READINGTON PUBLIC SCHOOL DISTRICT

Chinese Grade 6 Curriculum 2023

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I. PURPOSE AND OVERVIEW

The Readington School District world language program provides a balanced instructional approach which includes common beliefs. The Chinese curriculum identifies the essential knowledge and skills that prepare students to communicate in 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: 6
Proficiency level: Novice-Mid

First Marking Period	Unit 1: Introduction to China	Unit 2: Calendar
	● Geography, history, phonetic systems, and writing systems impact a country's culture	● Counting and writing numbers 0 to 30 and beyond ● Asking and expressing the day and date ● Lunar calendar
Second Marking Period	Unit 3: Age	Unit 4: Phone numbers
	● Asking and telling someone's age and birthday ● Goals encourage motivation and effort	● Inquiring about and expressing personal information ● Knowledge about the facts of the Great Wall of China, as well as the major cities which speak Chinese, impact the culture of Chinese speaking places and people
Third Marking Period	Unit 5: Family	Unit 6: Self - Introduction
	● Introducing family members ● Asking/responding to the identity of a specific person ● Describing parents' jobs	● School type and grade students are attending ● Nationality ● Number of siblings
Fourth Marking Period	Unit 7: Daily Routine	Unit 8: Transportation
	● Communicating about time ● Daily routine	● Describing transportation taken to school or work ● Asking/responding to how to go to places

6th Grade Mandarin		
Unit 1	Unit Name: Introduction to China	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:
Geography, history, phonetic systems, and writing systems impact a country's culture. An understanding of these items is important to communicating formally and informally.

Essential Questions:
Where is China?
How old is China?
What is Pinyin?
What are Chinese Characters?
How can Pinyin and Chinese Characters assist us in learning Chinese language?

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.

Learners recognize and identify a few typical practices of the target culture.

Can-Do Statements:
I can...
Language Content
• Follow daily classroom expressions in Chinese, such as "Please sit down.", "Please be quiet", etc.
• Greet each other in Mandarin.
• Ask and respond for a name.

Cultural Content
• Locate China, the capital city, and some neighboring countries on a world map.
• Name the landforms of China and population distribution.
• Name the food and holiday name for Mid-Autumn Festival.

Grammatical & Phonetic Content
• Pronounce Pinyin initials, finals, and tones.
• Pronounce any given full Pinyin with tones.

Students will know/learn...
Language Items:
• Vocabulary: you, I, hello, what, name, goodbye, very, yes/no question words, classroom expressions by the teacher, and students' Chinese names.
• Structures for speaking:
 1. Hello! How are you doing? I am doing well.
 你好！你好吗？我很好。
 2. What's your name? My name is...
 你叫什么名字？我叫...
 3. Goodbye.
 再见！
 4. Pinyin phonetic blending.
• Structures for listening:
 1. Classroom expressions in Chinese: Please sit down. Please raise your hand. Please repeat after me. Please speak louder. Please be quiet. Open the book. Take the notebook out. Say again.
 2. Listening recognition in Pinyin.
 3. Listening comprehension in simple greetings.

Culture:
● Pinyin and English letters
● English letters and Chinese characters
● Chinese names vs. American names

Students will be able to...
• Understand character formation, recognize radicals and follow stroke order rules to write simple characters.
• Illustrate a pictograph with a combination of drawing and writing for a chosen Chinese character.
• Write/copy a greeting dialogue for a page of a comic book.
• Research the facts of panda habitats.
• Install a Chinese typing keyboard.
• Type the lyrics for the Greeting Song.
• Sing the Greeting and Two Tigers Songs.

- Ethnic groups, dialect languages, and national language.
- Compare formal and informal greetings between China and America.
- Panda habitat facts

Learning Activities

- TRP to introduce tones
- Use websites to introduce Pinyin and characters
- Use online audio and video resources to enhance Pinyin learning
- Sing the Greeting, Two Tigers, and Pinyin songs (*Rhythms and Tones*)
- TPR for classroom expressions and greetings
- Use online videos and DVDs to introduce China, Mid-Autumn Festival, and panda habitats
- Research the facts of panda habitats through online resources
- Teach each student's name Chinese in pronunciation, writing, and meaning
- Use PPT slides and online resources to teach vocabulary and dialogue
- Play individual and group games for vocabulary and dialogue
- Role-play with dialogue for greeting and asking for a name
- Project: Research and present panda habitats including the drawing of a comic book
- Write/copy song lyrics
- Typing with Chinese contents

Interdisciplinary Connections

Social Studies: 6.2.8.GeoHE.2.a: : Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations. Activity: Students will research and watch a video about the relation between Dunhuang Cave Arts and the silk road. They will locate the Dunhuang Caves on a map and mark the silk road that connected the trade between Ancient China and foreign countries. The geography, landforms, and Chinese cultural products traded through the silk road will be posted on the map.

Visual Arts: 1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement. . Activity: Students will create a drawing that combines nature drawings and ancient pictographic writing. A Chinese pictograph writing example will be given. Through the observation between the natural objects and the ancient pictographic writing, students will learn to combine the concepts collaboratively. They will then create a drawing with the combination of concepts.

Career Readiness, Life Literacies, and Key Skills

Plan education and career paths aligned to personal goals. 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience. 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration. Activity: Students will share the goals of learning Mandarin. Group students will research a list of jobs that need the skills of Chinese language. Each group will pick a job and research the education paths for the job they pick. Each group will present their findings.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). Activity: Students from each group will discuss and present the cultural differences between America and China from one of the following topics: appearances, life styles, social styles, political stands, and religions. In addition, each group will present a positive reflection on a cultural difference and explain why. In conclusion, students will understand that respecting cultural differences on sensitive topics will have a positive impact at the workplace and social activities.

9.2.8.CAP.19: Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level. Activity: Students will research The Seal Of Biliteracy from the website www.sealofbiliteracy.org. They will find out what this seal is, when this seal is available to be received, and how to receive this seal. Students will discuss their findings with the class. Teacher will present how Mandarin classes will prepare students for the Seal Of Biliteracy.

Computer Science and Design Thinking

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues. Activity; Students will be grouped with a technology they are using or interested in. The technologies are social media (Facebook, Twitter, Instagram, and Youtube), an interactive museum website from another country, an interactive zoo website from another country. Students will discuss and present how technology influences their perspectives on cultural issues.

Assessment Evidence

Formative:
Interpersonal:
• Group dialogues and role-plays: Two or more students have dialogues with scenarios given.
• Social conversation with the whole class: Students walk around the classroom and chat with partners regarding the topics assigned.
• Dialogue games: Students continue the dialogues with a ball thrown from the student asking the question.
Interpretive:
• Vocabulary games: Quizlet Live games, Flyswatter, Matching, online worksheets, Pinyin dictation.
Presentational:
• Self-introduction: Students make a short speech to introduce their name.

Summative:
Interpersonal:
• Role-play scenario: On the first day of school, two new students greet each other, ask and respond to names, and say good-bye.
• The interpersonal speaking performance will be assessed in the criteria of comprehensibility, language control, vocabulary usage, and content.

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:
Poster for basic geography:
Students will use Google Draw to create a poster that locates China on a world map. The major landforms of China will be indicated on the poster. Students will locate five major Chinese cities on the poster. In addition, they will mark the region where there is a major habitat of pandas.

