

READINGTON PUBLIC SCHOOL DISTRICT

Chinese Grade 8 Curriculum 2020

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August 18, 2020

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I. PURPOSE AND OVERVIEW

The Readington School District world language program provides a balanced instructional approach that 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.

The goal of world language instruction is to prepare learners to apply their skills and understandings measured by the standards and to bring a global competence to students' future careers and experiences. In grades six through eight, students will focus on verbally communicating at the novice and novice-mid levels, as defined by the New Jersey Student Learning Standards. Students will use three modes of communication when in the World Language classrooms; interpretive, interpersonal, and presentational with the goal of meeting daily for at least 40 minutes of instruction in Chinese. Typically students remain in the same world language throughout the middle school grades to build proficiency in the study of world language and prepare them for high school and beyond. 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 language speakers will refine pronunciation, develop 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. Language and communication are at the heart of the human experience. 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 6-8 so that all students will develop and maintain proficiency in English and at least one other language.

Communication

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

Cultures

Interact with cultural competence and understanding

Connections

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

Comparison

Develop insight into the nature of language and culture in order to interact with cultural competence

Communities

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

III. RESOURCES

- [Model Curriculum](#)
- ACTFL Standards
- New Jersey Student Learning Standards

IV. GOALS

The goals of the curriculum include language to reflect the current educational landscape, including:

- New Jersey Student Learning Standards for World Languages
- 21st Century Life and Careers

Our curriculum is guided by the World-Readiness Standards for Learning Languages and provides students with the opportunity to:

- Communicate in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace
- Exhibit attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication
- Value language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world

Students will:

COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES

- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING

- **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- **Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS

- **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE

- **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD

- **School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world
- **Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advance

V. 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.

VI. Pacing Guide

Grade Level: 8
Proficiency level: Novice-Mid

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

| 8th Grade Mandarin | | |
|---|-------------------|---------------------------------|
| Unit # 1 | Unit Name: Review | Proficiency Level: Novice - Mid |
| <p>Established Goals: 7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global.</p> <p>Interpretive Mode:</p> | | |

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal Mode:

- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Presentational Mode:

- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Enduring Understandings:

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

Essential Questions:

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

Can-Do Statements:

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

Students will know/learn...

Language Items:

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

Language Content

- Present information in speaking and writing about myself, family, daily routines, colors, countries, school subjects, making phone calls, weather, and hobbies.
- Ask and respond to questions about the above topics.

Students will be able to...

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

- Recombine vocabulary and sentences to create student's own sentences sometimes.
 - Write Chinese characters with analysis of the formation of characters.
 - Pronounce the tones with a better control.
- Grammatical & Phonetic Content**
- Communicate with the following grammatical words or sentences comfortably: linking verb 是, have 有, possessive particle 的, aspect suffix 了, preposition 在, pronoun this and that 这 and 那, measure words 口 and 个, question particle 呢, negations 没 and 不, the time word order, the particle 过, sentence structure some...,some...,furthermore... 有的...有的...还有的..., polite words, the word for superlative degree 最, sentence structure with while 一边...一边..., with 跟, the interrogative words of where 哪儿, and how much/how many 多少. what 什么, which 几, who 谁, what time 几点, and how 怎么样.
- Culture:**
- To compare the use of negation in Chinese and English
 - To compare the structures of question sentences in English and Chinese
 - To compare the “yes” and “no” in English and Chinese
- Differentiated Instruction:**
- Differentiate content, process, or product to make learning experiences engaging and rigorous for all students.
 - Additional time
 - Reduced volume of writing

Learning Activities

- Individual and group games, race to read, race to write, Quizlet Live game, word searching
- Use online apps, Kahoot, Quizlet, and yes-Chinese to enhance learning and assessing
- Oral presentation for class activities
- Role play: dialogues for various themes and scenarios
- Online worksheets
- Q/A games
- Create and write self-introduction speech and letter for global engagement
- Word order activities with www.yes-chinese.com and Google Form
- Comic pages drawing and writing
- Create weather and hobby emojis
- Sentence writing to align with high school curriculum
- Story telling

Interdisciplinary Connections

Technology: 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). Activity: Students will create and present a speech to native speakers with Adobe Spark, a multimedia digital tool for presentation in voice, photos, slides, and videos.

Visual and Performing Arts: Visual Art Standard: 1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals. Activity: Students will create and write dialogues in a comic book. The elements of comic book and technologies to create 2-D and 3-D designs will be introduced.

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

21st Century Skills

Career Ready Practice: CRP4. Communicate clearly and effectively and with reason. Activity: Students will make a self-introduction speech online to Chinese native speaking students for further online communication and collaboration.

9.2 Career Awareness, Exploration, and Preparation: 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. Activity: Students will have various role play activities in real-life scenarios that extend and strengthen their communication in Mandarin. Peer suggestions and critiques in terms of communicating clearly and effectively will be given and shared.

