

READINGTON PUBLIC SCHOOL DISTRICT

Chinese Grade 8 Curriculum 2023

Authored By:

Lilien Drew

Reviewed by:

Dr. Stacey Brown, Supervisor of Humanities
Dr. Jonathan Hart, Superintendent of Schools

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Members of the Board of Education:

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Dr. Camille Cerciello, Vice-President
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Randall J. Peach
Carolyn Podgorski
Michele Mencer
Jennifer Wolf
Justina Ryan

Readington Township Public Schools
52 Readington Road, Whitehouse Station, NJ 08889
www.readington.k12.nj.us

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 Chinese, 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 Spanish 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: 8
Proficiency level: Novice-Mid

First Marking Period	Unit 1: Review Review of the curriculum for 6th and 7th grades	Unit 2: Vegetables & Fruits Expressions of preferences in vegetables and fruits will be extended to students' conversations. The importance of vegetables and fruits in the diet will be reinforced.
Second Marking Period	Unit 3: Three Meals A Day Conversations about food will be continued with three meals a day, fast food, Chinese food, and dining out. Currency exchange between American dollar and Chinese Yuan will be explored.	Unit 4: Greetings Exchange greetings and names socially and formally
Third Marking Period	Unit 5: Family Conversations about family members and their jobs from a photo	Unit 6: Date/Time Communicating about dates and time through inviting friends to social activities
Fourth Marking Period	Unit 7: Hobbies Conversations about favorite hobbies and inviting friends for hobby or sport activities	Unit 8: Visiting Friends Through the theme of visiting friends, students learn the ice breaker social communication in authentic ways

8th Grade Mandarin		
Unit # 1	Unit Name: Review	Proficiency Level: Novice - Mid
<p>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.</p> <p>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.</p> <p>Interpersonal Mode:</p>		

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:

- The 6th and 7th grade curriculum prepared students for the interpretive, interpersonal, and presentational communication challenges of the 8th and 9th grade levels.
- The Chinese tonal pronunciation is challenging to English native speakers.

Essential Questions:

- What are the foundational ideas of Chinese character formations?
- What are the principles when you try to create your own sentences in Chinese? Why are they important?
- How does tone change the meaning of words in the Chinese language?
- Can you compare the different question structures of English and Chinese?

Can-Do Statements:

I can...

- Comprehend spoken and written messages with the vocabulary and sentence types I have learned in 6th and 7th grades.
- Ask for and respond to questions in the themes I have learned in 6th and 7th grades.
- Present the messages with the themes I have learned in 6th and 7th grades in speaking and writing.

Students will know/learn...

Language Items:

- All vocabulary from 6th and 7th grade
- Structure for sentences: All sentence types from 6th and 7th grade

Language Content

- Present information in speaking and writing about myself, family, daily routines, colors, countries,

Students will be able to...

- Orally present a speech to introduce themselves with the topics reviewed with perfect pronunciation
- Write a letter to a pen pal in Taiwan to introduce themselves
- Teach grammatical points to class with sentence examples
- Recombine vocabulary or sentences to create their own language

<p>school subjects, making phone calls, weather, and hobbies.</p> <ul style="list-style-type: none"> • Ask and respond to questions about the above topics. • Recombine vocabulary and sentences to create students' own sentences sometimes. • Write Chinese characters with analysis of the formation of characters. • Pronounce the tones with better control. <p>Grammatical & Phonetic Content</p> <ul style="list-style-type: none"> • Communicate with the following grammatical words or sentences comfortably: linking verb 是, have 有, possessive particle 的, aspect suffix 了, preposition 在, pronoun this and that 这 and 那, measure words 口 and 个, question particle 呢, negations 没 and 不, the time word order, the particle 过, sentence structure some..., some..., furthermore... 有的...有的...还有的..., polite words, the word for superlative degree 最, sentence structure with while 一边...一边..., with 跟, the interrogative words of where 哪儿, and how much/how many 多少. what 什么, which 几, who 谁, what time 几点, and how 怎么样. <p>Intercultural Statements:</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>Family members, school supplies, pets, weather. Learners recognize and identify a few typical practices of the target culture.</p> <p>Culture:</p> <ul style="list-style-type: none"> • To compare the use of negation in Chinese and English • To compare the structures of question sentences in English and Chinese • To compare the "yes" and "no" in English and Chinese <p>Differentiated Instruction:</p> <ul style="list-style-type: none"> • Differentiate content, process, or product to make learning experiences engaging and rigorous for all students. <ul style="list-style-type: none"> • Additional time • Reduced volume of writing 	<ul style="list-style-type: none"> • Use the language in real-life interactions with native speakers <ul style="list-style-type: none"> •
<p style="text-align: center;">Learning Activities</p>	
<ul style="list-style-type: none"> • Individual and group games, race to read, race to write, Quizlet Live game, word searching • Use online apps, Kahoot, Quizlet, and yes-Chinese to enhance learning and assessing 	

- Oral presentation for class activities
- Role play: dialogues for various themes and scenarios
- Online worksheets
- Q/A games
- Create and write a self-introduction speech and letter for global engagement
- Word order activities with www.wordwall.net and Google Form
- Comic pages drawing and writing
- Create weather and hobby emojis
- Sentence writing to align with high school curriculum
- Story telling

Interdisciplinary Connections

Visual and Performing Arts: 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. Activity: Students will create and write dialogues in a comic book. The elements of comic books and technologies to create 2-D and 3-D designs will be introduced.

English Language Art: Reading Literature Standard: RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. Activity: Students will compare all interrogative words in English and Chinese by creating sample texts and sharing them with peers for discussion.

Career Readiness, Life Literacies, and Key Skills

Use technology to enhance productivity, increase collaboration, and communicate effectively. 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2). Activity: Students will make a self-introduction speech online to native Chinese speaking students with the goal of furthering online communication and collaboration.

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. Activity: Groups of students will search for jobs that require Mandarin. Students will select one of the following categories to search for a job: government, transportation, science/technology, business, and law. Each group of students will present their findings and explain how Mandarin is used on the job.

9.4.8.TL.3: Select appropriate tools to organize and present information digitally. Activity: Students will select an online presentation app for their speech project. They will evaluate the app functions in order to meet the requirements. Then they will compare the three apps, Flipgrid, Voicethread, and Adobe Express. Finally, they will make a recommendation and explain why the app was selected.

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: Students will create and present a speech to native speakers with Adobe Spark, a multimedia digital tool for presentation in voice, photos, slides, and videos.