Interpretive:
- Pronounce the given Pinyin and identify the order of stroke for given Chinese characters.
- Recognize the vocabulary and sentences for greeting and asking someone's name.
- Mark the required strokes for writing characters.
- Basic Chinese cultural knowledge and locate China and the capital city from a world map.

Presentational:
- Students sing the Greeting Song and Pinyin Song.
- Presentational speaking performance will be assessed in the criteria of comprehensibility, language control, vocabulary usage, content, and cultural awareness.

Resources

Core Materials:

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

Supplemental Materials:
- Teacher created worksheets
- DVD series: A Kaleidoscope of Chinese Culture
- DVD: Exploring Chinese Culture Volume 1 & 2
- Subject-specific leveled texts are available in school bookrooms and classroom libraries

Technology:
- [Introduction to China in 10 minutes](#)
- Tongue twister for Pinyin: [绕口令 - 发音练习6：翘舌音（zh，ch，sh，r）《说说唱唱绕口令专辑》](#)
- http://www.youtube.com/watch?v=x41YHLib-aU&feature=relmfu
- Pinyin Learning And Practice:
- https://www.youtube.com/watch?v=F-GwKvHG1Lw
- http://www.youtube.com/watch?v=GL7x_9HJYGk&feature=related
- http://pinyinpractice.com/wangzhi/
- https://chinese.yabla.com/chinese-pinyin-chart.php
- Chinese Characters:
- https://www.youtube.com/watch?v=ozepUu47Xsg
- https://www.youtube.com/watch?v=s0h18Rdhb44
- Learning Apps: http://wws.yes-chinese.com
- Songs: https://www.youtube.com/watch?v=rshE1d2RrPg
- Google Mote extension
- www.quizlet.com

6th Grade Mandarin

Unit 2	Unit Name: Calendar	Proficiency Level: Novice - Mid

Established Goals:

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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.

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Presentational Mode:

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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:	Can Do Statements:
Counting and writing numbers 0 to 30 and beyond,	I can...

asking and expressing the day and date, and having a basic understanding of the lunar calendar is essential to communication.

Essential Questions:
What is your lucky number?
Why was the opening ceremony of the 2008 Beijing Olympics on August 8, 2008?
How do you express the date to make an event appointment with your friends?
When is Chinese New Year this year and next year?
Why is Chinese New Year on a different day every year?

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.

Family members, school supplies, pets, weather. Learners recognize and identify a few typical practices of the target culture.

Language Content
- Orally count numbers 0 to 30 and beyond.
- Orally count numbers 10 to 0.
- Write numbers 0 to 30 and beyond.
- Tell the day of the week and the date from a monthly calendar.
- Ask and respond for the date of today/yesterday/tomorrow.
- Write the dates for U.S. holidays.
- Make and write a monthly birthday calendar for Mandarin students in grades 6, 7, and 8.

Cultural Content
- Identify the Chinese lucky numbers and the cultural practices for the selection of numbers in daily life.
- Identify the uses for the lunar calendar in China.

Grammatical & Phonetic Content
- Master the sentence structures for telling a day of the week and a date:
  Today is Monday.
  Tomorrow is October 10th.
  Thanksgiving is on November 24th.
- Master the question sentence structures for asking a day of the week and a date:
  What day of the week is today?
  What date was yesterday?

Students will know/learn...
Language Items:
- Vocabulary: numbers zero to twenty, the seven days of the week, month, day, week, today, yesterday, tomorrow, this year, be (the linking verb), and what date
- Sentence structures:
  - What date is today? 今天是几月几日？
  - Today is October 1st. 今天是十月一日。
  - What was the day of the week yesterday? 昨天是星期几？
  - Yesterday was Wednesday. 昨天是星期三
- The rules of writing Chinese characters
- Chinese number system
- Chinese calendar system

Cultural/Comparison/Connection
- Lunar calendar
- Lunar calendar vs. Gregorian calendar
- Compare the word order of a date in Chinese and English

Students will be able to...
- Chant a Number Cheer.
- Sing the song of "What date is today?".
- Perform Chinese sign language for numbers.
- Use the app of VoiceThread to film and sing.
- Role-play to ask/respond for an event date.
- Read unit vocabulary, phrases, and sentences.

| Chinese: year, month, day
English: month, day, year
● Solve simple math problems in addition and subtraction with Chinese numbers | |

Learning Activities

- Video clips
- Magic bag for vocabulary
- Individual and group games: board games, lottery games, Bingo games, writing games
- Use online apps EdPuzzle and Quizlet to enhance learning and assessing
- Use online app Yes-Chinese to enhance writing in stroke orders
- Oral presentation for class activities
- Film recording with online app VoiceThread
- Sing the song of "What date is today?"
- Chant the "Number Cheer"
- Character writing workshops
- Role-play for dialogue
- Dictation
- Project: Make a monthly birthday calendar
- Daily Do Now activities
- Exit tickets
- Journal writing
- Online ePortfolio with BookCreator.com

Interdisciplinary Connections

Math: The Number System B. Compute fluently with multi-digit numbers and find common factors and multiples. Activity: A worksheet with multi-digit numbers, division, and multiplication will be given. The demonstration of the number operation will be spoken in Mandarin. Simple whole numbers will be used in the worksheet.

Visual Arts: 1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement. Activity: Students will create Chinese number art. They will select five Chinese numbers to work with. The writing strokes may contain Chinese cultural elements, artistic patterns, or any visual elements. The media material are pencils, colored pencils, and markers.

Career Readiness, Life Literacies, and Key Skills

Use technology to enhance productivity, increase collaboration and communicate effectively. 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. Activity: Students will discuss and share how they maintain their daily and weekly academic tasks. Each group of students will explore Google Calendar and create a mocked event that needs group collaboration and communication. Finally, they will present how the Google Calendar increases teamwork effectively.

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 search the architectures that can be seen from space through different internet sources. They will discuss the accuracy of the statement that the Great Wall of China can be seen from space. They will also discuss how to identify reliable sources over the internet.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. Activity: Students will research and develop a plan for a career area of interest that is popular in a Chinsese speaking country. They will start researching on a website, like www. indeed.com, for job requirements and income potential. If the career requires a college degree or certificate, students will search on the website of Rutgers University or Raritan Community College College for program offerings. They will then gather information to develop a plan for the career of interest. The information includes career title, pay scale, education or training requirements, and training program offered by a college or vocational school.

Computer Science and Design Thinking

8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another. Activity: Students will search for the birthdays of their family members on the Chinese Lunar calendar. They use a Chinese calendar app 万年历 that provides a Chinese Lunar calendar and Gregorian calendar for hundreds of years. This simulation app provides authentic and traditional cultural practices for the use of the Lunar calendar in Chinese society. Students will discuss whether this app can impact American society.

Assessment Evidence

Formative: *Interpersonal*: ● Group games: board games, lottery games, Bingo games, and writing games ● Role-Plays: Two friends will have dialogues to ask about the date and the day of the week. *Interpretive:* ● Use Quizlet to recognize vocabulary. ● Vocabulary dictation: Assess vocabulary listening and writing. ● Sentence puzzles: Use online yes-Chinese.com and wordwall.com to rearrange sentences with word order. ● Exit ticket *Presentational:* ● Oral presentation for class activities. ● Sing the song of "What date is today?" ● Chant the "Number cheer". ● Exit ticket ● Journal writing **Summative:** *Interpersonal*: • Role-play this scenario: Two friends are making a plan to participate in a school food drive event.	**Alternative:** Video: Students will create a video and present it on the class multimedia site, www.VoiceThread.com. They will interview a peer for the calendar dates. In addition, they will teach speaking and writing for the Chinese numbers 0 to 20.