Assessment Evidence

Formative:

Interpersonal:

- Role play dialogues for various themes and scenarios
- Q/A Games: Race to answer the thematic questions
- Teacher observation

Interpretive:

- Recognize written and spoken vocabulary through Google Forms
- Online worksheets with Classkick
- Quizlet Live Games: Group games to recognize written vocabulary
- Self-assessments

Presentational:

- Create and write emojis for weather and hobbies
- Speech writing
- Story telling: Students will tell short stories according to the pictures given

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:

Presentation Jigsaw: A group of students will create Google slides to introduce a person such as a celebrity, athlete, famous personal, or a character they create. Information includes name, age, birthday, family, job, hometown and weather, hobbies or talents, and one significant event.

Summative:
Interpersonal:

Role play: Two middle-school students meet in an international student camp in Beijing. They will perform a dialogue to receive the following information from each other: name, school grade, nationality, where to live, the transportation to camp, class likes/dislikes, hometown and its weather in summer and winter, hobbies and practice schedule, and phone number.

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

Presentational:

Speech Presentation: Students will create and write a self-introduction speech to native Chinese students online with Adobe Spark with voices, photos, typing, slides, and videos.

Writing assessment criteria: Language control, vocabulary, organization, creativity, and content

Interpretive:

Test worksheets: Listening comprehension, use of vocabulary, reading comprehension, and writing Chinese sentences

Resources

Core Materials:

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

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

Supplemental Materials:

Chinese Culture:

<http://cn.chinaculture.org/>

<https://www.discoveryeducation.com/>

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

Technology:

www.quizlet.com

www.voicethread.com

<https://spark.adobe.com/make/video-maker/>

8th Grade Mandarin

Unit # 2

Unit Name: Vegetables & Fruits

Proficiency Level: Novice - Mid

Established Goals:

7.1 World Languages

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

Interpretive Mode:

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal Mode:

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Presentational Mode:

7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Enduring Understandings:

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

Can-Do Statements:

I can...

- Speak about some vegetables and fruits.

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| <p>language.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is a balanced and nutritional diet important? • How do the differences between vegetables and fruit occur in conversations? • How do you express in conversation or through writing how many servings of vegetables and fruits we should have in a day compared to the servings currently eaten? | <ul style="list-style-type: none"> • Ask and respond about likes/dislikes for specific vegetables or fruits. • Ask and respond to what vegetable or fruit someone likes/dislikes. • Express the levels of preference. • Express the number of daily servings of vegetables and fruits. • Read unit conversations and write some vocabulary in Chinese characters. |
| <p>Students will know/learn...</p> <p>Language Items:</p> <ul style="list-style-type: none"> • Vocabulary: vegetables, lettuce, cucumber, cauliflower, potato, tomato, very, etc., but, should, fruit, apple, banana, tangerine, watermelon, pear, these, type/kind. <p>Grammar Review of and Instruction with:</p> <ul style="list-style-type: none"> • Conjunction word, but 可是, will be used. • Plural of this/that. • Levels of preference will be introduced. • Structure for sentences: • Do you like vegetables? 你喜欢蔬菜吗? • What vegetables do you like to eat? 你喜欢吃什么蔬菜? • I like to eat cucumber, potato, cauliflower etc. 我喜欢吃黄瓜, 土豆, 菜花儿等等。 • I don't like vegetables too much, but my mom says I should eat vegetables everyday. 我不太喜欢蔬菜, 可是我妈妈说我应该每天吃蔬菜。 • I like to eat these fruits. 我喜欢吃这些水果。 • I eat two or three kinds of fruits everyday. 我每天吃两三种水果。 <p>Culture:</p> <ul style="list-style-type: none"> • Students will be introduced to some popular Asian vegetables and fruits in the classroom. • Compare when the fruit is served in America and China. | <p>Students will be able to...</p> <ul style="list-style-type: none"> • Identify five vegetables and five fruits. • Orally express the levels of preference over hobbies, vegetables and & fruits, weather, people, day & time. • Speak and write sentences with connected words such as but, because, and therefore. • Draw/write fruit baskets with levels of preference. • Research and present an Asian fruit of choice. • Research the new innovations of farming. • Identify some Asian fruits. • Ask and answer questions about vegetables & fruits: like/dislike, daily servings, and colors. <p>Differentiated Instruction: Differentiate content, process, or product to make learning experiences engaging and rigorous for all students.</p> <ul style="list-style-type: none"> • Additional time • Reduced volume of writing |
| <p>Learning Activities</p> | |
| <ul style="list-style-type: none"> • Individual and group games, race to read, race to write, Quizlet Live game, word searching • Use online apps, Kahoot, Quizlet, and yes-Chinese to enhance learning and assessing • Oral presentation for class activities • Role play: dialogues for various scenarios • Online worksheets • Meals planning • Watching videos • Present a photo for a salad from home • Draw a food pyramid. • Research the innovation of Vertical farming or floating farming | |

Interdisciplinary Connections

Technology: 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. Activity: Students will research an Asian fruit and the places of production. The search results will be presented in slides with a graph for places of production.

Health and Physical Education: 2.1.8.B.3 Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds. Activity: Students will design a weekly meal plan for a family of three, overweight dad, mom, and an eighth grade student using vocabulary from the target language.

English Language Arts: RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Activity: Students will cite textual evidence to support their weekly meal plan.

21st Century Skills

Career Ready Practice: CRP3. Attend to personal health and financial well-being. Activity: Students will design a weekly meal plan for a family of three: overweight dad, mom, and an eighth grade student.