Assessment Evidence	
<p>Formative:</p> <p><i>Interpersonal:</i></p> <ul style="list-style-type: none"> • Role play dialogues for various themes and scenarios • Q/A Games: Race to answer the thematic questions • Teacher observation <p><i>Interpretive:</i></p> <ul style="list-style-type: none"> • Recognize written and spoken vocabulary through Google Forms • Online worksheets with Classkick • Quizlet Live Games: Group games to recognize written vocabulary • Self-assessments <p><i>Presentational:</i></p> <ul style="list-style-type: none"> • Create and write emojis for weather and hobbies • Speech writing • Story telling: Students will tell short stories according to the pictures given <p>Summative:</p> <p><i>Interpersonal:</i></p> <p>Role play: Two middle-school students meet in an international student camp in Beijing. They will perform a dialogue to receive the following information from each other: name, school, grade, nationality, where to live, transportation to camp, class likes/dislikes, hometown and weather in summer and winter, hobbies, practice schedule, and phone number.</p> <p>Assessment criteria: Comprehensibility, language control, vocabulary control, pronunciation, content requirements, and cultural awareness</p> <p><i>Presentational:</i></p> <p>Speech Presentation: Students will create and write a self-introduction speech to native Chinese students online with Adobe Spark with voices, photos, typing, slides, and videos.</p> <p>Writing assessment criteria: Language control, vocabulary, organization, creativity, and content</p> <p><i>Interpretive:</i></p> <p>Test worksheets: Listening comprehension, use of vocabulary, reading comprehension, and writing Chinese sentences</p>	<p>Benchmark:</p> <p>Written Composition Rubric Interpersonal Speaking Rubric</p> <p>Benchmarks will be assessed three times a year: September (Unit 1), January (Unit 4), and April (Unit 7).</p> <p>Alternative:</p> <p>Presentation Jigsaw: A group of students will create Google slides to introduce a person such as a celebrity, athlete, famous person, or a character they create. Information includes name, age, birthday, family, job, hometown and weather, hobbies or talents, and one significant event.</p>
Resources	

Core Materials:

Easy Steps to Chinese 2, Simplified Version and *Easy Steps to Chinese 2*
Published by The Far East Book Co., Ltd. and U.S. International Publishing, Inc.
www.bicup.com

Integrated Chinese, Level 1, Part 1, Simplified Characters
Heng & Tsui Company, Boston
www.cheng-tsui.com

Supplemental Materials:

Chinese Culture:
<http://cn.chinaculture.org/>
<https://www.discoveryeducation.com/>
Subject-specific leveled texts are available in school bookrooms and classroom libraries.

Technology:

www.quizlet.com
www.voicethread.com
www.adobe.com/express
www.gimkit.com
www.wordwall.net
www.blooked.com

8th Grade Mandarin**Unit # 2****Unit Name: Vegetables & Fruits****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:

Preferences for food items such as vegetables and fruit extend to students' conversations in the target language.

Essential Questions:

- Why is a balanced and nutritional diet important?
- How do the differences between vegetables and fruit occur in conversations?
- How do you express in conversation or through writing how many servings of vegetables and fruits we should have in a day compared to the servings currently eaten?

Can-Do Statements:

I can...

- Speak about some vegetables and fruits.
- Ask and respond about likes/dislikes for specific vegetables or fruits.
- Ask and respond to what vegetable or fruit someone likes/dislikes.
- Express the levels of preference.
- Express the number of daily servings of vegetables and fruits.
- Read unit conversations and write some vocabulary in Chinese characters.

Students will know/learn...**Language Items:**

- Vocabulary: vegetables, lettuce, cucumber, cauliflower, potato, tomato, very, etc., but, should, fruit, apple, banana, tangerine, watermelon, pear, these, type/kind.

Grammar Review of and Instruction with:

- Conjunction word, but 可是, will be used.
- Plural of this/that.
- Levels of preference will be introduced.
- Structure for sentences:
- Do you like vegetables? 你喜欢蔬菜吗?

Students will be able to...

- Identify five vegetables and five fruits.
- Orally express the levels of preference over hobbies, vegetables and & fruits, weather, people, day & time.
- Speak and write sentences with connected words such as but, because, and therefore.
- Draw/write fruit baskets with levels of preference.
- Research and present an Asian fruit of choice.
- Research the new innovations of farming.
- Identify some Asian fruits.
- Ask and answer questions about vegetables & fruits: like/dislike, daily servings, and colors.

<ul style="list-style-type: none"> • What vegetables do you like to eat? 你喜欢吃什么蔬菜? • I like to eat cucumbers, potatoes, cauliflower, etc. 我喜欢吃黄瓜, 土豆, 菜花儿等等。 • I don't like vegetables too much, but my mom says I should eat vegetables every day. 我不太喜欢蔬菜, 可是我妈妈说我应该每天吃蔬菜。 • I like to eat these fruits. 我喜欢吃这些水果。 • I eat two or three kinds of fruits every day. 我每天吃两三种水果。 <p>Intercultural Statements: 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>Culture:</p> <ul style="list-style-type: none"> • Students will be introduced to some popular Asian vegetables and fruits in the classroom. • Compare when the fruit is served in America and China. 	<p>Differentiated Instruction: Differentiate content, process, or product to make learning experiences engaging and rigorous for all students.</p> <ul style="list-style-type: none"> • Additional time • Reduced volume of writing
<p style="text-align: center;">Learning Activities</p>	
<ul style="list-style-type: none"> • Individual and group games, race to read, race to write, Quizlet Live game, word searching • Use online apps, Kahoot, Quizlet, and yes-Chinese to enhance learning and assessing • Oral presentation for class activities • Role play: dialogues for various scenarios • Online worksheets • Meals planning • Watching videos • Present a photo for a salad from home • Draw a food pyramid. • Research the innovation of Vertical farming or floating farming. 	
<p style="text-align: center;">Interdisciplinary Connections</p>	
<p>Comprehensive Health and Physical Education: 2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans. Activity: Students will design a weekly meal plan for a family of three using vocabulary from the target language.</p> <p>English Language Arts: RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Activity: Students will cite textual evidence to support their weekly meal plan.</p>	

Career Readiness, Life Literacies, and Key Skills

Plan education and career paths aligned to personal goals. 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). 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations. 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. Activity: Students will search for types of careers in agriculture. They will select a career type they are interested in from their findings and then search for an education and training plan. They will present their research to the class.

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. Activity: Students will continue researching the training program offered for agriculture careers. The programs may be offered by the high school, Hunterdon County Career and Technical School, dual enrollment courses, or community college.

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. Activity: Groups of two students will search for trends in agricultural innovation. They will present their findings with a single slide, including what the innovation is, what the impacts are, and the outcomes of the innovation.

