

READINGTON PUBLIC SCHOOL DISTRICT

Chinese Grade 7 Curriculum

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Approval Date: September 25, 2018

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Readington Township Schools
World Language – Chinese Grade 7 Curriculum 2018

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.

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. The 6th-8th grade curriculum is designed to build on the curriculum from previous grades, standing on the shoulders of the instruction that occurs in each previous grade. Our curriculum is designed to be responsive to the developmental stages of learners.

In grades six through eight, students will focus on verbally communicating at the novice and novice-mid levels, as defined by the American Council of Teachers of Foreign Languages. Students will use three modes of communication when in the World Language classrooms; interpretive, interpersonal, and presentational. The goal of this language program is for students to meet 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 speakers may select to develop their native language while enrolled in the middle school grades. 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.

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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

<http://www.state.nj.us/education/modelcurriculum/wl/>

ACTFL Standards

National Standards for Foreign Language Learning in the 21st Century

Krashen, Steven. Second Language Acquisition and Second Language Learning. New York. Prentice Hall. 1981. This work is available on-line at <http://www.sdkrashen.com/>

Krashen, Stephen D. and Tracy D. Terrell. The natural approach: Language acquisition in the classroom. Hayward, CA: Alemany Press. 1983.

Asher, James T. Learning Another Language Through Actions, Sixth Edition. Los Gatos, CA. Sky Oaks Publishing. 2003.

Ray and Seely. Fluency Through TPR Storytelling: Achieving Real Language Acquisition in School Fourth Edition. CA. Command Performance Language Institute. 2004.

Gardner, Howard. Frames of Mind. The theory of multiple intelligences. New York. Basic Books. 1993.

IV. GOALS (The goals of the curriculum include language to reflect the current educational landscape, including:

- The 2014 New Jersey Student Learning Standards
- College and Career Readiness Standards
- 21st Century Skills

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.

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- **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. Scope and Sequence

Grade Level: 7
Proficiency level: Novice-Mid

First Marking Period	Unit 1 Review/Clothing	Unit 2 Countries
Second Marking Period	Unit 3 School Subjects	Unit 4 Making Phone Calls
Third Marking Period	Unit 5 Weather	Unit 6 Seasons
Fourth Marking Period	Unit 7 Hobbies	Unit 8 Sports

7th Grade Mandarin		
Unit 1	Unit Name: Review/Clothing	Proficiency Level: Novice - Mid

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<p>Enduring Understandings: Describing one’s appearance in clothing and the functions of clothing is part of understanding the target culture and communicating.</p>	<p>Essential Questions: What are the functions of clothing? What does a person’s clothing tell you about the person? What traditional Chinese clothing have you seen?</p>
<p>NJSLS: 21st Century Theme: Global Awareness 21st Century Skills: Communication and Collaboration</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 and other sources related to targeted theme. 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>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.</p> <p>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.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).</p>	<p>Can Do Statements: I can...</p> <p>Language Content</p> <ul style="list-style-type: none"> • Tell the colors someone likes and dislikes. • Ask someone’s preference in colors. • Describe someone’s clothing and preferred clothing. • Ask someone’s preference in clothing. • Read simple written descriptions of clothing. <p>Cultural Content</p> <ul style="list-style-type: none"> • Identify some Chinese traditional clothing. <p>Grammatical & Phonetic Content</p> <ul style="list-style-type: none"> • Use the negation 不 in sentences.

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Students will know/learn...

Grade 6 curriculum will be reviewed in the beginning of school year.

Language Items:

- Vocabulary: like, dislike, red, orange, yellow, green, blue, purple, black, white, pink, color, wear, shirt, jeans, skirt, short, school uniform, clothes, T-shirt, sweater, coat, sneakers, and socks.
- Structures for sentences:
 1. My younger sister likes red.
我妹妹喜欢红色。
 2. I don't like green.
我不喜欢绿色。
 3. What color do you like? Do you like blue?
你喜欢什么颜色? 你喜欢蓝色吗?
 4. She wears jeans and a black T-shirt.
她穿牛仔裤和黑色汗衫。
 5. He likes to wear a shirt and sneakers.
他喜欢穿衬衫和运动鞋。
 6. What clothing do you like to wear?
你喜欢穿什么衣服?
- Reinforce the use of negation 不 with verbs and adjectives.

Culture/Comparison

- Chinese traditional royal clothing.
- The rules and tradition of using colors in Chinese clothing.
- Compare the use of negation in Chinese and English.

Differentiated Instruction:

- Differentiate content, process, or product to make learning experiences engaging and rigorous for all students.
 - Additional time
 - Reduced volume of writing

Students will be able to...