9.2 Career Awareness, Exploration, and Preparation: 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. Activity: Various interpersonal and presentational communication activities will be conducted by students and self-evaluated throughout the unit.

Assessment Evidence

Formative:

Interpersonal:

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

Interpretive:

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

Presentational:

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

Alternative:

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

Summative:

Interpersonal:

Role Play: Two students are planning a salad dish for a birthday party. They will ask and respond to required questions as follows:

Does Mike like vegetables? Does Mike like fruit? What vegetables and fruit does Mike like? What vegetables and fruit does Mike not like? What is Mike's favorite vegetable and fruit? How many kinds of vegetables and fruit are in the salad?

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

Interpretive:

Sentence listening, vocabulary recognition and writing, sentence structures, reading comprehension, and sentence writing will be assessed.

Presentation:

Meal Planning:

Students will orally present a meal plan for a family of three: overweight dad, mom, and an eighth grader.

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

Resources

Core Materials:

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

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

Supplemental Materials:

Balanced diet: <https://www.youtube.com/watch?reload=9&v=YimuIdEZSNY&t=21s>
Asian Fruits: <https://www.youtube.com/watch?v=IgfegiWS3Ds>
Subject-specific leveled texts are available in school bookrooms and classroom libraries.

Technology:

www.quizlet.com
www.voicethread.com

www.classkick.com
www.yes-chinese.com
 Google Slides
www.piktochart.com

8th Grade Mandarin

Unit # 3

Unit Name: Three Meals A Day

Proficiency Level: Novice - Mid

Established Goals:

7.1 World Languages

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

Interpretive Mode:

7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal Mode:

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Presentational Mode:

7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

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| <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Food is a major conversation topic in many cultures. • The American Dollar and Chinese Yuan have similarities and differences. <p>Essential Questions:</p> <ul style="list-style-type: none"> • What are your food preferences and habits? What vocabulary and grammatical structures do you need to converse about them? • What foods can you prepare for your younger siblings? How can you use the target language to discuss why these foods have been selected? • What are the price differences in fast food in China and the United States? Why? | <p>Can-Do Statements:</p> <p><i>I can...</i></p> <ul style="list-style-type: none"> • Ask and answer questions for food/drink choices. • Describe the dishes for three meals a day. • Express the frequency of dining out with family. • Convert American dollars to Chinese Yuan and vice versa. • Ask and respond for how much money. • Read all unit sentences and short paragraphs. • Write some vocabulary and sentences from the unit. |
| <p>Students will know/learn...</p> <p>Language Items:</p> <ul style="list-style-type: none"> • Vocabulary: Chinese food, American food, fast food, or, pizza, hotdogs, hamburgers, beverage, drink, coffee, tea, water, soda, coke, whole, normally, porridge, noodles, fried rice, stir-fry vegetables, steamed buns, dumplings, rice, restaurant, likely to, American dollars, Chinese Yuan, money. <p>Grammar Review of and Instruction with:</p> <ul style="list-style-type: none"> • or 还是 for question sentences, and or 或者 for statement sentences. • Using adverbs, normally 一般, sometimes 有时候, and often 常常, to describe the frequency of doing something. • Using likely to 会 for verbs in future tense. • Topic - Comment sentence structure. <p>Structure for sentences:</p> <ul style="list-style-type: none"> • Do you like to eat Chinese food or American food? 你喜欢吃中国饭还是美国饭? • I like to eat both. 我两种都喜欢吃。 • What drink do you like? 你要喝什么饮料? • We normally have porridge for breakfast. 早饭我们一般吃粥。 • My family sometimes dine in a restaurant on weekends. 我们家周末有时候去饭店吃饭。 • We will eat dinner at the Beijing Restaurant next weekend. 我们下个周末会在北京饭店吃晚饭。 • How much is a hotdog? 一个热狗多少钱? • A hotdog is two dollars. 一个热狗是两元。 <p>Culture:</p> <ul style="list-style-type: none"> • Chinese breakfast and dining table settings. • Chinese mealtime manners. • Compare Chinese food and American food. | <p>Students will be able to...</p> <ul style="list-style-type: none"> • Ask and answer the preference of food choices. • Describe the dishes for meals in speaking and writing. • Convert American and Chinese currencies. • Ask and respond for the amount of money. • Order food in a restaurant. • Design and write a menu for a new restaurant. • Shop for clothing on a Chinese online store. |

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| <ul style="list-style-type: none"> • Compare Topic-Comment sentences in Chinese and clause sentences in English. <p>Differentiated Instruction: Differentiate content, process, or product to make learning experiences engaging and rigorous for all students.</p> <ul style="list-style-type: none"> • Additional time • Reduced volume of writing | |
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Learning Activities

- Individual and group games, race to read, race to write, Quizlet Live game, word searching
- Use online apps, Kahoot, Quizlet, and yes-Chinese to enhance learning and assessing
- Oral presentation for class activities
- Role play: dialogues for various scenarios
- Online worksheets
- Meals planning
- Watching videos
- Create, design, and write a menu for a new restaurant in Beijing including restaurant name, address, food items, and prices
- Skit: Ding in a restaurant
- Project: Online shopping for clothing on a Chinese store

Interdisciplinary Connections

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

Personal Financial Literacy: 9.1.8.B.11 Evaluate the appropriate financial institutions to assist with meeting various personal financial needs and goals. Activity: Students will shop for clothing from a Chinese online store. US \$100 will be given as a budget. They will evaluate financial institutions for converting US dollars to Chinese Yuan.