They need to know the day of the week and the date of the event. One student will orally ask the day and the date for tomorrow, while the other student will respond based on a given date from a monthly calendar.
  • The interpersonal speaking performance will be assessed with the criteria of comprehensibility, language control, vocabulary usage, and content.

Interpretive:
• Listening comprehension: Recognize spoken words and phrases for numbers and calendar by writing them in English and Pinyin.
• Answer questions from a given monthly calendar by analyzing the provided notes.
• Write numbers in Chinese characters and Pinyin from printed Chinese sign language.

Presentational:
• Students will orally count from 0 to 30.
• Project: Students will create a monthly birthday calendar poster.
• Presentational speaking performance will be assessed with the criteria of comprehensibility, language control, vocabulary usage, content, and cultural awareness.
• Presentational writing performance will be assessed with the criteria of accuracy of word writing, accuracy of calendar, neatness, and content.

Resources

Core Materials:
Easy Steps to Chinese Textbook 1, Simplified Characters Version, Published by Beijing Language & Culture University Press

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

Technology:
• Chinese Numbers: Learn How to Count 0-10 in Mandarin
• 2008 PEKIN OLYMPICS OPENING CEREMONY-NBC PART1
• www.edpuzzle.com
• www.quizlet.com
• www.voicethread.com
• www.gimkit.com
• www.bookcreator.com
• Dialogues for calendar dates
• www.wordwall.net

6th Grade Mandarin		
Unit 3	Unit Name: Age	Proficiency Level: Novice-Mid

Established Goals:
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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.
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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: Asking and telling someone's age and birthday are part of informal and formal conversations. Goals encourage motivation and effort. **Essential Questions:** What is the best age in a lifetime and why? What is the best age for achieving your goals? How do birth and goals fit into conversations? **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. Learners recognize and identify a few typical practices of the target culture.	**Can Do Statements:** I can… **Language Content** • Tell one's birth year. • Ask and respond about one's birthday. • Tell a date, including a year. • Ask and respond about one' age. • Read and write one's birthday and age. **Cultural Content:** • Tell the traditional usage of the lunar calendar and birthday. • Tell how to calculate Chinese nominal age. (虚岁) **Grammatical & Phonetic Content** • Use the possessive particle 的. • Use the aspect suffix 了. • Use the preposition 在.

Students will know/learn…
Language Items:
• Vocabulary: on, be born, birthday, of, possessive particle, how old, how big, year (of age), he, she, and aspect suffix for change of status.
• Sentence structures:
  • When is your birthday? 你的生日是几月几日？
  • My birthday is October 1st. 我的生日是十月一日。
  • She was born in 2006. 她在二〇〇六年出生。
  • September 1, 2018 二〇一八年九月一日
  • How old are you? 你几岁了？ 你多大了？
  • I am 13 years old. 我十三岁了。
• The grammar of possessive particle 的, aspect suffix 了, and preposition 在 will be used with sentences.
• The word order for sentences.
• The word order for a series of time words.
Culture:
● Chinese nominal age. (虚岁)
● Compare the word order of a date in Chinese and English.
Chinese: year, month, day
English: month, day, year
	Students will be able to…
	• Sing the "Happy Birthday" song in Chinese.
	• Role-play to ask/respond for one's birthday.
	• Role-play to ask/respond for one's age.
	• Write a personal profile, including name, birthday, and age.
	• Read the personal profiles of peers.
	• Make an online birthday card with written and spoken birthday wishes that will be sent to the birthday person.

Learning Activities	
● Video clips ● Individual and group games: Bingo, race to read game, race to writing games, fly swatter, sentence puzzles game, sentence writing competition	

- Use online apps Kahoot and Quizlet to enhance learning and assessment
- Use online app Yes-Chinese to enhance writing in stroke orders and practicing the word order in sentences
- Singing the birthday song in Chinese
- Oral presentation for class activities
- Dialogue recording with online app VoiceThread
- Character writing workshops
- Online worksheets
- Role-plays for dialogue
- Project: Make an online birthday card with written and spoken birthday wishes
- Project: Write/draw a personal profile
- Daily Do Now activities
- Exit tickets with Google Forms
- Journal writing
- ePortfolio

Interdisciplinary Connections

English Language Arts: NJSLS.L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Activity: Students will read and discuss the meaning of words or phrases from a short paragraph. Each group of students will be given a different paragraph from the same children's literacy book. They will make notes for the meaning of words or phrases after group discussion and agreement. Then they will use dictionary skills to search the meaning of the words or phrases they discussed. Finally, each group will present their paragraph and the comparison.

Visual Arts: 1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement. Activity: Students will paint balloons for the birthdays of peers and/or teachers in a Chinese theme. Each group of students will develop a theme for a peer or teacher. They will research the style and techniques for a bunch of balloons. Each student will collaboratively create and design the painting of the balloons. The bunches of balloons will be presented and delivered to the recipients at the end of class.

Career Readiness, Life Literacies, and Key Skills

Act as a responsible and contributing community member 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). 9.4.8.IML.11: Predict the personal and community impact of online and social media activities. 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem. Activity: Groups of students will discuss how they can contribute to their community as middle school students. Then they will plan an act connected to a Chinese custom that demonstrates them being a responsible and contributing community member.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. Activity: Students will research and present a career path in food products and processing systems popular in China. We will use a baker as an example to align with the unit theme. Students will research how the food a baker prepares, how the food is being processed, with what equipment, where the food is being prepared, and business

opportunities. They will research the educational path needed to prepare for a career as a baker. They will present their findings in Google Slides with the food they would like to bake as a baker.

Computer Science and Design Thinking

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options. Activity: Students will create a multimedia eBirthday card for their family or friend. They will create a Google slide for the card with typing and graphics. Then the slides will be uploaded to the class multimedia site VoiceThread.com. Students will leave birthday wishes by speaking and/or singing. The final eBirthday cards will be sent electronically to birthday recipients. Students will compare Hallmark birthday cards and the multimedia birthday cards they created. They will discuss how this technology impacts their daily life.

Assessment Evidence

Formative:
Interpersonal:
● Role-plays for dialogue
● Oral presentation for class activities
● Online dialogue recording

Interpretive:
● Group games: Bingo, race to read game, fly swatter game, sentence puzzle games
● Online Kahoot and Quizlet for vocabulary and sentences
● Exit ticket to recognize vocabulary
● Online worksheets

Presentational:
● Exit ticket to write vocabulary
● Journal writing
● Oral presentations for class activities

Summative:
Interpersonal:
• Role-play scenario: A person visits a doctor's office for the first time. A nurse from the office is preparing the person's profile information. The nurse will ask the person's name, birthday, and age. The person responds accordingly.
  • The interpersonal speaking performance will be assessed with the criteria of comprehensibility, language control, vocabulary usage, and content.

Interpretive:

Alternative:
Birthday List: Students will type a list of birthdays, including family and friends. These are the birthdays they would like to celebrate.

- Listening comprehension: To recognize spoken words/phrases/sentences by selecting the correct interpretation.
- Write dialogue to ask/respond for name, birthday, and age.