Computer Science and Design Thinking

Core Idea: People use digital devices and tools to automate the collection, use, and transformation of data.

Activity: Students will research an Asian fruit and the places of production. The search results will be presented in slides with a graph for places of production.

Assessment Evidence

Formative:

Interpersonal:

- Role play
- Teacher-student conversation drills
- Q/A with Classkick
- Teacher observations

Interpretive:

- Recognize written and spoken vocabulary through Google Forms
- Online worksheets with Classkick
- Quizlet Live Games: Group games to recognize written vocabulary
- Race to read game
- Student self-assessment

Presentation:

- Presenting the levels of preference over fruits and vegetables orally and in writing
- Presenting a photo of salad from home

Alternative:

Infographics Project: Students will use an online [infographics site](#) to create an infographic demonstrating the importance of diets, including vegetables and fruits. Information such as daily servings, nutrition, diseases, etc. will be included. Students will conduct research to find relevant facts.

<p>Summative: Interpersonal: Role Play: Two students are planning a salad dish for a birthday party. They will ask and respond to required questions as follows: Does Mike like vegetables? Does Mike like fruit? What vegetables and fruit does Mike like? What vegetables and fruit does Mike not like? What is Mike's favorite vegetable and fruit? How many kinds of vegetables and fruit are in the salad? Assessment criteria: Comprehensibility, language control, vocabulary control, pronunciation, content requirements, and cultural awareness.</p> <p>Interpretive: Sentence listening, vocabulary recognition and writing, sentence structures, reading comprehension, and sentence writing will be assessed.</p> <p>Presentation: Meal Planning: Students will orally present a meal plan for a family of three. Assessment criteria: Comprehensibility, language control, vocabulary control, pronunciation, content requirements, and cultural awareness</p>	
Resources	
<p>Core Materials: <i>Easy Steps to Chinese 2</i>, Simplified Version and <i>Easy Steps to Chinese 2</i> Published by The Far East Book Co., Ltd. and U.S. International Publishing, Inc. www.bicup.com</p> <p><i>Integrated Chinese</i>, Level 1, Part 1, Simplified Characters Heng & Tsui Company, Boston www.cheng-tsui.com</p> <p>Supplemental Materials: Balanced diet: https://www.youtube.com/watch?reload=9&v=YimuIdEZSNY&t=21s Asian Fruits: https://www.youtube.com/watch?v=IgfegiWS3Ds Subject-specific leveled texts are available in school bookrooms and classroom libraries.</p> <p>Technology: www.quizlet.com www.voicethread.com Google Slides www.piktochart.com www.myplate.gov www.wordwall.net www.gimkit.com</p>	

8th Grade Mandarin

Unit # 3

Unit Name: Three Meals A Day

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:

- Food is a major conversation topic in many cultures.
- The American Dollar and Chinese Yuan have similarities and differences.

Essential Questions:

- What are your food preferences and habits? What vocabulary and grammatical structures do you need to converse about them?
- What foods can you prepare for your younger siblings? How can you use the target language to discuss why these foods have been selected?
- What are the price differences in fast food in China and the United States? Why?

Can-Do Statements:

I can...

- Ask and answer questions for food/drink choices.
- Describe the dishes for three meals a day.
- Express the frequency of dining out with family.
- Convert American dollars to Chinese Yuan and vice versa.
- Ask and respond for how much money.
- Read all unit sentences and short paragraphs.
- Write some vocabulary and sentences from the unit.

Students will know/learn...

Language Items:

- Vocabulary: Chinese food, American food, fast food, or, pizza, hotdogs, hamburgers, beverage, drink, coffee, tea, water, soda, coke, whole, normally, porridge, noodles, fried rice, stir-fry vegetables, steamed buns, dumplings, rice, restaurant, likely to, American dollars, Chinese Yuan, money.

Grammar Review of and Instruction on:

- or 还是 for question sentences, and or 或者 for statement sentences.
- Using adverbs, normally 一般, sometimes 有时候, and often 常常, to describe the frequency of doing something.
- Using likely to 会 for verbs in the future tense.
- Topic - Comment sentence structure.

Structure for sentences:

- Do you like to eat Chinese food or American food? 你喜欢吃中国饭还是美国饭?
- I like to eat both. 我两种都喜欢吃。
- What drink do you like? 你要喝什么饮料?
- We normally have porridge for breakfast. 早饭我们一般吃粥。
- My family sometimes dine in a restaurant on weekends. 我们家周末有时候去饭店吃饭。
- We will eat dinner at the Beijing Restaurant next weekend. 我们下个周末会在北京饭店吃晚饭。
- How much is a hotdog? 一个热狗多少钱?
- A hotdog is two dollars. 一个热狗是两元。

Intercultural Statements:

Through the target language, learners recognize and

Students will be able to...

- Ask and answer the preference for food choices.
- Describe the dishes for meals in speaking and writing.
- Convert American and Chinese currencies.
- Ask and respond for the amount of money.
- Order food in a restaurant.
- Design and write a menu for a new restaurant.
- Shop for clothing on a Chinese online store.

<p>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>Culture:</p> <ul style="list-style-type: none"> • Chinese breakfast and dining table settings. • Chinese mealtime manners. • Compare Chinese food and American food. • Compare Topic-Comment sentences in Chinese and clause sentences in English. <p>Differentiated Instruction:</p> <p>Differentiate content, process, or product to make learning experiences engaging and rigorous for all students.</p> <ul style="list-style-type: none"> • Additional time • Reduced volume of writing 	
<p style="text-align: center;">Learning Activities</p>	
<ul style="list-style-type: none"> • Individual and group games, race to read, race to write, Quizlet Live game, word searching • Use online apps, Kahoot, Quizlet, and yes-Chinese to enhance learning and assessing • Oral presentation for class activities • Role play: dialogues for various scenarios • Online worksheets • Meals planning • Watching videos • Create, design, and write a menu for a new restaurant in Beijing including restaurant name, address, food items, and prices • Skit: Ding in a restaurant • Project: Online shopping for clothing on a Chinese store 	
<p style="text-align: center;">Interdisciplinary Connections</p>	
<p>English Language Arts: RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept. Activity: Students will be given a paragraph that uses topic-comment sentences. They will evaluate and analyze the sentence structures and words from the paragraph in order to gain an understanding of how this writing structure expresses the key concepts.</p>	
<p style="text-align: center;">Career Readiness, Life Literacies, and Key Skills</p>	
<p>Work productively in teams while using cultural global competence. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid</p>	

inappropriate forms of self-disclosure. Activity: Students will create and perform a skit with a group of students about dining at a restaurant in Beijing.

