. It often snows in Beijing during winter. 北京冬天常常下雪。</li> <li>3. The highest temperature is 50 degrees. 最高气温是五十度。</li> <li>4. The temperature is below 20 degrees. 气温在二十度以下。</li> </ol> </li> <li>• 最 to form the superlative degree with an adjective or adverb.</li> <li>• Frequency words: often 常常/经常, not often 不常, sometimes 有时候.</li> </ul> <p><b>Intercultural Statements:</b></p> <p>Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.</p> <p>Learners recognize and identify a few typical practices of the target culture.</p> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>• Weather conditions in different regions in China.</li> <li>• Compare the word order of frequency words in English and Chinese.</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Orally describe the seasonal weather from pictures.</li> <li>• Use a frequency word in sentences with different themes.</li> <li>• Write/draw about the weather from a city visited.</li> <li>• Orally present writing from an online source.</li> </ul>
<p style="text-align: center;"><b>Learning Activities</b></p>	
<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Individual and group games: race to read game, race to write games, fly swatter, sentence puzzle games, telephone games</li> <li>• Use online apps Quizlet, blookit, Wordwall to enhance learning and assessment</li> <li>• Use online app Yes-Chinese and Google Jamboard to enhance writing in stroke orders and practicing the word order in sentences</li> <li>• Role play for dialogues</li> </ul>	

- Oral presentation for class activities
- Orally present writing with the online app, Voicethread
- Character writing workshops
- Online worksheets
- Listening/reading comprehension
- Project: Write/draw the weather for a city visited
- Daily Do Now activities
- Exit tickets with Google Forms
- Journal writing

### Interdisciplinary Connections

**English Language Arts: L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.** Activity: Students will read phrases that contain the superlative degree. They will summarize the pattern of using the word of the superlative degree. Then they will create the superlative degree with adjectives and adverbs. Finally, they will write a creative sentence with the superlative degree on Google Question. Each student will pick one sentence from a peer to read aloud.

**Visual Arts: 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity** Activity: Students will draw and draft a travel story in a city with an emphasis on the weather and seasons. All the students' work will be displayed in the classroom as an Art Gallery activity for other grades.

### Career Readiness, Life Literacies, and Key Skills

**Consider the environmental, social and economic impacts of decisions. 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem. 9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b). 9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).** Activity: Students will explore [NASA Climate Kids](#). The class will be divided into four groups. Each group will research one of the following topics: atmosphere, water, energy, or plants & animals. Then each group will discuss and present the actions that help to minimize the impacts of climate change.

**9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).** Activity: Students will present the impacts of the travel experience they drew and wrote about. Students will self-reflect on their cultural awareness.

**9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.** Activity: Students will research the career of a travel agent through The Travel Institute. They will find out the qualifications, exams, and specialization for being a travel agent. They will present information in this role regarding a country of interest and compare this information to that from previous lessons regarding tour guides.

### Computer Science and Design Thinking

**8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.** Activity: According to the travel experience students wrote about, students will discuss how

their family made travel decisions in terms of season, weather, culture, and cost. They will also explain which technology was used to gather data to make decisions. Students will also discuss how technology influenced current economic, political, social, or cultural issues.

### Assessment Evidence

#### **Formative:**

##### ***Interpersonal:***

- Group games
- Quizlet Live game
- Role play for dialogues
- Telling the seasons from the months, temperature, or weather given

##### ***Interpretive:***

- Video clips
- Individual game
- Online worksheets
- Listening and reading comprehension
- Writing comprehension

##### ***Presentation:***

- Oral presentation for class activities
- Oral presentation for writing about the country visited and its weather in two seasons
- Journal writing

#### **Summative:**

##### ***Interpersonal:***

- Q & A: The student who asks a question will hold a card for another student to answer. The question is "What do you like the most?" The student will answer the question according to the card.

##### ***Interpretive:***

- Listening comprehension: Recognize spoken dialogues by selecting correct interpretation

##### ***Presentation:***

- Project: Write/draw the weather for a city visited
  - Requirements: A season, the feeling of weather, the frequency of weather type, temperature with 最, clothing, and activities
- Describe the weather: Orally present the weather from three pictures and data given
  - Requirements: A season, feeling of the weather, the frequency of weather type, temperature with 最, clothing, and activities
- Tell the weather: Orally present the weather from three pictures and data given

#### **Alternative:**

##### **Seasonal holidays**

Students will create slides that present holidays in different seasons. The holidays can be from any country.