Presentational:
- Project: Students will write a personal profile, including name, birthday, and age.
- Project: Students will make an online birthday card with written and spoken birthday wishes. The following messages will be included: You were born in ___ (year). Your birthday is on ____. Happy birthday.
  - The presentational writing performance will be assessed with the criteria of accuracy of word/sentence writing, neatness, and content.

Resources:

Core Materials:
Easy Steps to Chinese Textbook 1, Simplified Characters Version, Published by Beijing Language & Culture University Press

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

Technology:
- [Dialogue to ask/respond for age](#)
- [Dialogue to ask/respond for birthday](#)
- www.kahoot.com
- www.quizlet.com
- www.voicethread.com
- www.wordwall.net
- www.gimkit.com
- www.blooket.com
- Google Mote extension

6th Grade Mandarin		
Unit 4	Unit Name: Phone Numbers	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:	Can Do Statements:
Inquiring about and expressing personal information is part of general conversation in the target language. Knowledge about the facts of the Great Wall of China, as well as the major cities which speak Chinese, impact the culture of Chinese speaking places and people.	I can... **Language Content** • Ask and respond about one's phone number. • Ask and respond about one's place to live. • Read and write the dialogues for one's phone numbers and place to live.

Essential Questions: What information would you like to inquire from your new friends in order to keep in contact? How would you use the inquired information to contact your new friends? What do you believe to be the major cities in the world? **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. Learners recognize and identify a few typical practices of the target culture.	• Identify the world's major cities. **Cultural Content** • Tell the basic facts about Great Wall of China. • Tell the number that the Chinese try to avoid in their phone number. **Grammatical & Phonetic Content** • Use interrogative words of where 哪儿, and how much/how many 多少.

Students will know/learn...
Language Items:
• Vocabulary: phone, number, few, many, how much/how many, live, where, Beijing, Shanghai, Hong Kong, New York, Paris, London, and the Great Wall of China.
• Sentence structures:
  1. What is your phone number?
    你的电话号码是多少?
  2. My phone number is____.
    我的电话号码是____。
  3. Where does he live?
    他住在哪儿?
  4. He lives in Beijing.
    他住在北京。
• The interrogative sentences with question words of where and how much/how many.
• The use of possessive particle 的 and preposition 在 will be reinforced.
• The linking verb, 是, is not conjugated in Chinese grammar.
Culture:
● The basic facts about the Great Wall of China: history, location, functions, and structures.
● Compare the linking verb in English and Chinese.
● Compare the prepositions of in, on, an at in English and Chinese.
	Students will be able to...
	• Sing the song of "What is your phone number?".
	• Role-play to ask/respond for one's phone number.
	• Present phone numbers when inquired.
	• Role-play to ask/respond for one's place to live.
	• Survey and vote for the cities that three celebrities are suggested to live in.
	• Read and translate texts.
	• Write vocabulary in characters and Pinyin.
	• Write a simple biography for two Chinese celebrities.
	• Write and present a skit project.
	• Draw the contents of a story from listening to the storytelling contributed by all peers.

Learning Activities
● Video clips ● Discussion and reflection on the video clips watched ● Write facts about the Great Wall of China ● Role-play and interview for phone numbers ● Role-play and survey for the places that three celebrities will be suggested to live ● Individual and group games: Bingo games, race to writing games, sentence puzzles games

- Use online app Quizlet to enhance learning and assessing
- Use online app Yes-Chinese to enhance writing in stroke orders and practicing the word order in sentences
- Oral presentation for class activities
- Storytelling: Each student contributes one or two sentences to tell a story. Students draw the story on a piece of paper as soon as they hear the sentence(s)
- Retell a story: Students upload their drawing to online app VoiceThread and retell/record the story
- Character writing workshops
- Online worksheets
- Project: Skit writing and presentation
- Project: Write a simple biography for Chinese celebrities, Jacky Chen and Yao Ming
- Daily Do Now activities
- Exit tickets with Google Forms
- Journal writing

Interdisciplinary Connections

Social Studies: 6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes). Activity: Students will discuss the impacts of international communication with the international phone system that was an agreement from each country. Then students will research and write how to make an international phone call to a country of interest. Each group will be assigned a continent, and the students from each group will select a county to write about. A class world map will be given by the teacher, and students will fill up the world map with a county code for each country in Chinese. Volunteer students will make an international phone call to China and Taiwan with an app.

Health and Physical Education: 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). Activities: Students from each group will discuss the stress from using a smartphone that includes apps for social media and chat. They will brainstorm stress management strategies to cope with the stresses and the importance of talking with parents or school counselors.

Career Readiness, Life Literacies, and Key Skills

Consider the environmental, social and economic impacts of decisions. 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure. 9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7). 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4. Activity: Students will conduct group discussions about using a smartphone system. They will discuss desired and undesired consequences of using a smartphone for education, communication, and daily life organization. They will discuss some examples of decision making that impact the consequences positively and negatively. They will share their discussions with the whole class.

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. Activity: Students will list personal likes and dislikes from school subjects, after-school activities, hobbies, or the things that family or friends are doing. Then they will focus on the list of likes to identify careers that might be suited to their personal interests. They will take an interest assessment from the following web page:

. Students will get a list of careers that might be a good fit for their interests. Students will keep the list for further use in career exploration.

9.4.8.CI.1: Assess data gathered on varying perspectives on causes of climate change (e.g., Cross cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4). Activity: Groups of students will search the temperature changes over the past two decades in Beijing, Shanghai, and New York. Then they will make a chart for the data they collected. In accordance with the chart that reflects the change in temperatures, they will discuss the possible causes for the temperature changes and discuss potential solutions.

Computer Science and Design Thinking

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options. Activity: Students will compare a rotary dial phone and a smartphone. They will discuss the functions of both phones and how the smartphone and app technologies affect an individual's daily life.

Assessment Evidence

Formative:
Interpersonal:
• Role-play and interview
• Role-play and survey
• Group games
• Quizlet Live games

Interpretive:
• Video clip
• Online worksheets
• Exit ticket with Google Form

Presentational:
• Oral presentation
• Story telling
• Retell a story
• Daily Do Now
• Journal writing

Summative:
Interpersonal:
• Skit project: A group of three students will create and write a scenario that will fulfill the following tasks: greetings, asking for name, birthday, age, phone number, and place to live. Students will orally play the skit in front of the class and be recorded online.
    • The interpersonal speaking performance will be assessed with the criteria of comprehensibility, language control, vocabulary usage, and content.

Presentational:

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:
Conduct an interview
Scenario: Students join a sleep-away summer camp in Florida. They will meet many new friends each day as different activities rotate each day. Assignment: Students will build a contact list on their cell phones. They will interview five new friends and ask for the following questions: name, birthday, and phone numbers. They will type all the responses from their new friends to their cell phone contact.

• Project: Students will write a biography for the two Chinese celebrities, Jacky Chen and Yao Ming. • The presentational writing performance will be assessed with the criteria of accuracy of word/sentence writing, neatness, and content. *Interpretive:* • Listening comprehension: To recognize spoken words/phrases/sentences by selecting correct interpretation. • Reading comprehension • Write dialogue to ask/respond for phone numbers and where to live. • The facts of the Great Wall of China will be assessed.	

Suggested Resources:

Core Materials:
Easy Steps to Chinese Textbook 1, Simplified Characters Version, Published by Beijing Language & Culture University Press

Supplemental Materials:
• Teacher created worksheets
• The Great Wall of China:
  • DVD: Exploring Chinese Culture - Volume 2
• Dialogue to ask/respond for phone number:
  • DVD: Chinese Language Video for the Classroom, level 1.
• Subject-specific leveled texts are available in school bookrooms and classroom libraries.