9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest. Activity: Each group of students will compare the jobs of a restaurant chef and a restaurant operating manager. They will search for the education/training requirements, income potential, and primary duties. Then each group will present their findings. The data they present will be used for their unit project, which is to open a new restaurant by creating a business plan and designing a menu.

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1). Activity: A new restaurant was opened six months ago by a former RMS student. This restaurant is located at 42nd street in NYC, where there is always a crowd. The restaurant had not made enough profit to cover their costs which include rent, personnel, cost of food, and utilities. Students will brainstorm the solutions that will prevent the closure of the business by lowering costs and producing more revenue from customers. Then each group of students will discuss the short term and long term impacts to solve the problems of the restaurant. Each group will present its final discussion to the class.

Computer Science and Design Thinking

Technology: Educational Technology 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. Activity: Students will shop at a [Chinese online store](#).

Assessment Evidence

Formative:

Interpersonal:

- Role play
- Dialogues

Interpretive:

- Questioning after watching a video
- Worksheets
- Race to read
- Exit tickets to recognizing vocabulary

Presentation:

- Meal planning
- Menu design
- Skit rehearsal

Summative:

Interpersonal:

Skit: A group of students will create and present a skit with the following scenario and requirements:

Scenario 1: A group of friends discuss the what and where for lunch after a soccer game in Beijing.
Arguments over the types of food and restaurants

Alternative:

Video Demonstration: Students will use Adobe Spark Video as a tool to demonstrate the plan for the three meals a day. A balanced diet should be included in the video. The video presentation will include photos, videos, notes in Chinese, and voice narratives in Mandarin Chinese.

will take place. Students will reach an agreement acceptable to everyone.

Scenario 2: In the restaurant, conversations are required for ordering food and drink, canceling an order, waiter/waitress checking in, and asking for the total billing. All task lines will be written by students and approved by the teacher.

Assessment criteria: Creativity, language control, vocabulary use, pronunciation, contents, cultural awareness.

Interpretive:

Written test includes listening and reading comprehension, writing for a meal from a picture, and sentence translation.

Presentation:

Restaurant menu design: Students will create and design a menu for a new Beijing restaurant. Information includes: restaurant name, business slogan, address, phone number, business days and hours, food categories (American food, Chinese food, vegetables & fruits, and drinks), 4 items for each category, a price for each item, and some pictures. Students choose their preferred presentation media, such as Google Docs, slides, or paper/pencil.

Assessment criteria: Creativity, accuracy, vocabulary use, contents, and cultural awareness

Suggested Resources:

Core Resources:

Easy Steps to Chinese 2, Simplified Version and *Easy Steps to Chinese 2*
Published by The Far East Book Co., Ltd. and U.S. International Publishing, Inc.
www.bicup.com

Integrated Chinese, Level 1, Part 1, Simplified Characters
Heng & Tsui Company, Boston
www.cheng-tsui.com

Supplemental Materials:

Healthy Asian Meal Plan: <https://www.youtube.com/watch?v=5odnF7H-tz0>
Major Chinese Cuisines: https://www.youtube.com/watch?v=_pq1lETCYnU&t=305s
Chinese Mealtime Manners:
<https://google.discoveryeducation.com/learn/videos/7a269bbb-479a-45fc-8872-7eec79c8d466/>
Subject-specific leveled texts are available in school bookrooms and classroom libraries.

Technology:

www.quizlet.com

www.voicethread.com

Google Slides

www.adobe.com/express

www.wordwall.net

www.blooket.com

www.gimkit.com

8th Grade Mandarin

Unit # 4

Unit Name: Greetings,
HCRHS Chinese 1

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

- Exchanging greetings and names socially and formally is an essential part of communication.

Essential Questions:

- What information would you like to receive the first time you meet with a Chinese person?
- What are the protocols for addressing the Chinese elderly? Why?
- How do the protocols for names differ in China? How is this protocol related to cultural values?
- How are nationality and ethnicity different?

Can-Do Statements:

I Can..

- Exchange basic greetings.
- Request a person's last and full name and provide my own.
- Determine whether someone is a teacher or student by asking and answering questions.
- Ask and respond to questions about nationality.
- Read and write all vocabulary and dialogues.

Students will know/learn...**Language Items:**

Vocabulary: please, ask, honorable, last name, student, also

Grammar Review of and Instruction on:

- The negative verb 不
- The Adverb 也, also
- The transitive verb and noun 姓。
- Question particles 吗 and 呢

Structure for sentences:

- May I ask what your honorable last name is? 请问, 您贵姓?
- My last name is Wang. 我姓王。
- Mr. Wang, are you a teacher? 王先生, 你是老师吗?
- I am also a student. 我也是学生。
- Are you New Yorker? 你是纽约人吗?

Intercultural Statements:

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.

Students will be able to...

- Exchange basic greetings.
- Ask and respond with last name and full name.
- Create Chinese names for their siblings.
- Translate the dialogues from English to Chinese and vice versa in typing and writing.
- Discuss the dialogue contents after watching a video clip.
- Tell some Chinese last names.

<p>Learners recognize and identify a few typical practices of the target culture.</p> <p>Culture:</p> <ul style="list-style-type: none"> • The order of Chinese full names • Compare Question sentence structure in English and Chinese <p>Differentiated Instruction: Differentiate content, process, or product to make learning experiences engaging and rigorous for all students.</p> <ul style="list-style-type: none"> • Additional time • Reduced volume of writing 	
<p>Learning Activities</p>	
<ul style="list-style-type: none"> • Individual and group games, race to read, race to write, Quizlet Live game, word searching • Use online apps, Kahoot, Quizlet, and gimkit to enhance learning and assess • Oral presentation for class activities • Role play: dialogues for various scenarios • Q/A Drills • Online worksheets • Create. write and draw a Chinese name for a sibling or parent • Type the captions in English and Chinese from a video watched • Search the top 100 Chinese last names in China • Project: Select a short Chinese movie clip provided, and edit the captions in Chinese and English 	
<p>Interdisciplinary Connections</p>	
<p>Visual and Performing Arts: 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. Activity: Students will create visual art for a Chinese name they have chosen for a sibling or parent. They will take personality into account when sketching and use the rules for Chinese full names.</p> <p>English Language Arts: NJSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Activity: Students will evaluate and translate a video clip for a Chinese event. They will add subtitles for the clip in English and Chinese.</p>	
<p>Career Readiness, Life Literacies, and Key Skills</p>	
<p>Career Ready Practice: Use technology to enhance productivity, increase collaboration, and communicate effectively. 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences. 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. Activity: Students will translate a video clip for a Chinese event. They will add subtitles for the clip in English and Chinese. Students can use Adobe Spark as a technology tool.</p>	

9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. Activity: Students will create visual art for a Chinese name they have chosen for a sibling or parent. They will take personality into account when sketching and use the rules for full Chinese names. After the creative process is complete, students will compare their experience to that of a career artist and highlight this career choice's positive aspects and challenges.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). Activity: Students will research the cultural differences between the location of family names. Each group of students will create a mini play in Chinese to focus on the scenarios where family names were misidentified and identify the repercussions.