English Language Arts: RI.8.5. Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept. Activity: Students will be given a paragraph that uses topic-comment sentences. They will evaluate and analyze the sentence structures and words from the paragraph in order to gain an understanding of how this writing structure expresses the key concepts.

21st Century Skills

Career Ready Practice: CRP12. Work productively in teams while using cultural global competence. Activity: Students will create and perform a skit with a group of students about dining at a restaurant in Beijing.

9.2 Career Awareness, Exploration, and Preparation 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success. Activity: Hospitality & Tourism encompasses the management, marketing

and operations of restaurants and other food services, lodging, attractions, recreation events, and travel related services. Students will start running a new restaurant by creating a business identity and designing a menu.

Assessment Evidence

Formative:

Interpersonal:

- Role play
- Dialogues

Interpretive:

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

Presentation:

- Meal planning
- Menu design
- Skit rehearsal

Summative:

Interpersonal:

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

Scenario 1: A group of friends discuss the what and where for lunch after a soccer game in Beijing. Arguments over the types of food and restaurants will take place. Students will reach an agreement acceptable to everyone.

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

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

Interpretive:

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

Presentation:

Restaurant menu design: Students will create and design a menu for a new Beijing restaurant. Information includes: restaurant name, business slogan, address, phone number, business days and

Alternative:

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

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| <p>hours, food categories (American food, Chinese food, vegetables & fruits, and drinks), 4 items for each category, a price for each item, and some pictures. Students choose their preferred presentation media, such as Google doc, slides, or paper/pencil.</p> <p>Assessment criteria: Creativity, accuracy, vocabulary use, contents, and cultural awareness</p> | |
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Suggested Resources:

Core Resources:

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

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

Supplemental Materials:

Healthy Asian Meal Plan: <https://www.youtube.com/watch?v=5odnF7H-tz0>
 Major Chinese Cuisines: https://www.youtube.com/watch?v=_pql1ETCYnU&t=305s
 Chinese Mealtime Manners:
<https://google.discoveryeducation.com/learn/videos/7a269bbb-479a-45fc-8872-7eec79c8d466/>
 Subject-specific leveled texts are available in school bookrooms and classroom libraries.

Technology:

www.quizlet.com
www.voicethread.com
www.classkick.com
www.yes-chinese.com
 Google Slides
<https://spark.adobe.com>

| 8th Grade Mandarin | | |
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| Unit # 4 | Unit Name: Greetings, HCRHS Chinese 1 | Proficiency Level: Novice - Mid |
| <p>Established Goals: 7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while</p> | | |

also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global.

Interpretive Mode:

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal Mode:

- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Presentational Mode:

- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Enduring Understandings

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

Essential Questions:

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

Can-Do Statements:

I Can..

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

Students will know/learn...

Language Items:

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

Students will be able to...

- Exchange basic greetings.
- Ask and respond last name and full name.
- Create Chinese names for their siblings.

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| <p>Grammar Review of and Instruction with:</p> <ul style="list-style-type: none"> • The negative verb 不 • The Adverb 也, also • The transitive verb and noun 姓。 • Question particles 吗 and 呢 <p>Structure for sentences:</p> <ul style="list-style-type: none"> • May I ask what your honorable last name is? 请问, 您贵姓? • My last name is Wang. 我姓王。 • Mr. Wang, are you a teacher? 王先生, 你是老师吗? • I am also a student. 我也是学生。 • Are you New Yorker? 你是纽约人吗? <p>Culture:</p> <ul style="list-style-type: none"> • The order of Chinese full names • Compare Question sentence structure in English and Chinese <p>Differentiated Instruction: Differentiate content, process, or product to make learning experiences engaging and rigorous for all students.</p> <ul style="list-style-type: none"> • Additional time • Reduced volume of writing | <ul style="list-style-type: none"> • Translate the dialogues from English to Chinese and vice versa in typing and writing. • Discuss the dialogue contents after watching a video clip. • Tell some Chinese last names. |
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Learning Activities

- Individual and group games, race to read, race to write, Quizlet Live game, word searching
- Use online apps, Kahoot, Quizlet, and yes-Chinese to enhance learning and assessing
- Oral presentation for class activities
- Role play: dialogues for various scenarios
- Q/A Drills
- Online worksheets
- Create, write and draw a Chinese name for a sibling or parent
- Type the captions in English and Chinese from a video watched
- Search the top 100 Chinese last names in China
- Project: Select a short Chinese movie clip provided, and edit the captions in Chinese and English

Interdisciplinary Connections

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

Visual and Performing Arts: 1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals. Activity: Students will create visual art for a Chinese name they have

chosen for a sibling or parent. They will take personality into account when sketching and use the rules for Chinese full names.