Technology:
• www.quizlet.com
• www.voicethread.com
• www.gimkit.com
• www.wordwall.net
• www.blooket.com

6th Grade Mandarin		
Unit 5	Unit Name: Family	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.

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:	Can Do Statements:
Introducing family members, asking/responding to the identity of a specific person, and describing parents' jobs are necessary conversational skills, especially when conversing with unfamiliar individuals.	I can… **Language Content** • Ask and tell one's family members. • Ask and tell to identify a person. • Ask about one's job. • Describe one's job. • Read and write simple stories about family.
Essential Questions: What makes a family? What is the Chinese family structure? What would you like to be when you grow up?	**Cultural Content**

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. Learners recognize and identify a few typical practices of the target culture.	• Tell how Chinese name younger and older siblings differently. • Celebrate Chinese New Year. • Write Chinese calligraphy to celebrate Chinese New Year. **Grammatical & Phonetic Content** • Use interrogative words to ask for family members. • Use the pronoun of " this and that" to identify persons. • Use measure words for the quantity of an item.
Students will know/learn… **Language Items:** • Vocabulary: have/has, a measure word for family members, common measure words, people, dad, mom, older sister, older brother, younger sister, younger brother, sibling, and, this, that, who, work, also, plural suffix, teacher, lawyer, doctor, nurse, businessman, and do. • Sentence structures: • How many families do you have? 你家有几口人？ • My family has ＿＿ people. 我家有＿＿口人。 • Who are in your family? 你家有谁？ • My family has a dad, mom, older sister, and me. 我家有爸爸，妈妈，一个姐姐和我。 • Who is this person? 这个人是谁？ • She is my younger sister. 她是我妹妹。 • What job does your dad do? 你爸爸做什么工作？ • My dad is a teacher. 我爸爸是老师。 • Using "this and that" to identify persons. • Use a measure word to describe the quantity of an object. • Use the question word "who" to ask questions. **Culture:** ● How Chinese celebrate Chinese New Year. ● The cultural products related to Chinese New Year. ● Chinese family structure. ● Chinese Zodiac. ● Compare the celebration of holidays between the U.S. and China. ● Compare the expressions of an item with quantity in English and Chinese.	*Students will be able to…* • Chant about family • Tell a story from a picture • Write and present a speech to introduce family • Tell/draw a story made from all peers • Write vocabulary in stroke order • Write a picture book about a family • Draw/write jobs • Identify Chinese zodiac for family members • Write Spring Couplets with calligraphy

Learning Activities
● Video clips ● Individual and group games: Bingo games, race to read game, race to writing games, fly swatter, sentence puzzles game, sentence writing competition, vocabulary pinball game ● Use online app Quizlet to enhance learning and assessment ● Use online app Yes-Chinese to enhance writing in stroke orders and practicing the word order in sentences

- Oral presentation for class activities
- Survey for family members
- Character writing workshops
- Online worksheets
- Draw and write the family tree
- Role-play for dialogues
- Storytelling and drawing. Retelling the story from their own drawing
- Project: Write and present a speech
- Grading peers' speeches with online rubrics
- Listening comprehension: Listen to stories from a tap, and then answer questions on a Google Form
- Reading comprehension
- Sing the song of "What job does he do?"
- Writing and drawing for vocabulary about occupation
- Daily Do Now activities
- Exit tickets with Google Forms
- Journal writing
- Watch a Chinese movie

Interdisciplinary Connections

English Language Arts: NJSLS.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Activity: Students will write an assigned paragraph in English focusing on punctuation, capitalization, and spelling. They will then examine the punctuations in a given Chinese paragraph and capitalization and spelling in Pinyin. Groups of students will discuss the comparison for the punctuation, capitalization, and spelling used in English and Chinese paragraphs. Finally, they will mark the Chinese punctuation system in the English paragraph they wrote.

Visual Arts: 1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). Activity: Students will make a model house for their speech presentation. Each group of two students will come up with a concept collaboratively. They will use a shoebox to design and make their house with architectural elements in traditional Chinese style. Students will also design the interior of the house and figures in the house.

Career Readiness, Life Literacies, and Key Skills

Use technology to enhance productivity, increase collaboration and communicate effectively. 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. Activity: Students will draw their family tree with the Google App Diagram.net. The family tree includes both father and mother sides. All family members will be typed in Chinese. They will compare the productivity between using the app and hand drawing.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. Activity: Each group of students will research a job of their choice from the following: attorney, teacher, medical doctor, nurse, and business owner. They will make a plan for the presentation. The plan includes college or vocational school majors related to the job, courses taken to receive a degree or diploma, workplaces, and potential job earnings.

They will present the job plan to the class and discuss the areas they like/dislike for the career they present. They will also connect to any family members who have similar careers.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. Activity: Students will brainstorm the types of families in terms of family members using proper Chinese vocabulary.

Computer Science and Design Thinking

Technology: 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. Activity: Students will draw their family tree with Google App Diagram.net. The family tree includes both father and mother sides. All family member vocabulary will be typed in Chinese.

Assessment Evidence

Formative:
Interpersonal:
• Group games
• Quizlet Live games
• Survey for family members
• Role-play for dialogues

Interpretive:
• Online worksheet
• Grading for peers' speeches
• Listening comprehension
• Reading comprehension
• Exit ticket with Google Forms
• Watching a Chinese movie

Presentational:
• Draw and write family tree
• Story telling
• Singing
• Writing and drawing for vocabulary
• Journal writing

Summative:
Interpersonal:
• Role-play scenario: A group of two students will ask and respond to questions with the online app Voicethread. Students are expected to ask and respond about a family member, who the family members are, siblings' ages, and parents' jobs. The conversations will be recorded online for reflection and evaluation.
    • The interpersonal speaking performance will be assessed with the criteria of comprehensibility, language control, vocabulary usage, and content.

Interpretive:

Alternative:
Poster of Chinese New Year Celebration
Students will make a poster to illustrate the celebration of Chinese New Year. From the poster, the audience will understand how Chinese celebrate New Year. The illustration art media can be drawing or collage.

- Listening comprehension: To recognize spoken sentences by selecting correct interpretations
- Vocabulary matching
- Sentence rearrangement
- Write a simple story from pictures given.
- Reading comprehension
- The basic knowledge about Chinese New Year, family tree, and values.

Presentational:
- Project: Students will write and orally present a speech to introduce themselves. The information presented must include greetings, name, age, birthday (not real), phone number (not real), family members, and parents' jobs.
  - The presentational speaking performance will be assessed with the criteria of comprehensibility, language control, vocabulary usage, content, and cultural awareness.

Resources:

Core Materials:
Easy Steps to Chinese Textbook 1, Simplified Characters Version, Published by Beijing Language & Culture University Press

Supplemental Materials:
Teacher created worksheets
- Chinese New Year:
  - DVD: Exploring the Chinese Culture, volume 1
  - https://www.youtube.com/watch?v=f6mKuVuNc88
  - https://www.youtube.com/watch?v=UFarioV_nto
- Chinese family tree:
  - https://www.youtube.com/watch?v=nCFRoILS1jY
- Dialogues about family:
  - DVD: Chinese Language Video for Classrooms 2
- Subject-specific leveled texts are available in school bookrooms and classroom libraries.