Computer Science and Design Thinking

Technology: 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). Activity: Students will translate a video clip for a Chinese event and explain the connection to a global issue. They will add subtitles for the clip in English and Chinese.

Assessment Evidence

Formative:

Interpersonal:

- Role play
- Q/A drills
- Group dialogues

Interpretive:

- Exit tickets with Google Forms
- Worksheets and online worksheets
- Listening comprehension for video clips

Presentation:

- Create and write a Chinese name for a sibling
- Typing the captions from a video clip watched

Summative:

Interpersonal:

Dialogue: Students will be given a dialogue in English. Each individual student will speak and record the dialogue in both roles to www.VoiceThread.com

Assessment criteria: Comprehensibility, language control, vocabulary use, pronunciation, contents, cultural awareness

Interpretive:

Written Test: Listening and reading comprehension, Pinyin writing, sentence writing

Presentation:

Writing for a dialogue: Students will be given a

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:

Comic-Book Pages Creation: Students will create a story in comic book style. In the story, students will use the dialogues and vocabulary learned in this unit. Plot setting, characters, bubble style, and page layout should be well defined first. The technology used is www.bookcreator.com.

<p>dialogue in English. They will translate and write the dialogue in Chinese.</p> <p>Assessment criteria: Accuracy and neatness</p>	
<p style="text-align: center;">Resources</p>	
<p>Core Materials: <i>Easy Steps to Chinese 2</i>, Simplified Version and <i>Easy Steps to Chinese 2</i> Published by The Far East Book Co., Ltd. and U.S. International Publishing, Inc. www.bicup.com</p> <p><i>Integrated Chinese</i>, Level 1, Part 1, Simplified Characters Heng & Tsui Company, Boston www.cheng-tsui.com</p> <p>Supporting Materials: The Top Ten Chinese Last Names: https://www.youtube.com/watch?v=fXiwczsJSnc Small Talk in Mandarin: https://www.youtube.com/watch?v=z6oDw-nXCD8&t=196s DVD: <i>Integrated Chinese</i>, Level 1, Part 1 Subject-specific leveled texts are available in school bookrooms and classroom libraries.</p> <p>Technology: www.quizlet.com www.voicethread.com www.gimkit.com www.blooket.com www.wordworld.net Google Slides https://spark.adobe.com www.bookcreator.com</p>	

8th Grade Mandarin		
Unit # 5	Unit Name: Family HCRHS Chinese 1	Proficiency Level: Novice - Mid
<p>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.</p>		

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:

The family unit, roles within a family, and outside jobs are impacted by a country's culture and norms.

Essential Questions:

- What is the typical American family structure?
- Is it culturally appropriate to ask about people's jobs upon first meeting them?
- What do you know about the Chinese education system?

Can-Do Statements:

I can...

- Describe a family photo.
- Ask and respond about a family relationship.
- Ask about someone's job.
- Ask about the ownership of a photo.
- Read and write all unit vocabulary, sentences, and dialogues.
- Describe the Chinese education system.

Students will know/learn...**Language Items:*****Students will be able to...***

- Initiate a conversation from a family photo.

<ul style="list-style-type: none"> • Vocabulary: photo, child, male, female, son, daughter, oldest sister, second oldest sister, do, English <p>Grammar Review of and Instruction with:</p> <ul style="list-style-type: none"> • Measure words: 口, 个, 张 • The usage of two 二 and two 两. • Question pronouns: who 谁, how many 几, what 什么. <p>Structure for sentences:</p> <ul style="list-style-type: none"> • Is that your photo? 那是你的照片吗? • This is my mom. 这是我妈妈。 • Who is this girl? 这个女孩子是谁? • Is that boy your younger brother? 那个男孩子是你弟弟吗? • Does your older brother have a daughter? 你哥哥有女儿吗? • She doesn't have a son. 她没有儿子。 • What job does your dad do? 你爸爸做什么工作? <p>Intercultural Statements: 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>Culture:</p> <ul style="list-style-type: none"> • Chinese education system. • Compare the use of measure words in English and Chinese. • The role of Audrey Tang in Taiwan (LGBT & Disabilities) <p>Differentiated Instruction: Differentiate content, process, or product to make learning experiences engaging and rigorous for all students.</p> <ul style="list-style-type: none"> • Additional time • Reduced volume of writing 	<ul style="list-style-type: none"> • Describe family in the number of family, siblings and their school grade, parents and their jobs, and children. • Orally ask and respond to questions about family. • Make a video for a conversation from a family photo. • Write dialogues in Chinese. • Research the Chinese Education System and some interesting academic programs in secondary schools or colleges.
<p style="text-align: center;">Learning Activities</p>	
<ul style="list-style-type: none"> • Individual and group games, race to read, race to write, Quizlet Live game, word searching • Use online apps, Kahoot, Quizlet, and yes-Chinese to enhance learning and assessing • Oral presentation for class activities • Role play: dialogues for various scenarios • Q/A Drills • Online worksheets • Interpretation for video clips. • Plan and record a video for a conversation from a family photo • Translate and write dialogues in Chinese 	

- Group Project: Research to compare the American education system and Chinese education system, and present some interesting academic programs in secondary schools or colleges. Present the project in a blog

Interdisciplinary Connections

Visual and Performing Arts: 1.4.2.Cr2a: Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).

Activity: Students will make a video to perform a play about a family photo. Active listening skills will be emphasized.

English Language Arts: SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. Activity: Students will work on a group project to research Chinese education system in comparison to American education system. They will post their presentation in a blog that will be shared with Chinese students.

Career Readiness, Life Literacies, and Key Skills

Work productively in teams while using cultural/global competence. 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). 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation. 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, compare, and present information regarding the Chinese and American education systems and the role of families in each.

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 be grouped by jobs of interest found within their family units. They will research and compare jobs in USA and China for the education/training requirements, income potential, and primary job duties. Each group will present its findings to the class.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. Activity: The above group of students will analyze their findings. They will discuss the impact of diversity in terms of education/training requirements, potential incomes, and job duties. Each group will present its findings.

Computer Science and Design Thinking

Core Idea: People use digital devices and tools to automate the collection, use, and transformation of data.

Activity: Students will work on a group project to research the Chinese Education System in comparison to the American Education System and the role of families in each. They will post their presentation in a blog that will be shared with Chinese students.