English Language Arts: NJSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Activity: Students will evaluate and translate a video clip for a Chinese event. They will add the subtitles for the clip in English and Chinese.

21st Century Skills

Career Ready Practice: CRP11. Use technology to enhance productivity. Activity: Students will translate a video clip for a Chinese event. They will add the subtitles for the clip in English and Chinese. Students can use Adobe Spark as a technology tool.

9.2 Career Awareness, Exploration, and Preparation: 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success. Activity: Students will create visual art for a Chinese name they have chosen for a sibling or parent. They will take personality into account when sketching and use the rules for Chinese full names. After the creative process is complete, students will compare their experience to that of a career artist and highlight the positive aspects and challenges of this career choice.

Assessment Evidence

Formative:

Interpersonal:

- Role play
- Q/A drills
- Group dialogues

Interpretive:

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

Presentational:

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

Summative:

Interpersonal:

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

www.VoiceThread.com

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

Interpretive:

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

Benchmark:

[Written Composition Rubric](#)

[Interpersonal Speaking Rubric](#)

Benchmarks will be assessed three times a year:

September (Unit 1), January (Unit 4), and April (Unit 7)

Alternative:

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

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| <p>Presentational: Writing for a dialogue: Students will be given a dialogue in English. They will translate and write the dialogue in Chinese.</p> <p>Assessment criteria: Accuracy and neatness</p> | |
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| Resources |
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| <p>Core Materials: <i>Easy Steps to Chinese 2</i>, Simplified Version and <i>Easy Steps to Chinese 2</i> Published by The Far East Book Co., Ltd. and U.S. International Publishing, Inc. www.bicup.com</p> <p><i>Integrated Chinese</i>, Level 1, Part 1, Simplified Characters heng & Tsui Company, Boston www.cheng-tsui.com</p> <p>Supporting Materials: The Top Ten Chinese Last Names: https://www.youtube.com/watch?v=fXiwczsJSnc Small Talk in Mandarin: https://www.youtube.com/watch?v=z6oDw-nXCD8&t=196s DVD: <i>Integrated Chinese</i>, Level 1, Part 1 Subject-specific leveled texts are available in school bookrooms and classroom libraries.</p> <p>Technology: www.quizlet.com www.voicethread.com www.classkick.com www.yes-chinese.com Google Slides https://spark.adobe.com www.bookcreator.com</p> |
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| 8th Grade Mandarin |
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| Unit # 5 | Unit Name: Family HCRHS Chinese 1 | Proficiency Level: Novice - Mid |
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| <p>Established Goals: 7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global.</p> |
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Interpretive Mode:

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal Mode:

- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Presentational Mode:

- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Enduring Understandings:

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

Essential Questions:

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

Can-Do Statements:

I can...

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

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

- Vocabulary: photo, child, male, female, son, daughter, oldest sister, second oldest sister, do, English

Grammar Review of and Instruction with:

- Measure words: 口, 个, 张
- The usage of two 二 and two 两.
- Question pronouns: who 谁, how many 几, what 什么.

Students will be able to...

- Initiate a conversation from a family photo.
- Describe family in the number of family, siblings and their school grade, parents and their jobs, and children.
- Orally ask and respond to questions about family.
- Make a video for a conversation from a family photo.
- Write dialogues in Chinese.

Structure for sentences:

- Is that your photo? 那是你的照片吗？
- This is my mom. 这是我妈妈。
- Who is this girl? 这个女孩子是谁？
- Is that boy your younger brother? 那个男孩子是你弟弟吗？
- Does your older brother have a daughter? 你哥哥有女儿吗？
- She doesn't have a son. 她没有儿子。
- What job does your dad do? 你爸爸做什么工作？

Culture:

- Chinese education system.
- Compare the use of measure words in English and Chinese.

Differentiated Instruction:

Differentiate content, process, or product to make learning experiences engaging and rigorous for all students.

- Additional time
- Reduced volume of writing

- Research Chinese Education System and some interesting academic programs in secondary schools or colleges.

Learning Activities

- Individual and group games, race to read, race to write, Quizlet Live game, word searching
- Use online apps, Kahoot, Quizlet, and yes-Chinese to enhance learning and assessing
- Oral presentation for class activities
- Role play: dialogues for various scenarios
- Q/A Drills
- Online worksheets
- Interpretation for video clips.
- Plan and record a video for a conversation from a family photo
- Translate and write dialogues in Chinese
- Group Project: Research to compare the American education system and Chinese education system, and present some interesting academic programs in secondary schools or colleges. Present the project in a blog

Interdisciplinary Connections

Technology: 8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries. Activity: Students will work on a group project to research Chinese Education System in comparison to American Education System. They will post their presentation in a blog that will be shared with Chinese students.

Visual and Performing Arts: 1.3.8.C.2 Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills. Activity: Students will make a video to perform a play about a family photo. Active listening skills will be emphasized.

English Language Arts: SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. Activity: Students will work on a group project to research

Chinese education system in comparison to American education system. They will post their presentation in a blog that will be shared with Chinese students.

21st Century Skills

Career Ready Practice: CRP2. Apply appropriate academic and technical skills. Activity: Students will research, compare, and present information regarding the Chinese and American education systems. The cultural awareness is emphasized for academic skills.