Technology:
- www.quizlet.com
- www.voicethread.com
- www.edpuzzle.com
- www.gimkit.com
- www.wordwall.net
- Song: What job does he do?

6th Grade Mandarin

Unit 6	Unit Name: Self - Introduction	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:	Can Do Statements:

Talking about the school type, grade students are attending, their nationality, and the number of siblings they have is necessary for authentic conversation. **Essential Questions:** What information would you like to know about your new friends who you met from an international online class? **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. Learners recognize and identify a few typical practices of the target culture.	I can... **Language Content** • Ask and respond for school type and grade attended. • Ask and respond about nationality. • Describe one's ethnicity. • Describe a family from a given family picture. • Present a self-introduction speech. **Cultural Content** • Tell the grades in elementary, middle, and high schools in China. **Grammatical & Phonetic Content** • Use question particle 呢. • Use the negation 没for have/has.

Students will know/learn...
Language Items:
• Vocabulary: sibling, big, middle, small, student, attend (school grade), school grade, negation for have/has, half, China, Chinese, America, American, and question particle 呢.
• Sentence structures:
  • Are you a middle school student? 你是中学生吗?
  • No. I am elementary school student. 不是，我是小学生。
  • What grade are you in this year? 你今年上几年级?
  • I am in sixth grade this year. 我今年上六年级。
  • What is your nationality? 你是哪国人?
  • I am Chinese. What about you? 我是中国人。你呢?
  • I am a half Chinese, and a half American. 我一半是中国人，一半是美国人。
  • Chinese punctuation.
  • Word order for time words.
  • How to use question particle 呢. Compare the usage of 呢 and 吗。
Culture:
● Chinese school system.
● Compare the word order for time adverbs in Chinese and English.
	Students will be able to...
	• Use Chinese punctuations properly.
	• Use question particle 呢 instead of repeating the same question.
	• Use question particle 吗 to create yes/no question sentences.
	• Made a video for a self-introduction speech.
	• Read peers' writing about self-introduction.

Learning Activities	
● Video clips ● Individual and group games: Bingo games, race to read game, race to writing games, fly swatter, sentence puzzles game, sentence writing competition	

- Use online app Quizlet to enhance learning and assessing
- Use online app Yes-Chinese to enhance writing in stroke orders and practicing the word order in sentences
- Oral presentation for class activities
- Dialogues recording with online app Voicethread
- Character writing workshops
- Online worksheets
- Draw a self-portrait and write description
- Role-play for dialogue
- Project: Make a self-introduction video
- Daily Do Now activities
- Exit tickets with Google Forms
- Journal writing

Interdisciplinary Connections

English Language Arts: NJSLS.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Activity: Students will write the same sentences in both English and Chinese. By comparing the word orders for time/location words in English and Chinese, students learn these word orders in Chinese. Students will practice the word orders on yes-Chinese.com to unscramble sentences.

Visual Art: 1.2.8.Cr2a: Organize and design artistic ideas for media arts productions. Activity: Students will draw a self-portrait that expresses age and nationality. They will select a style for their portrait, such as cartoon, animation, realistic, or innovative style. Students will also write the descriptions for school grade and nationality.

Career Readiness, Life Literacies, and Key Skills

Use technology to enhance productivity, increase collaboration and communicate effectively. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience. Activity: Students will plan, write, and narrate a self-introduction video. They will communicate thoughts, ideas, and action plans with clarity using writing, verbal, and visual methods.

9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally. Activity: Each group student will select one of the following American companies: Coca-Cola, Nike, KFC, Google, Meta (aka Facebook) according to their interests. They will research the company in its history and marketing milestones. Then they will make a timeline that indicates the year and marketing map, and then present their timeline to the class. The class will discuss the career opportunities in these companies, and conclude the careers have evolved to where the marketing map has reached. The discussion will also include the internet technologies are the global marketing enablers.

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. Activity: Students will brainstorm the career pathways for the jobs they learned in this unit. Each group of students

will self select a career according to their interests and research, explore, and discuss a career pathway connected to the role of creation and innovation. Finally, they will present what they explored.

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 make a self-introduction video with the multimedia presentation app, Adobe Spark. The media includes photos, videos, slides, typing, narratives, and music. The contents of self-introduction include name, birthday, age, where to live, school grade, middle school student, nationality, family members, parent's job, sibling's age, and school grade.

Assessment Evidence

Formative:
Interpersonal:
● Dialogues recording
● Role-play in dialogues
● Group games
● Quizlet Live games

Interpretive:
● Individual names
● Video clip
● Online worksheet
● Exit ticket with Google Form

Presentational:
● Oral presentation
● Write for the self-portrait drawing
● Journal writing

Summative:
Interpersonal:
• Role-play scenario: A pair of students will pick up their identity card that indicates the basic information about a person. Students will ask and respond to the basic information accordingly.
  • The interpersonal speaking performance will be assessed with the criteria of comprehensibility, language control, vocabulary usage, and content.

Presentational:
• Project: Students will make a video speech to introduce themselves using Adobe Spark Video. The following information should be included: greeting, name, age, birthday, phone number, place to live, family members, siblings' ages, parents' job, school, grade attended, and nationality.

Alternative:
Put Out A Wanted Poster
Students will create an old-fashioned wanted poster for a character from a story. Students will describe the character in writing about name, age, where to live, nationality, and job.

• The presentational writing performance will be assessed in the criteria of accuracy of word/sentence writing, neatness, and content. • The presentational speaking performance will be assessed in the criteria of comprehensibility, language control, vocabulary usage, content, and cultural awareness. *Interpretive:* • Listening comprehension: To recognize spoken dialogues by selecting the correct interpretation. • Vocabulary in Pinyin and writing • Authentic reading comprehension • Sentence rearrangement	

Resources:

Core Materials:
Easy Steps to Chinese Textbook 1, Simplified Characters Version, Published by Beijing Language & Culture University Press

Supplemental Materials:
• Teacher created worksheets
• Dialogue about nationality:
    • DVD: Chinese Language Video for Classroom 2
• Subject-specific leveled texts are available in school bookrooms and classroom libraries.

Technology:
• https://spark.adobe.com/about/video
• www.quizlet.com
• www.voicethread.com
• www.yes-chinese.com
• www.classkick.com

6th Grade Mandarin		
Unit 7	Unit Name: Daily Routine	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:	Can-Do Statements:
Communicating about time is essential to telling the time of day and describing a daily routine.	I can... **Language Content** • Tell time with parts of the day (AM and PM). • Ask and answer the current time. • Ask and respond regarding a routine schedule. • Orally present a daily routine. • Read and write about a daily routine schedule.
Essential Questions: What moves us every day? How do you handle a big project due in three weeks? How does effective time management help succeed?	
Intercultural Statements: Through the target language, learners recognize and identify the names of a few typical products related to	**Cultural Content** • Tell the time differences between different time zones.

everyday life in the target culture and in the learners' own culture. Learners recognize and identify a few typical practices of the target culture.	• Tell the time difference between America and China. **Grammatical & Phonetic Content** • Tell parts of the day.