Assessment Evidence

<p>Formative: Interpersonal:</p> <ul style="list-style-type: none"> • Role play • Q/A drills • Group dialogues <p>Interpretive:</p> <ul style="list-style-type: none"> • Exit tickets with Google Forms • Worksheets and Online worksheets • Interpretation for video clips. <p>Presentation:</p> <ul style="list-style-type: none"> • Translating and writing for dialogues. • Oral presentation for class activities. <p>Summative: Interpersonal: Dialogues: Individual students will speak and record two dialogues provided in English. Assessment criteria: Comprehensibility, language control, vocabulary use, pronunciation, content, and cultural awareness</p> <p>Interpretive: Written test: listening and reading comprehension, sentence rearrangements, dialogue translation Reflect upon learning through self-assessment and a portfolio for the Can-Do Statements</p> <p>Presentation: Making a video: Students will create a play that starts with a family photo. They create scripts, act, and record. The scripts will meet minimum requirements</p> <p>Assessment criteria: Comprehensibility, language control, vocabulary use, pronunciation, content, and cultural awareness</p>	<p>Alternative: Chinese Family Tree Poster: Students will create a Chinese family tree of four with Google Draw. Drawing and writing should be included. The minimum number of people in the tree is 20.</p>
<p style="text-align: center;">Resources</p>	
<p>Core Materials: <i>Easy Steps to Chinese 2</i>, Simplified Version and <i>Easy Steps to Chinese 2</i> Published by The Far East Book Co., Ltd. and U.S. International Publishing, Inc. www.bicup.com</p> <p><i>Integrated Chinese</i>, Level 1, Part 1, Simplified Characters Heng & Tsui Company, Boston www.cheng-tsui.com</p> <p>Supplemental Materials: The Chinese Education System: http://www.oecd.org/china/Education-in-China-a-snapshot.pdf Chinese Family Tree: https://www.youtube.com/watch?v=nCFRoILSljY&t=46s DVD: Integrated Chinese, Level 1, Part 1.</p>	

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

Technology:

www.quizlet.com

www.voicethread.com

www.wordwall.net

www.gimkit.com

www.blooket.com

Google Slides

www.wix.com

www.bookcreator.com

8th Grade Mandarin

Unit # 6

Unit Name: Date /Time
HCRHS Chinese 1

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:

Communicating about social activities requires a working knowledge of dates and times.

Essential Questions:

- How do you issue an invitation?
- What are the principles for expressing a calendar date in Chinese?
- How do you set up a time for meeting with your friends?
- How do Americans and the Chinese celebrate their birthdays?

Can-Do Statements:

I can...

- Invite someone for dinner.
- Express the excitement of appreciation with Chinese cultural awareness.
- Respond to a question with reasons.
- Set up a time with someone for an event.
- Read and write all unit dialogues.
- Tell how the Chinese celebrate birthdays with family and friends.

Students will know/learn...

Language Items:

- Vocabulary: How does that sound, Is it Ok, extremely, see, last weekend, next weekend, this year, next year, last year, matter, event, busy, why, because, to know (someone), to know (something), to treat

Grammar Review of and Instruction with:

- The word order of time phrases.
- Affirmative- Negative question word. such as 忙不忙?
- Reasoning sentence 因为....(reasons).

Structure for sentences:

- What is the day of the week on July 4th? 七月四号是星期几?
- That day is my birthday. 那天是我的生日。
- I treat you a dinner on Thursday. How does that sound? 我星期四请你吃晚饭, 怎么样?
- What's the time on Thursday? 期四几点?
- I have something to do at 6:15. 我六点一刻有事。
- Are you busy tomorrow? 你明天忙不忙?
- Because tomorrow is my birthday. 因为明天是我的生日。

Students will be able to...

- Orally invite someone for dinner and set up a time.
- Talk about birthday and age.
- Write and play a skit to celebrate a birthday in China or America.
- Retell a story from a video.
- Type video dialogue while watching a video.
- Make a birthday card with a Chinese theme.

<p>Intercultural Statements: 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>Culture:</p> <ul style="list-style-type: none"> • Birthday celebrations in China. • How Chinese express excitement of appreciation. • Compare the use of "because" in English and Chinese. <p>Differentiated Instruction: Differentiate content, process, or product to make learning experiences engaging and rigorous for all students.</p> <ul style="list-style-type: none"> • Additional time • Reduced volume of writing 	
<p style="text-align: center;">Learning Activities</p>	
<ul style="list-style-type: none"> • Individual and group games, race to read, race to write, Quizlet Live game, word searching • Use online apps, Kahoot, Quizlet, and yes-Chinese to enhance learning and assessing • Oral presentation for class activities • Role play: dialogues for various scenarios • Q/A Drills • Online worksheets • Typing the video dialogue while watching a video • Translate and write dialogues in Chinese • Project: Confucius quote • Make a birthday card • Write and play a skit to celebrate a birthday in China or America. Use Google map to locate the place in China 	
<p style="text-align: center;">Interdisciplinary Connections</p>	
<p>Visual and Performing Arts: 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process. Activity: Students will make a personalized birthday card in Chinese theme that relates to the location of their choice. Cardstock paper, coloring tools, and principles of design will be used.</p>	
<p style="text-align: center;">Career Readiness, Life Literacies, and Key Skills</p>	
<p>Act as a responsible and contributing community members and employee. 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).</p> <p>9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7). Activity: Each group of students will discuss how to be a responsible and contributing member in terms of time management, as a team member of a</p>	

school project, as a school student, as a neighborhood member, or as a company employee. They will post their discussion in Classroom.

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. Activity: Groups of students will plan an event to celebrate a friend's birthday party with 500 guests. They will use the career skills needed for a career in hospitality or tourism and the planning of recreational events. They will also identify where this career training is available at NJ vocational high schools, community colleges, and or colleges.

9.4.8.TL.3: Select appropriate tools to organize and present information digitally. Activity: Groups of students will select tools to plan the above event, including guest list spreadsheets, multimedia invitation presence, and an app that distributes the invitations. They will complete and present this project for only 20 guests.

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: Students will write and play a skit to celebrate a friend's birthday in China or America. They will locate the party place from Google Maps to get a street view.