<ul style="list-style-type: none"> <li>• The presentational writing performance will be assessed with the criteria of accuracy of word/sentence writing, neatness, and content</li> <li>• The presentational speaking performance will be assessed with the criteria of comprehensibility, language control, vocabulary usage, content, and cultural awareness</li> </ul>	
<b>Resources:</b>	
<p><b>Core Resources:</b>  <i>Easy Steps to Chinese Textbook 1 and 2</i>, Simplified Characters Version. Published by Beijing Language &amp; Culture University Press</p> <p><b>Supplemental Resources:</b></p> <ul style="list-style-type: none"> <li>• Teacher created worksheets</li> <li>• Dialogue about weather and seasons:             <ul style="list-style-type: none"> <li>• DVD: Chinese Language Video for Classroom 2</li> </ul> </li> <li>• Subject-specific leveled texts are available in school bookrooms and classroom libraries.</li> </ul> <p><b>Technology:</b>  <a href="http://www.quizlet.com">www.quizlet.com</a>  <a href="http://www.voicethread.com">www.voicethread.com</a>  <a href="http://www.gimkit.com">www.gimkit.com</a>  <a href="http://www.wordwall.net">www.wordwall.net</a>  <a href="http://www.blooket.com">www.blooket.com</a>            Google Jamboard</p>	

7th Grade Mandarin		
Unit 7	Unit Name: Hobbies	Proficiency Level: Novice - Mid
<p><b>Established Goals:</b>            7.1 World Languages            All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global.</p> <p><b>NJSLS:</b>  <b>Interpretive Mode:</b>            7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.            7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.</p>		

7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.  
 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.  
 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

#### **Interpersonal Mode:**

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.  
 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.  
 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.  
 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.  
 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.  
 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

#### **Presentational Mode:**

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.  
 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.  
 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.  
 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.  
 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.  
 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

#### **Enduring Understandings:**

Speaking about hobbies for music, painting, reading, dancing, and indoor activities is an essential part of informal conversations. Engaging in these activities occurs in various cultures.

#### **Essential Questions:**

What hobbies do you have?  
 Do you have a goal for your hobby? What is the goal?  
 How do you achieve the goal of your hobby?

#### **Can-Do Statements:**

I can...

#### **Language Content**

- Tell about having or not having many hobbies.
- Ask and respond about one's hobby.
- Ask and respond to like/dislike of a hobby.
- Tell about participating in two hobbies simultaneously.
- Tell the duration of participating in a hobby.
- Read and write unit sentences.

#### **Cultural Content**

- Play Jianzi (Chinese shuttlecock).

#### **Grammatical & Phonetic Content**

- Use the sentence structure of 一边...一边... to express doing two things at the same time.

*Students will know/learn...*

**Language Items:**

*Students will be able to...*

<ul style="list-style-type: none"> <li>• Vocabulary: hobby, at the same time, play piano, sing, listen to, music, read, book, magazine, novel, hour, to paint/draw, painting, oil painting, Chinese painting, watercolor painting, both/all, in the process of, dance, watching movies, and watching TV.</li> <li>• Sentence structures:             <ol style="list-style-type: none"> <li>1. I have many hobbies. 我有很多爱好。</li> <li>2. I like to play piano and sing at the same time. 我喜欢一边弹钢琴，一边唱歌。</li> <li>3. I read a book for an hour every day. 我每天读一小时的书。</li> <li>4. What hobby do you have? 你有什么爱好?</li> <li>5. I like to read novels and magazines. 我喜欢看小说和杂志。</li> <li>6. I am learning Chinese painting. 我正在学国画。</li> </ol> </li> <li>• Sentence structure: 一边...一边... to express doing two things at the same time.</li> <li>• The use of 都 “both/all”.</li> <li>• The use of 正在 to express a progressive action.</li> </ul> <p><b>Intercultural Statements:</b> Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners’ own culture.</p> <p>Learners recognize and identify a few typical practices of the target culture.</p> <p><b>Culture:</b></p> <ul style="list-style-type: none"> <li>• Playing Jianzi</li> <li>• Chinese painting</li> <li>• Compare the use of both and all in English and Chinese</li> <li>• Compare progressive tense in English and Chinese</li> </ul>	<ul style="list-style-type: none"> <li>• Tell the amount of hobbies: many, not many, no, and a few.</li> <li>• Use 正在 to express progressive actions with different themes.</li> <li>• Tell simple stories related to hobbies from pictures given.</li> <li>• Read a paragraph related to a hobby.</li> <li>• Write a picture book about one’s hobbies.</li> <li>• Present a picture book for a peer.</li> </ul>
<p style="text-align: center;"><b>Learning Activities</b></p>	
<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Individual and group games: Simon says, race to write games, sentence puzzles game, reading</li> <li>• Use online app Quizlet to enhance learning and assessing</li> <li>• Use online app Yes-Chinese to enhance writing in stroke orders and practicing the word order in sentences</li> <li>• iSpy reading</li> <li>• Oral presentation for class activities</li> <li>• Character writing workshops</li> <li>• Online worksheets</li> <li>• Role play for dialogues</li> <li>• Project: Write/draw a picture book about a hobby</li> <li>• Presentation for a picture book from a peer</li> <li>• Daily Do Now activities</li> <li>• Exit tickets with Google Forms</li> <li>• Journal writing</li> </ul>	