Students will know/learn…
Language Items:
• Vocabulary: o'clock, minute, quarter of an hour, now, what time, early morning, morning, noon, afternoon, night, wake up, eat, breakfast, lunch, dinner, go to school, go to class, dismissal from school, and sleep
• Sentence structures:
  • What time is it? 现在几点?
  • It's ten o'clock. 现在十点。
  • I wake up at 6 o'clock in the morning everyday. 我每天早上六点起床。
  • What time do you go to bed? 你几点睡觉?
  • I go to bed at 9:30 at night every day. 我每天晚上九点半睡觉。
• The word order for time adverbs will be reinforced.
• Time word order is from the longest time to the shortest time, such as every day, morning, and 9:30.
• The word order for simple sentences: STA (Subject, Time, Action)
• Military time.
Culture:
● Compare time zones in China and America.
● The time system used in China.
	Students will be able to…
	• Tell a routine schedule from pictures given.
	• Type and present a routine schedule for a day.
	• Chat freely about a routine schedule.
	• Read a peers' routine schedule.
	• Sing the Time Song.

Learning Activities

● Video clips
● Individual and group games: Bingo games, race to writing games, sentence puzzles game, spinning time guess games, Simon says
● Use online app Quizlet to enhance learning and assessing
● Use online app Yes-Chinese to enhance writing in stroke orders and practicing the word order in sentences
● iSpy to find a correct routine schedule
● Oral presentation for class activities
● Recording free chat with online app Voicethread
● Character writing workshops
● Online worksheets
● Role-play for dialogues
● Project: Type and present a routine schedule for a school day
● Daily Do Now activities
● Exit tickets with Google Forms
● Journal writing

Interdisciplinary Connections

Science: MS-PS1-1: Time, space and energy phenomena can be observed at various scales using models to study systems that are too large or too small. Activity: Students will explore time and space by watching a video and doing research. They will conclude what determines a year, day, and night. Finally, they will draw illustrations that demonstrate the daily time frames, including early morning, morning, noon, afternoon, evening, and night. All illustrations will be labeled with Chinese.

Visual Arts: 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis. Activity: Students will gather information from a video and research to find out the facts about time and space. They will create illustrations for the time frames of a day, including early morning, morning, noon, afternoon, evening, and night.

Career Readiness, Life Literacies, and Key Skills

Act as a responsible and contributing community members and employee. Activity: Students will discuss the impacts of being on time and the good examples for time management skills after they have completed the project for a daily routine on a school day.

9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest. Activity: Each student will choose two jobs that they are interested in. They will research the educational requirements, income for entry-level, daily routine and schedule, and primary duties for each job. All students who have the same chosen job will exchange and discuss the information they discovered. Finally, they will add a slide for the information they found into a class Google slides.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). Activity: Students will select the four most chosen jobs from the above activity. Each group of students will select a job to work with. According to the primary duties from each job, group students will brainstorm and discuss the following topics: 1) What kind of people does this job meet the most, such as patients, students? 2) What cultural differences are there between the people that the job meets, such as food and languages? 3) How can you be sensitive and respect cultural differences? 4) What type of daily routine does this career have? Finally, each group will present their discussion to the class.

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 work on strings of time words in grammatical order. An example: He went to New York at 3 pm yesterday. The time words of three o'clock, pm, and yesterday will be scrambled, and students will drag the words into a grammatical order. They will begin practicing with numerous examples with the goal of correctness and then move on with a timer for accuracy and speed. The technology used is www.yes-chinese.com.

Assessment Evidence

Formative:	Benchmark:
Interpersonal: ● Role-play for dialogues ● Group games	Written Composition Rubric Interpersonal Speaking Rubric

● Quizlet Live ● Recording free chat *Interpretive:* ● Video clips ● Individual games ● iSpy ● online worksheets ● Exit tickets *Presentational:* ● Oral presentations ● Project drafts for making a daily routine schedule ● Journal writing **Summative:** *Interpersonal:* • Role-play scenario: Two friends are chatting about their schedule. The following information will be included in the conversation: greeting, asking and responding about the current time, asking and responding about two routine schedules on a specific day of the week. 　• The interpersonal speaking performance will be assessed with the criteria of comprehensibility, language control, vocabulary usage, and content. *Presentational:* • Project: Students will type and orally present for their daily routine schedule, including wake up, breakfast, go to school, go to Mandarin class, lunch, dismissal from school, dinner, and bedtime. 　• The presentational writing performance will be assessed with the criteria of accuracy of word/sentence/punctuation typing, neatness, and content. 　• The presentational speaking performance will be assessed with the criteria of comprehensibility, language control, vocabulary usage, content, and cultural awareness. *Interpretive:* • Listening comprehension: Listen to dialogue and select the correct time. • Write time from given clock pictures. • Write routine schedules from given pictures. • Reading comprehension	Benchmarks will be assessed three times a year: September (Unit 1), January (Unit 4), and April (Unit 7). **Alternative:** Design a schedule for the Turtle Back Zoo Students will design a visual schedule for young visitors to the zoo. The information includes the days of the week, time, and am/pm (early morning, morning, noon, afternoon, evening, night). Students will label the schedule with Chinese.

Suggested Resources:

Core Materials:

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

Supplemental Materials:
- Teacher created worksheets
- [How Long is a Year on Other Planets?](#)
- https://www.youtube.com/watch?v=Lm6RKqFAwIg

Technology:
- [Dialogue to ask/respond for time](#)
- www.quizlet.com
- www.voicethread.com
- www.wordwall.net
- www.gim.kit.com
- www.blooket.com
- [Interactive clock | analog clock | digital | movable | teaching clock](#)
- Subject-specific leveled texts are available in school bookrooms and classroom libraries.

6th Grade Mandarin		
Unit 8	Unit Name: Transportation/Final Project	Proficiency Level: Novice - Mid

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

NJSLS:
Interpretive Mode:
7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

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

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

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

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

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

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

Presentational Mode:

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

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

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

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

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

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

Enduring Understandings:	Can Do Statements:
Describing transportation taken to school or to work and asking/responding to how to go to places is essential for navigating in a country that speaks the target language.	I can...
	Language Content
Essential Questions:	• Identify and tell the names of transportation.
What type of things need to be transported?	• Ask and answer about the transportation used to go places.
What transportation did you use to different places and why?	• Read about a routine schedule with transportation.
How do the transportation needs of today compare to the past?	• Write some vocabulary from the unit.
Will the transportation of the future be different? Why?	• Present a self-introduction speech orally and in Google Slides with the topics learned in this school year.
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.	**Cultural Content**
	• Describe the popular transportation in China.
	Grammatical & Phonetic Content
Learners recognize and identify a few typical practices of the target culture.	• Use the interrogative word, how 怎么, to create question sentences.

Students will know/learn...	*Students will be able to...*
Language Items:	• Speak about and read about transportation.
• Vocabulary: drive, car, walk, go to work, every day, sit/take, school bus, train, plane, taxi, commercial bus, subway, and how.	• Speak about a daily routine with transportation.
• Sentence structures:	• Role-play to ask and respond about the transportation needed to go to places.
	• Write/draw a story including transportation.

- How do you go to school everyday? 你每天怎么上学? - My dad drives to work on Fridays. 我爸爸星期五开车上班。 - I take school bus to school at 7 am every day. 我每天早上七点坐校车上学。 - My mom walks to work. 我妈妈走路上班。 - The use of "everyday 每天" will be reinforced with the word order of time adverbs in a sentence. - The sentence structure for "how 怎么" will be practiced. - The word order for a series of time words will be reinforced. **Culture:** • The mass transportation during Chinese New Year in China will be addressed. • Compare the use of interrogative words in Chinese and English. • Compare the popular transportation in China and America.	• Present a self-introduction speech orally and in Google Slides for a final project.