9.2 Career Awareness, Exploration, and Preparation: 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. Activity: Students will work on a group project to research the Chinese Education System in comparison to American Education System. They will post their presentation in a blog that will be shared with Chinese students.

Assessment Evidence

Formative:

Interpersonal:

- Role play
- Q/A drills
- Group dialogues

Interpretive:

- Exit tickets with Google Forms
- Worksheets and Online worksheets
- Interpretation for video clips.

Presentation:

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

Summative:

Interpersonal:

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

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

Interpretive:

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

Reflect upon learning through self-assessment and a portfolio for the Can-Do Statements

Presentation:

Making a video: Students will create a play that starts with a family photo. They create scripts, act, and record. The scripts will meet minimum requirements

Alternative:

Chinese Family Tree Poster: Students will create a Chinese family tree of four with Google Draw. Drawing and writing should be included. The minimum number of people in the tree is 20.

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| Assessment criteria: Comprehensibility, language control, vocabulary use, pronunciation, content, and cultural awareness | |
| Resources | |
| <p>Core Materials: <i>Easy Steps to Chinese 2</i>, Simplified Version and <i>Easy Steps to Chinese 2</i> Published by The Far East Book Co., Ltd. and U.S. International Publishing, Inc. www.bicup.com</p> <p><i>Integrated Chinese</i>, Level 1, Part 1, Simplified Characters heng & Tsui Company, Boston www.cheng-tsui.com</p> <p>Supplemental Materials: The Chinese Education System: http://www.oecd.org/china/Education-in-China-a-snapshot.pdf Chinese Family Tree: https://www.youtube.com/watch?v=nCFRoILSljY&t=46s DVD: <i>Integrated Chinese</i>, Level 1, Part 1. Subject-specific leveled texts are available in school bookrooms and classroom libraries.</p> <p>Technology: www.quizlet.com www.voicethread.com www.classkick.com www.yes-chinese.com Google Slides www.wix.com www.bookcreator.com</p> | |

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| 8th Grade Mandarin | | |
| Unit # 6 | Unit Name: Date /Time HCRHS Chinese 1 | Proficiency Level: Novice - Mid |
| <p>Established Goals: 7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global.</p> <p>Interpretive Mode: 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes. 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through</p> | | |

appropriate physical response.

7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).

7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal Mode:

7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Presentational Mode:

7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Enduring Understandings:

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

Essential Questions:

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

Can-Do Statements:

I can...

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

Students will know/learn...

Language Items:

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

Grammar Review of and Instruction with:

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

Students will be able to...

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

Structure for sentences:

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

Culture:

- Birthday celebrations in China.
- How Chinese express excitement of appreciation.
- Compare the use of “because” in English and Chinese.

Differentiated Instruction:

Differentiate content, process, or product to make learning experiences engaging and rigorous for all students.

- Additional time
- Reduced volume of writing

Learning Activities

- Individual and group games, race to read, race to write, Quizlet Live game, word searching
- Use online apps, Kahoot, Quizlet, and yes-Chinese to enhance learning and assessing
- Oral presentation for class activities
- Role play: dialogues for various scenarios
- Q/A Drills
- Online worksheets
- Typing the video dialogue while watching a video
- Translate and write dialogues in Chinese
- Project: Confucius quote
- Make a birthday card
- Write and play a skit to celebrate a birthday in China or America. Use Google map to locate the place in China

Interdisciplinary Connections

Technology: 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools. Activity: Students will write and play a skit to celebrate a friend's birthday in China or America. They will locate the party place from Google Maps to get a street view.

Visual and Performing Arts: 1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals. Activity: Students will make a personalized birthday card in Chinese theme that relates to the location of their choice. Cardstock paper, coloring tools, and principles of design will be used.

Social Studies 6.2.8.D.3.c Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. Activity: Confucius was a teacher and a Chinese philosopher who lived in the 6th century BCE and whose thoughts, expressed in the philosophy of Confucianism, have influenced Chinese culture right up to the present day. Students will use the classroom and online resources to research a quote from Confucius. They then will apply the quote to their daily life. The quote origins including book and writing will be presented in the students' blog along with few paragraphs for an application in daily life.

21st Century Skills

Career Ready Practice: CRP4. Communicate clearly and effectively and with reason. Activity: Paired students will have a dialogue drill for questions and answers.

9.2 Career Awareness, Exploration, and Preparation: 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success. Activity: Students will plan a skit to celebrate a friend's birthday using the attributes needed for a career in Hospitality, tourism, and the planning of recreation events.