- Play Jianzi

### Interdisciplinary Connections

**English Language Arts: RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.** Activity: Students from a group will read a paragraph together and discuss the central idea and details. They will share the strategies of analysis with their group. Each group will present their conclusion to the class.

**Physical Education: 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.** Activity: Students will play Jianzi, a traditional Chinese sport. They will watch an instructional video for basic movements and game rules. Then they will practice the movements individually before playing the games.

### Career Readiness, Life Literacies, and Key Skills

**Demonstrate creativity and innovation. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. 9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).** Activity: Each student will list their hobbies and find two partners with the same hobby. They will discuss and demonstrate the creativity and innovation from their hobby at their current levels and/or advanced levels.

**9.4.8.TL.3: Select appropriate tools to organize and present information digitally.** Activity: Students will rehearse Q & A before a role-play activity. They will verbally answer and ask questions according to predetermined information. They will use Mote for voice recording.

**9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.** Activity: Students will research careers related to the arts, including the job description and required skills. Students will select a few popular artists, dancers, musicians, or actors and discuss the attributes needed for career success as a group.

### Computer Science and Design Thinking

**8.2.8.ITH.3: Evaluate the impact of sustainability on the development of a designed product or system.** Activity: Students will research about the self-playing piano systems, QRS PNOmation and PianoDisc, the two leading technologies for player systems. Students will discuss life with a regular piano/piano player and the impact on the development of the player systems.

### Assessment Evidence

#### Formative:

##### *Interpersonal:*

- Group games
- Role play rehearsal
- Role play for dialogues

#### Benchmark:

[Written Composition Rubric](#)

[Interpersonal Speaking Rubric](#)

Benchmarks will be assessed three times a year: September (Unit 1), January (Unit 4), and April

<p><b>Interpretive:</b></p> <ul style="list-style-type: none"> <li>• Individual games</li> <li>• iSpy reading</li> <li>• Online worksheets</li> <li>• Exit tickets</li> </ul> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>• Oral presentation for class activities</li> <li>• Journal writing</li> <li>• Orally express the hobbies/activities in different seasons and weather.</li> </ul> <p><b>Summative:</b></p> <p><b>Interpersonal:</b></p> <ul style="list-style-type: none"> <li>• Role play scenario: Two friends are talking about a hobby. They will ask questions to find out about their hobbies by asking what hobbies they have, their preference for specific hobbies, and the ability level needed for some hobbies             <ul style="list-style-type: none"> <li>• The interpersonal speaking performance will be assessed with the criteria of comprehensibility, language control, vocabulary usage, and content</li> </ul> </li> </ul> <p><b>Interpretive:</b></p> <ul style="list-style-type: none"> <li>• Listening comprehension: Listen to dialogue and select a correct time</li> <li>• Write a sentence for a given picture</li> <li>• Reading comprehension</li> </ul> <p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li>• Project: Write/draw a picture book. The contents include character introduction, the hobbies they like, performing two hobbies at the same time, the hobby they are learning, and their level of capability with the hobby             <ul style="list-style-type: none"> <li>• The presentational writing performance will be assessed with the criteria of accuracy of word/sentence/punctuation, typing, neatness, and content</li> <li>• The presentational speaking performance will be assessed with the criteria of comprehensibility, language control, vocabulary usage, content, and cultural awareness</li> </ul> </li> </ul>	<p>(Unit 7).</p> <p><b>Alternative:</b></p> <p><b>Children's eBook Writing</b></p> <p>Students will write a children's eBook about hobbies with <a href="http://www.bookcreator.com">www.bookcreator.com</a>. Each page will contain one sentence and an illustration. They will introduce the person, hobbies, or activities, the two activities can be doing at the same time, and the activity the person is learning.</p>
<p><b>Resources:</b></p>	
<p><b>Core Resources:</b></p> <p><i>Easy Steps to Chinese Textbook 1 and 2</i>, Simplified Characters Version. Published by Beijing Language &amp; Culture University Press</p>	