Learning Activities

- Video clips
- Individual and group games: Bingo games, race to writing games, fly swatter, Quizlet Live game, pinball vocabulary game
- Use online apps, Kahoot, and Quizlet to enhance learning and assessment
- Use online app Yes-Chinese to enhance writing in stroke orders and practicing the word order in sentences
- Oral presentation for class activities.
- Character writing workshops
- Online worksheets
- Role-play for dialogues
- Project: Present a self-introduction speech orally with Adobe Spark
- Project: Write/draw a story with transportation
- Ask questions from a peer's drawing about a transportation story.
- Daily Do Now activities
- Exit tickets with Google Forms
- Journal writing

Interdisciplinary Connections

English Language Arts: NJSLS.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Activity: Students will compare and practice the interrogative word "how" in English and Chinese. The differences between making question sentences in Chinese and English will be addressed first, and then students will be given sentences to practice. Finally, they will create their own question sentence that will be read aloud.

Visual Arts: 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis. Activity: Students will create a drawing about transportation from a story. They will combine the concepts

from the story and the type of transportation to create a unique idea for their work of art. The story will be written in Chinese and English.

Career Readiness, Life Literacies, and Key Skills

Consider the environmental, social and economic impacts of decisions. 9.4.8.DC.8: Explain how communities use data and technology to develop measures to respond to effects of climate change (e.g., smart cities).9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages. 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem. Activity: The mass transportation used during Chinese New Year will be explored. Students will discuss the environmental, social, and economic impacts of the decision to choose this transportation to go to places. Examples will be shared during class discussions.

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 select one of the following job categories to research: vehicle, aviation, and train transportation. Each student will find two jobs that interest them. Then they will compare the two jobs' education and training, income potential, and primary duty. All groups from the same category will share the information they found.

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. Activity: Groups of students will search for instances of creativity and innovation in transportation from the past and present. Finally, students will present the information they found, and the whole class will discuss the impacts and improvements to daily life.

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 a final project to introduce themselves with the knowledge they learned from this school year. They will create a multimedia presentation with Chinese writing, photos, videos, narratives, and music. The contents include name, age, birthday, school grade, where to live, nationality, family members, parent's job, weekday day schedule, and transportation for school.

Assessment Evidence

Formative:	Alternative:
Interpersonal:	Vocabulary Flashcards
● Role-play for dialogues	Students will make vocabulary flashcards. Each
● Group games	card will have vocabulary writing, Pinyin
● Ask questions from a peer's drawing about a transportation story.	pronunciation, and an example sentence.
Interpretive:	
● Individual games	
● Online worksheets	
● Exit tickets	
● Daily Do Now	

- Video clips

Presentational:
- Oral presentation for class activities
- Speech presentation
- Journal writing

Summative:
Interpersonal:
- Role-play scenario: A pair of students will take turns asking and responding to questions around transportation drawing/writing. Five questions will be asked/answered, including two questions about transportation.
  - The interpersonal speaking performance will be assessed with the criteria of comprehensibility, language control, vocabulary usage, and content.

Presentational:
- Project: Students will write/draw a story centered around a transportation theme.
- Project: Students will present a final speech for self-introduction orally and in Google Slides. The topics included are: greeting, name, age, birthday, phone number, place to live, school, grade attended, nationality, family, parents' jobs, daily routine schedule with transportation, and cultural awareness.
  - The presentational writing performance will be assessed with the criteria of accuracy of word/sentence writing, neatness, and content.
  - The presentational speaking performance will be assessed with the criteria of comprehensibility, language control, vocabulary usage, content, and cultural awareness.

Interpretive:
- Listening and reading comprehension
- Write a paragraph to introduce yourself and apply to a free ping pong summer camp in China.

Suggested Resources:

Core Materials:
Easy Steps to Chinese Textbook 1, Simplified Characters Version, Published by Beijing Language & Culture University Press

Supplemental Materials:
- Teacher created worksheets
- DVD: Chinese Language Video for the Classroom 3
- Subject-specific leveled texts are available in school bookrooms and classroom libraries.

Proficiency Benchmarks And Performance Indicators

Interpretive Communication
Level: Novice

Proficiency Benchmark		
I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken or written language.		
What can I understand, interpret or analyze in authentic informational texts that I hear, read or view?		
Performance Indicators		
Novice Low	Novice Mid	Novice High
I can identify memorized or familiar words when they are supported by gestures or visuals in informational texts.	I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts.	I can identify the topic and some isolated elements from simple sentences in short fictional texts.
What can I understand, interpret or analyze in authentic fictional texts that I hear, read or view?		
Performance Indicators		
Novice Low	Novice Mid	Novice High
I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.	I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts.	I can identify the topic and some isolated elements from simple sentences in short fictional texts.
What can I understand, interpret or analyze in conversations and discussions that I hear, read or view, in which I am not a participant?		
Performance Indicators		
Novice Low	Novice Mid	Novice High
I can understand memorized or familiar words when they are supported by gestures or visuals in conversations.	I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in conversations.	I can understand familiar questions and statements from simple sentences in conversations.

Interpersonal Communication
Level: Novice

Proficiency Benchmark		
I can communicate in spontaneous spoken or written conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.		
How can I exchange information and ideas in conversations?		
Performance Indicators		
Novice Low	Novice Mid	Novice High
I can provide information by answering a few simple questions on very familiar topics, using practiced or memorized words and phrases, with the help of gestures or visuals.	I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.	I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.
How can I meet my needs or address situations in conversations?		
Performance Indicators		
Novice Low	Novice Mid	Novice High
I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.	I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.	I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.
How can I express, react to, and support preferences and opinions in conversations?		
Performance Indicators		
Novice Low	Novice Mid	Novice High
I can express basic preferences or feelings, using practiced or memorized words and phrases, with the help of gestures or visuals.	I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, simple sentences, and questions.	I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.

Presentational Communication
Level: Novice

Proficiency Benchmark		
I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken or written language.		
How can I present information to narrate about my life, experiences and events?		
Performance Indicators		
Novice Low	Novice Mid	Novice High

I can introduce myself using practiced or memorized words and phrases, with the help of gestures or visuals.	I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.	I can present personal information about my life and activities, using simple sentences most of the time.

How can I present information to give a preference, opinion or persuasive argument?		
Performance Indicators		
Novice Low	Novice Mid	Novice High
I can express my likes and dislikes using practiced or memorized words and phrases, with the help of gestures or visuals.	I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.	I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.

How can I present information to inform, describe, or explain?		
Performance Indicators		
Novice Low	Novice Mid	Novice High
I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.	I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.	I can present on familiar and everyday topics, using simple sentences most of the time.

Intercultural Communication
Level: Novice

Investigate: Investigate Products And Practices To Understand Cultural Perspectives	
Proficiency Benchmark	
In my own and other cultures I can identify products and practices to help me understand perspectives.	
Performance Indicators	
Products	Practices
In my own and other cultures I can identify some typical products related to familiar everyday life.	In my own and other cultures I can identify some typical practices related to familiar everyday life.
Interact: Interact With Others In And From Another Culture	
Proficiency Benchmark	
I can interact at a survival level in some familiar everyday contexts.	
Performance Indicators	
Language	Behavior
I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.	I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.

Source: NCSSFL-ACTFL CAN-DO STATEMENTS: PERFORMANCE INDICATORS FOR LANGUAGE LEARNERS © 2017