Assessment Evidence

Formative:

Interpersonal:

- Role play
- Q/A drills
- Group dialogues

Interpretive:

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

Presentation:

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

Summative:

Interpersonal:

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

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

Interpretive:

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

Presentation:

Skit: Students will search for how to plan a birthday party as an event planner. They write the scripts and present the skit in front of class. The presentation

Alternative:

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

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| <p>includes the location that is displayed on the smartboard with Google Map street view.</p> <p>Assessment criteria: Comprehensibility, language control, vocabulary use, pronunciation, content, and cultural awareness</p> | |
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| Resources |
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| <p>Core Materials: <i>Easy Steps to Chinese 2</i>, Simplified Version and <i>Easy Steps to Chinese 2</i> Published by The Far East Book Co., Ltd. and U.S. International Publishing, Inc. www.bicup.com</p> <p><i>Integrated Chinese</i>, Level 1, Part 1, Simplified Characters heng & Tsui Company, Boston www.cheng-tsui.com</p> <p>Supplemental Materials: Book: <i>The Analects of Confucius Revisited</i> TED-ED: Who was confucius: https://www.youtube.com/watch?v=wFt_VGG0kJU DVD: <i>Integrated Chinese</i>, Level 1, Part 1. Subject-specific leveled texts are available in school bookrooms and classroom libraries.</p> <p>Technology: www.quizlet.com www.voicethread.com www.classkick.com www.yes-chinese.com Google Slides Google Maps www.wix.com www.bookcreator.com</p> |
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| 8th Grade Mandarin |
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| Unit # 7 | Unit Name: Hobbies HCRHS Chinese 1 | Proficiency Level: Novice - Mid |
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| <p>Established Goals: 7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global.</p> |
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Interpretive Mode:

- 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal Mode:

- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Presentational Mode:

- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Enduring Understandings:

Conversing about favorite hobbies and inviting friends for hobby or sports activities is an essential part of social communication.

Essential Questions:

- Do you always hangout with friends who have similar hobbies and interests?
- How do you negotiate an agreement of hang out activity with friends who have different interests?
- How do you set up a plan with friends for a weekend?

Can-Do Statements:

I can...

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

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

- Vocabulary: play ball, watch TV, dance, correct, sometimes, foreign country, therefore, a long time, pretty good, would like to, to think (opinion), interesting, only, never mind, look for, others

Grammar Review of and Instruction with:

- Word order in sentences.

Students will be able to...

- Initiate a conversation to invite friends for doing an activity together.
- Express something is not interesting or interesting.
- Use dialogue prompts to negotiate an activity to hangout with friends.
- Speak using dialogue prompts to ask/answer “why” questions.
- Make a video for the best dialogue prompt.

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| <ul style="list-style-type: none"> • Conjunction 那 as then • think 想 (for actions) vs. think 觉得 (for opinion) • Because...(reason). therefore...(result) 因为...所以... <p>Structure for sentences:</p> <ul style="list-style-type: none"> • Then, we go to watch a foreign movie tonight. How does that sound? 那我们今天晚上去看一个外国电影, 怎么样? • I treat. 我请客 • I treat for dinner. 我请吃晚饭。 • Because you treated me for dinner yesterday, therefore, I treat you a movie tonight. 因为你昨天请我晚饭, 所以我今天晚上请你看电影。 • I haven't seen you for a long time. 好久不见。 • What would you like to do this weekend? 你这个周末想做什么? • I think dancing is not interesting. 我觉得跳舞没有意思。 <p>Culture:</p> <ul style="list-style-type: none"> • Chinese Go board game • Compare the use of “because...therefore” in English and Chinese. <p>Differentiated Instruction: Differentiate content, process, or product to make learning experiences engaging and rigorous for all students.</p> <ul style="list-style-type: none"> • Additional time • Reduced volume of writing | <ul style="list-style-type: none"> • Make a video to present a hobby. • Play Chinese Go Game. |
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Learning Activities

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| <ul style="list-style-type: none"> • Individual and group games, race to read, race to write, Quizlet Live game, word searching • Use online apps, Kahoot, Quizlet, and yes-Chinese to enhance learning and assessing • Oral presentation for class activities • Watch video clips • Role play: dialogues for various scenarios • Q/A Drills • Online worksheets • Dialogue prompts. • Translate and write dialogues in Chinese • Make a video to present a hobby • Play Chinese Go game. |
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Interdisciplinary Connections

Technology: 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). Activity: Students will make a video to demonstrate a hobby and

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

Health and Physical Education: 2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance. Activity: Students will select a popular sport from a country and research the countries that are playing the sport students selected. Students will collaboratively work on the data analysis and presentation to conclude the impact of different cultures on sports.

English Language Arts: SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. Activity: Students will make a video to present a hobby.

21st Century Skills

Career Ready Practice: CRP3. Attend to personal health and financial well-being. Activity: Students will make a video to present their hobby and explain how it impacts personal health.

9.2 Career Awareness, Exploration, and Preparation: 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. Activity: Students will make a video from the best dialogue prompt they have practiced. The dialogue presentations will be critiqued by peers and the teacher. Students will be responsible for open acceptance and application of feedback.