**Supplemental Resources:**

- Teacher created worksheets
- Subject-specific leveled texts are available in school bookrooms and classroom libraries.

**Technology:**

Hobby: playing piano.

- [Ryan wang five year old prodgy on ellen show\(TH E ELLEN SHOW-2013\)](#)
- [www.quizlet.com](http://www.quizlet.com)
- [www.voicethread.com](http://www.voicethread.com)
- [www.gimkit.com](http://www.gimkit.com)
- [www.bookcreator.com](http://www.bookcreator.com)
- [www.wordwall.net](http://www.wordwall.net)
- [www.blooket.com](http://www.blooket.com)
- Google Jamboard

7th Grade Mandarin		
Unit 8	Unit Name: Sports/Final Project	Proficiency Level: Novice - Mid

**Established Goals:**

## 7.1 World Languages

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global.

**NJSLS:****Interpretive Mode:**

7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.

7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.

7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

**Interpersonal Mode:**

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

**Presentational Mode:**

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

**Enduring Understandings:**

Conversations regarding sports will differ according to audience, country, and culture.

**Essential Questions:**

What sports do you like or dislike, and why?

When do you play the sport you like?

**Can Do Statements:**

I can...

**Language Content**

- Ask and respond to the schedule and frequency of playing a sport.
- Tell the person(s) to play a sport with.
- Write an online children's book.

**Cultural Content**

- Do simple moves of Chinese martial arts and Tai Chi.

**Grammatical & Phonetic Content**

- Use the sentence structure 跟 (someone)一起 (doing something) to express doing something with someone.

***Students will know/learn...***

**Language Items:**

- Vocabulary: sports, run, swim, tennis, play (for sports with hands), play (for sports with feet), basketball, soccer, ping pong ball, baseball, with, together, and together with.
- Sentence structures:
  1. My mom swims every morning.  
我妈妈每天早上游泳。
  2. I play tennis with friends.  
我跟朋友一起打网球。

***Students will be able to...***

- Present the sport they play, the frequency or schedule of playing, and people to play with.
- Film about a hobby or sport with narration in interpersonal and presentational communication.
- Do simple Chinese Tai Chi.

<p>3. Do you play soccer every Friday? 你们每个星期五踢足球吗?</p> <ul style="list-style-type: none"> <li>• The use of 跟(someone)一起(doing something).</li> <li>• Reinforce the word order with time words.</li> <li>• Reinforce telling the duration for doing a sport.</li> <li>• Reinforce the use of frequency words with different themes.</li> </ul> <p><b>Intercultural Statements:</b> Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.</p> <p>Learners recognize and identify a few typical practices of the target culture.</p> <p><b>Culture:</b> The Chinese martial arts and Tai Chi</p> <ul style="list-style-type: none"> <li>• Compare the use of “together with 跟..一起..” in English and Chinese.</li> </ul> <p><b>Differentiated Instruction:</b></p> <ul style="list-style-type: none"> <li>• Differentiate content, process, or product to make learning experiences engaging and rigorous for all students. <ul style="list-style-type: none"> <li>• Volume and detail of descriptions</li> <li>• Repeated directions</li> <li>• Additional time</li> <li>• Reduced or increased number of comparisons of sports</li> </ul> </li> </ul>	
Learning Activities	
<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Individual and group games: race to writing games, fly swatter, Quizlet Live game, pinball vocabulary game</li> <li>• Use online app Quizlet to enhance learning and assessment</li> <li>• Use online app Yes-Chinese to enhance writing in stroke orders and practicing the word order in sentences</li> <li>• Oral presentation for class activities</li> <li>• Character writing workshops</li> <li>• Online worksheets</li> <li>• Role play for dialogues</li> <li>• Project: Film about a hobby/sport students are working on</li> <li>• Grading for film projects from peers with online rubrics</li> <li>• Chinese martial arts and Tai Chi</li> <li>• Daily Do Now activities</li> <li>• Exit tickets with Google Forms</li> <li>• Journal writing</li> </ul>	
Interdisciplinary Connections	