Assessment Evidence

Formative:

Interpersonal:

- Role play
- Q/A drills
- Group dialogues

Interpretive:

- Exit tickets with Google Forms
- Worksheets and Online worksheets
- Typing the video dialogues while watching the video

Presentation:

- Translating and writing for dialogues.
- Oral presentation for class activities.
- Skit rehearsal

Summative:

Interpersonal:

Dialogues: Individual students will speak and record two dialogues provided in English

Assessment criteria: Comprehensibility, language control, vocabulary use, pronunciation, content, and cultural awareness

Interpretive:

Written test: listening and reading comprehension, sentence rearrangements, and dialogue translation

Presentation:

Alternative:

Tour Map: Mandarin class students will celebrate a friend's birthday in China. Students will create a tour map with Google Maps. The tour map, with street view, will be presented along with dialogues for the birthday celebration.

<p>Skit: Students will search for how to plan a birthday party as an event planner. They write the scripts and present the skit in front of the class. The presentation includes the location that is displayed on the smartboard with Google Map street view.</p> <p>Assessment criteria: Comprehensibility, language control, vocabulary use, pronunciation, content, and cultural awareness</p>	
Resources	
<p>Core Materials: <i>Easy Steps to Chinese 2</i>, Simplified Version and <i>Easy Steps to Chinese 2</i> Published by The Far East Book Co., Ltd. and U.S. International Publishing, Inc. www.bicup.com</p> <p><i>Integrated Chinese</i>, Level 1, Part 1, Simplified Characters Heng & Tsui Company, Boston www.cheng-tsui.com</p> <p>Supplemental Materials: Book: The Analects of Confucius Revisited TED-ED: Who was Confucius: https://www.youtube.com/watch?v=wFt_VGG0kJU DVD: Integrated Chinese, Level 1, Part 1. Subject-specific leveled texts are available in school bookrooms and classroom libraries.</p> <p>Technology: www.quizlet.com www.voicethread.com Google Slides Google Maps www.gimkit.com www.blooket.com www.wordwal.net www.wix.com www.bookcreator.com</p>	

8th Grade Mandarin		
Unit # 7	Unit Name: Hobbies HCRHS Chinese 1	Proficiency Level: Novice - Mid
<p>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</p>		

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:

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:

Conversing about favorite hobbies and inviting friends for hobbies or sports activities is essential to social communication.

Essential Questions:

- Do you always hang out with friends who have similar hobbies and interests?

Can-Do Statements:

I can...

- Ask and respond for favorite hobbies.
- Invite friends to do an activity together.
- Respond to questions with reasons and results.
- Negotiate an activity to hang out with friends.
- Read and write all unit vocabulary and dialogues.

<ul style="list-style-type: none"> • How do you negotiate an agreement for a hanging out activity with friends who have different interests? • How do you set up a plan with friends for a weekend? 	
<p><i>Students will know/learn...</i></p> <p>Language Items:</p> <ul style="list-style-type: none"> • Vocabulary: play ball, watch TV, dance, correct, sometimes, foreign country, therefore, a long time, pretty good, would like to, to think (opinion), interesting, only, never mind, look for, others <p>Grammar Review of and Instruction on:</p> <ul style="list-style-type: none"> • Word order in sentences. • Conjunction 那 as then • think 想 (for actions) vs. think 觉得 (for opinion) • Because...(reason). therefore...(result) 因为...所以... <p>Structure for sentences:</p> <ul style="list-style-type: none"> • Then, we go to watch a foreign movie tonight. How does that sound? 那我们今天晚上去看一个外国电影, 怎么样? • I treat. 我请客 • I treat for dinner. 我请吃晚饭。 • Because you treated me for dinner yesterday, therefore, I treat you a movie tonight. 因为你昨天请我晚饭, 所以我今天晚上请你看电影。 • I haven't seen you for a long time. 好久不见。 • What would you like to do this weekend? 你这个周末想做什么? • I think dancing is not interesting. 我觉得跳舞没有意思。 <p>Intercultural Statements: 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>Culture:</p> <ul style="list-style-type: none"> • Chinese Go board game • Compare the use of "because...therefore" in English and Chinese. <p>Differentiated Instruction: Differentiate content, process, or product to make learning experiences engaging and rigorous for all students.</p>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Initiate a conversation to invite friends to do an activity together. • Express something that is not interesting or interesting. • Use dialogue prompts to negotiate an activity to hang out with friends. • Speak using dialogue prompts to ask/answer "why" questions. • Make a video for the best dialogue prompt. • Make a video to present a hobby. • Play Chinese Go Game.

<ul style="list-style-type: none"> • Additional time • Reduced volume of writing 	
Learning Activities	
<ul style="list-style-type: none"> • Individual and group games, race to read, race to write, Quizlet Live game, word searching • Use online apps, Kahoot, Quizlet, and yes-Chinese to enhance learning and assessing • Oral presentation for class activities • Watch video clips • Role play: dialogues for various scenarios • Q/A Drills • Online worksheets • Dialogue prompts. • Translate and write dialogues in Chinese • Make a video to present a hobby • Play Chinese Go game. 	
Interdisciplinary Connections	
English Language Arts: SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. Activity: Students will make a video to present a hobby.	
Career Readiness, Life Literacies, and Key Skills	
<p>Demonstrate creativity and innovation. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 9.4.8.IML.11: Predict the personal and community impact of online and social media activities. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. Activity: Students will make a video in an innovative social media style to present their hobby and promote interest in their activity.</p> <p>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. Activity: Groups of students will use the hobby video they created as a base to extend their knowledge for a career in social media and marketing. They will research the job skill/training requirements and then identify the offerings from NJ vocational schools, community colleges, and colleges.</p> <p>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. Activity: Each group of students will research two hobbies on a search engine. The search engines may include Google, Yahoo, Bing, and DuckDuckGo. They will gather the facts they found from the search and discuss how they filtered for information.</p>	
Computer Science and Design Thinking	

Core Idea: People use digital devices and tools to automate the collection, use, and transformation of data.

Activity: Students will make a video to demonstrate a hobby and publish the video to a blog. They will explain how the hobby is part of Chinese culture and how it can be used to make a global or local impact.

Assessment Evidence

Formative:

Interpersonal:

- Role play
- Q/A drills
- Group dialogues
- Dialogue prompts

Interpretive:

- Exit tickets with Google Forms
- Worksheets and online worksheets
- Sentence writing

Presentation:

- Translating and writing for dialogues
- Oral presentation for class activities

Summative:

Interpersonal:

Dialogues: Individual students will speak and record two dialogues provided in English

Assessment criteria: Comprehensibility, language control, vocabulary use, pronunciation, content, and cultural awareness

Interpretive:

Written test: listening and reading comprehension, sentence rearrangements, and dialogue translation

Presentation:

Make a video presentation from the best dialogue prompt they practiced.

Assessment criteria: Comprehensibility, language control, vocabulary use, pronunciation, content, and teamwork

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:

Podcasting: Students will use the Audacity app to record their best dialogue prompt with sound effects. They will upload the podcast to their blog.