Assessment Evidence

Formative:

Interpersonal:

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

Interpretive:

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

Presentational:

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

Summative:

Interpersonal:

Dialogues: Individual students will speak and record two dialogues provided in English
Assessment criteria: Comprehensibility, language control, vocabulary use, pronunciation, content, and cultural awareness

Interpretive:

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

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:

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

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| <p>Presentational: Make a video presentation from the best dialogue prompt they practiced.</p> <p>Assessment criteria: Comprehensibility, language control, vocabulary use, pronunciation, content, and teamwork</p> | |
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| Resources |
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| <p>Core Materials: <i>Easy Steps to Chinese 2</i>, Simplified Version and <i>Easy Steps to Chinese 2</i> Published by The Far East Book Co., Ltd. and U.S. International Publishing, Inc. www.bicup.com</p> <p><i>Integrated Chinese</i>, Level 1, Part 1, Simplified Characters heng & Tsui Company, Boston www.cheng-tsui.com</p> <p>Supporting Materials: How to play Go game: https://www.youtube.com/watch?v=5PTXdR8hLIQ American Go Association for kids/teens: http://www.tigersmouth.org/ DVD: Integrate Chinese, Level 1, Part 1. Subject-specific leveled texts are available in school bookrooms and classroom libraries.</p> <p>Technology: www.quizlet.com www.voicethread.com www.classkick.com www.yes-chinese.com Google Slides Google Sheets Google Site www.wix.com www.audacity.com</p> |
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| 8th Grade Mandarin |
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| Unit # 8 | Unit Name: Visiting Friends HCRHS Chinese 1 | Proficiency Level: Novice - Mid |
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| <p>Established Goals: 7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make</p> |
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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.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal Mode:

- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Presentational Mode:

- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Enduring Understandings:

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

Essential Questions:

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

Can-Do Statements:

I can...

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

Students will know/learn...

Language Items:

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

Grammar Review of and Instruction with:

- Tone moderator 一下 and 一点儿

Students will be able to...

- Speak using icebreakers in various scenarios.
- Communicate with cultural language and behavior.
- Perform a skit to answer the door and welcome house guests.
- Group dialogues for offering and requesting drinks in various scenarios.

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| <ul style="list-style-type: none"> • The particle 吧 <p>Structure for sentences:</p> <ul style="list-style-type: none"> • Who is it? 谁呀? • Let me introduce you to one another. 我介绍一下。 • I am happy to know you. 认识你很高兴。 • Where do you work? 你在哪儿工作? • What would you like to drink? 你要喝什么? • I want to have a bottle of coke. May I? 我要一瓶可乐。可以吗? • Then just give me a glass of water. 那给我一杯水吧。 <p>Culture:</p> <ul style="list-style-type: none"> • Chinese cultural expectations for hosting visiting friends. • Chinese tea culture. • Compare the gifts brought to friends visiting in China and America. <p>Differentiated Instruction: Differentiate content, process, or product to make learning experiences engaging and rigorous for all students.</p> <ul style="list-style-type: none"> • Additional time • Reduced volume of writing | <ul style="list-style-type: none"> • Discuss and act out verbal and nonverbal communication for welcoming house guests in China and America. • Write and illustrate a children's book. • Watch video clips. • Research about Chinese tea culture and experience the authentic tea setting. |
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Learning Activities

- Individual and group games, race to read, race to write, Quizlet Live game, word searching
- Use online apps, Kahoot, Quizlet, and yes-Chinese to enhance learning and assessing
- Oral presentation for class activities
- Watch video clips
- Role play: dialogues for various scenarios
- Q/A drills
- Online worksheets
- Write and present a skit
- Translate and write dialogues in Chinese
- Discuss and compare the cultural differences with verbal and nonverbal in China and America
- Research and experience Chinese tea culture
- Write and illustrate a children's book

Interdisciplinary Connections

Technology: 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.

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

Health and Physical Education: 2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations. Activity: Students will

discuss and compare the cultural differences with verbal and nonverbal in China and America. Groups of students will share their findings with the class.

English Language Arts: NJSLA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Activity: Students will write and illustrate a twenty-page children’s book using BookCreator.com

21st Century Skills

Career Ready Practice: CRP4. Communicate clearly and effectively and with reason. Activity: Students will discuss and compare the cultural differences between verbal and nonverbal communication in China and America. Groups of students will share their findings with the class.

9.2 Career Awareness, Exploration, and Preparation: 9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success. Activity: Students will write and illustrate a twenty-page children’s book with BookCreator.com. They will have an option to publish their book with BookCreator. At the end of the project, students will reflect upon the book writing career and determine attributes of career success.

Assessment Evidence

Formative:

Interpersonal:

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

Interpretive:

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

Presentation:

- Class activity presentation
- Skit Rehearsal

Summative:

Interpersonal:

Dialogue for ice breaker: A pair of students will perform a dialogue for ice breaker.
 Assessment criteria: Comprehensibility, language control, vocabulary use, pronunciation, content, and cultural awareness.

Interpretive:

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

Presentation:

Alternative:

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

Students will write and illustrate a twenty-page children's book with BookCreator.com

Assessment criteria: Creativity, language control, vocabulary, content requirements, time management, and cultural awareness

Resources

Core Materials:

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

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

Supplemental Materials:

TED ED - The History of Chinese Tea: <https://www.youtube.com/watch?v=LaLvVc1sS20>
Chinese Tea Ceremony: <https://www.youtube.com/watch?v=AC1w5c19Bxw>
DVD: Integrate Chinese, Level 1, Part 1.
Subject-specific leveled texts are available in school bookrooms and classroom libraries.

Technology:

www.quizlet.com
www.voicethread.com
www.classkick.com
www.yes-chinese.com
Google Slides
Google Sheets
Google Sites
www.wix.com
www.bookcreator.com