**English Language Arts: W.7.3.B Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.** Activity: Students will write a story for a children’s multimedia eBook. The story will include dialogues, pacing, description, narrative recording, and sound effects. The vocabulary and sentence types should be from three thematic units learned.

**Physical Education: 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities** Activity: Students will play Tai Chi taught by a professional instructor. The history and different branches of Tai Chi will be introduced. They will learn and practice a set of Tai Chi movements before a final performance.

### Career Readiness, Life Literacies, and Key Skills

**Demonstrate creativity and innovation. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).** Activity: Students will write a Children’s eBook. They will create a story that keeps youngsters reading. They will analyze themes related to fun and creativity for children and choose appropriate illustrations.

**9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.** Activity: Students will write a Children’s eBook. They will analyze themes related to fun and creativity for children, choose appropriate illustrations, and relate these to the corresponding career path.

**9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.** Activity: Students will research the careers of book writers and editors for children’s books. They will research the qualifications, what makes a writer popular, and income potential. Students from each group will discuss the books they like and share why.

### Computer Science and Design Thinking

**8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.** Activity: After students write a multimedia children’s eBook using technology, students will discuss the past ways of book writing, illustrating, and publishing. They will research the technologies that changed this industry and discuss the impact on writers, publishers, and readers.

### Assessment Evidence

#### Formative:

##### *Interpersonal:*

- Group games
- Role play for dialogues

##### *Interpretive:*

- Individual games
- Online worksheets
- Grading for peers’ film presentation.
- Exit tickets

#### Alternative:

##### **Tai Chi Instruction**

Students will record a video clip to teach Tai Chi movements. They will explain the background of Tai Chi, the movement, and pacing for a set in a Tai Chi performance.

**Presentation:**

- Oral presentation for class activities
- Oral presentation for a self video/photo that a sport is taken placed
- Journal writing

**Summative:****Presentation & Interpersonal**

- Project: Film about a hobby/sport students are working on
  - Requirements: self-introduction, interview with a friend who will ask about the hobbies/sports, filming of playing with narration about the frequency or schedule you play, the level of play, who you play with, and a closure for the film.
- The presentational speaking performance will be assessed with the criteria of comprehensibility, language control, vocabulary usage, content, and cultural awareness
- The presentational writing performance will be assessed in the criteria of accuracy of word/sentence/punctuation, typing, neatness, and content
- Final Project: Write an online Children's book
  - Requirements: Minimum of three themes, four elements of a story (character, time, plot, and story), pictures, voice narration, and 10 pages

**Interpretive**

- Listening and reading comprehension
- Write the narration for the film project
- Reading comprehension

**Resources:****Core Resources:**

*Easy Steps to Chinese Textbook 1 and 2*, Simplified Characters Version. Published by Beijing Language & Culture University Press

**Supplemental Resources:**

- Teacher created worksheets
- Chinese martial arts:
  - DVD: Exploring the Chinese Culture, volume 1
- Subject-specific leveled texts are available in school bookrooms and classroom libraries.

**Technology:**

- [www.kahoot.com](http://www.kahoot.com)
- [www.quizlet.com](http://www.quizlet.com)
- [www.voicethread.com](http://www.voicethread.com)

- [www.gimkit.com](http://www.gimkit.com)
- [www.classkick.com](http://www.classkick.com)
- [Online Video Editor: Free Video Maker](#)
- [www.bookcreator.com](http://www.bookcreator.com)
- [www.wordwall.net](http://www.wordwall.net)
- [www.blooket.com](http://www.blooket.com)
- Google Jamboard

New Jersey Administrative Code Summary and Statutes covered in this document:

Integration of 21st Century Themes and Skills and Interdisciplinary Connections District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3). “Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.