Resources

Core Materials:

Easy Steps to Chinese 2, Simplified Version and *Easy Steps to Chinese 2*

Published by The Far East Book Co., Ltd. and U.S. International Publishing, Inc.

www.bicup.com

Integrated Chinese, Level 1, Part 1, Simplified Characters

Heng & Tsui Company, Boston

www.cheng-tsui.com

Supporting Materials:

How to play Go game: <https://www.youtube.com/watch?v=5PTXdR8hLIQ>
 American Go Association for kids/teens: <http://www.tigersmouth.org/>
 DVD: Integrate Chinese, Level 1, Part 1.
 Subject-specific leveled texts are available in school bookrooms and classroom libraries.

Technology:

www.quizlet.com
www.voicethread.com
www.wordwall.net
www.gimkit.com
www.blooket.com
 Google Slides
 Google Sheets
 Google Site
www.wix.com
www.audacity.com

8th Grade Mandarin		
Unit # 8	Unit Name: Visiting Friends HCRHS Chinese 1	Proficiency Level: Novice - Mid
<p>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.</p> <p>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.</p> <p>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.</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:

Icebreaker social communication and informal communication with friends are best practiced in authentic ways.

Essential Questions:

- From your recent experience, how did you start a conversation with someone who was introduced by your friend?
- What are the standard protocols for welcoming visitors to your home?

Can-Do Statements:

I can...

- Answer the door and welcome the visitors.
- Introduce one person to another.
- Compliment someone's house.
- Offer and request a drink.
- Read and write using some of the unit vocabulary and dialogue.
- Communicate with cultural language and behavior.

Students will know/learn...

Language Items:

- Vocabulary: enter, quickly, come in, introduce, a bit, happy, beautiful, a sentence-final particle, want, bottle, may, give

Grammar Review of and Instruction on:

- Tone moderator 一下 and 一点儿
- The particle 吧

Structure for sentences:

- Who is it? 谁呀?
- Let me introduce you to one another. 我介绍一下。
- I am happy to know you. 认识你很高兴。
- Where do you work? 你在哪儿工作?
- What would you like to drink? 你要喝什么?
- I want to have a bottle of coke. May I? 我要一瓶可乐。可以吗?
- Then just give me a glass of water. 那给我一杯水吧。

Students will be able to...

- Speak using icebreakers in various scenarios.
- Communicate with cultural language and behavior.
- Perform a skit to answer the door and welcome house guests.
- Complete group dialogues for offering and requesting drinks in various scenarios.
- Discuss and act out verbal and nonverbal communication for welcoming house guests in China and America.
- Explain Chinese tea culture and experience the authentic tea setting.

<p>Intercultural Statements: 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>Culture:</p> <ul style="list-style-type: none"> • Chinese cultural expectations for hosting visiting friends. • Chinese tea culture. • Compare the gifts brought to friends visiting in China and America. <p>Differentiated Instruction: Differentiate content, process, or product to make learning experiences engaging and rigorous for all students.</p> <ul style="list-style-type: none"> • Additional time • Reduced volume of writing 	
Learning Activities	
<ul style="list-style-type: none"> • Individual and group games, race to read, race to write, Quizlet Live game, word searching • Use online apps, Kahoot, Quizlet, and yes-Chinese to enhance learning and assessing • Oral presentation for class activities • Watch video clips • Role play: dialogues for various scenarios • Q/A drills • Online worksheets • Write and present a skit • Translate and write dialogues in Chinese • Discuss and compare the cultural differences with verbal and nonverbal in China and America • Research and experience Chinese tea culture • Write and illustrate a children's book 	
Interdisciplinary Connections	
<p>English Language Arts: NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Activity: Students will write and illustrate a twenty-page children's book using BookCreator.com</p>	
Career Readiness, Life Literacies, and Key Skills	
<p>Demonstrate creativity and innovation. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). 9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. Activity: Each student will plan</p>	

and create a 15-page Chinese children's book. Using a minimum of three themes learned from RMS Mandarin class are required. Students will combine previously learned vocabulary and sentences to create the content. The book will include themes, characters, scenarios, problems, messages, and illustrations.

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. Activity: Students will write and illustrate the above children's book with BookCreator.com. They will have the option to publish their book with BookCreator. At the end of the project, students will research a career as an author or illustrator and determine the attributes, education, and training needed for career success.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). Activity: From the above Children's book project, students will identify the cultural differences in each theme.

Computer Science and Design Thinking

Core Ideas: People use digital devices and tools to automate the collection, use, and transformation of data.

Activity: Students will write and illustrate a twenty-page children's book using a minimum of three themes they have learned. They will use bookcreator.com as a tool.

Assessment Evidence

Formative:

Interpersonal:

- Role play
- Q/A drills
- Group dialogues
- Teacher observations

Interpretive:

- Exit tickets with Google Forms
- Worksheets and online worksheets
- Sentence writing
- Self-assessment

Presentation:

- Class activity presentation
- Skit Rehearsal

Summative:

Interpersonal:

Dialogue for ice breaker: A pair of students will perform a dialogue for an ice breaker.

Assessment criteria: Comprehensibility, language control, vocabulary use, pronunciation, content, and cultural awareness.

Interpretive:

Written test: listening and reading comprehension, sentence rearrangements, dialogue translation

Presentation:

Alternative:

Cultural presentation: Students will present the Chinese tea culture in slides. The history of tea, the use of tea in Chinese society, tea ceremony, and types of tea should be presented.

<p>Students will write and illustrate a twenty-page children's book with BookCreator.com</p> <p>Assessment criteria: Creativity, language control, vocabulary, content requirements, time management, and cultural awareness</p>	
Resources	
<p>Core Materials: <i>Easy Steps to Chinese 2</i>, Simplified Version and <i>Easy Steps to Chinese 2</i> Published by The Far East Book Co., Ltd. and U.S. International Publishing, Inc. www.bicup.com</p> <p><i>Integrated Chinese</i>, Level 1, Part 1, Simplified Characters Heng & Tsui Company, Boston www.cheng-tsui.com</p> <p>Supplemental Materials: TED ED - The History of Chinese Tea: https://www.youtube.com/watch?v=LaLvVc1sS20 Chinese Tea Ceremony: https://www.youtube.com/watch?v=AC1w5c19Bxw DVD: Integrate Chinese, Level 1, Part 1. Subject-specific leveled texts are available in school bookrooms and classroom libraries.</p> <p>Technology: www.quizlet.com www.voicethread.com www.gimkit.com www.blooket.com www.wordwall.net Google Slides Google Sheets Google Sites www.wix.com www.bookcreator.com</p>	

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.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.