- Describe a peer's' clothing with colors.
- Sing the "Color Song".
- Draw/write about clothing preference from family members.
- Design an outfit and write a description about.
- Orally present the outfit designed.

Learning Activities

- Video clips
- Individual and group games, race to read, race to write, Quizlet Live game, pinball vocabulary game
- Use online apps, Kahoot, Quizlet to enhance learning and assessing
- Use the online app Yes-Chinese to enhance writing in stroke orders and practicing the word order in sentences
- Oral presentation for class activities
- Role play: dialogue for preference of color and clothing
- Present a peer's clothing
- Character writing worksheets
- Online worksheets

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- Project: Draw/write the clothing preference from family members
- Project: Design an outfit and write a description
- Orally present the projects
- Fashion show
- Traditional Chinese clothing fashion show
- Singing
- Daily Do Now activities
- Exit tickets
- Journal writing

Assessment Evidence

Performance Tasks:

Interpersonal

- Role play scenario: A pair of students will have a conversation about a school party tomorrow. They will find out the following information through the conversation: their preferred colors, the outfits they will wear for the school party tomorrow, and the time of the party. Students are required to ask minimum 5 questions.
 - The interpersonal speaking performance will be assessed in the criteria of comprehensibility, language control, vocabulary usage, and content.

Presentational

- Project: Draw/write family outfits and present orally.
 - The presentational speaking performance will be assessed in the criteria of comprehensibility, language control, vocabulary usage, content, and cultural awareness.
 - The presentational writing performance will be assessed with the criteria of accuracy of word/sentence writing, neatness, and content.

Interpretive

- Listening comprehension: Students will listen to short messages about color and then select a correct answer for each.
- Reading comprehension.

Other Evidence:

- Quizzes, tests
- Learning tasks
- Classwork
- Projects
- Teacher observation
- Student self-assessment
- Evaluation checklist

Suggested Resources:

- *Easy Steps to Chinese Textbook 1 and 2*, Simplified Characters Version. Published by Beijing Language & Culture University Press, www.blcup.com
- Teacher created worksheets
- DVD series: A Kaleidoscope of Chinese Culture
- DVD: Exploring Chinese Culture Volume 1
- Learning Apps and websites:
 - <http://www.yes-chinese.com>

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- <http://kahoot.com>
- <http://quizlet.com>
- <http://quia.com>
- Google Drawing

7th Grade Mandarin		
Unit 2	Unit Name: Countries	Proficiency Level: Novice - Mid
<p>Enduring Understandings: Language varies by country and location.</p>		<p>Essential Questions: What countries are you able to name? What are the most spoken languages in the world? What are the countries that speak Chinese?</p>
<p>NJSLS: 21st Century Theme: Global Awareness 21st Century Skills: Communication and Collaboration</p> <p>Interpretive Mode: 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.</p> <p>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.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</p>		<p>Can Do Statements: I can...</p> <p>Language Content</p> <ul style="list-style-type: none"> • Ask and answer questions about the countries that one has been to and has not been to. • Ask and answer questions about the languages that one is able to speak and unable to speak. • Tell the skill level of a language that one is able to speak. • Ask and answer about what language spoken at a certain place. • Read and write in sentences from this unit. <p>Cultural Content</p> <ul style="list-style-type: none"> • Identify the countries speak Chinese. <p>Grammatical & Phonetic Content</p> <ul style="list-style-type: none"> • Use the particle 过 to express an action that one has experienced.

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<p>on topics studied in other content areas.</p> <p>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</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	
<p><i>Students will know/learn...</i></p> <p>Language Items:</p> <ul style="list-style-type: none"> • Vocabulary: China, America, Japan, Spain, France, Britain, Germany, Canada, Australia, country, the particle for past experience, can, speak, language, Mandarin, school, at home, with, many, and friend. • Sentence structures: <ol style="list-style-type: none"> 1. What country have you been to? 你去过什么国家？ 2. I have been to Japan. 我去过日本。 3. What languages can you speak? 你会说什么语言？ 4. I can speak English and a little Mandarin. 我会说英语和一点儿汉语。 5. What language do you speak at home? 你家里说什么语言？ 6. I speak Spanish with mom at home. 我在家里跟妈妈说西班牙语。 • The skill levels to speak a language: very good and a little. • Use 过 to express an action that has been experienced. • Use with 跟 in sentences. • Use negation 没 with 过, such as 没+verb+过. • Use negation 不 with 会 to express cannot do something, such as 不会说. <p>Cultural/Comparison/Connection</p> <ul style="list-style-type: none"> • Lunar calendar. • Lunar calendar vs. Gregorian calendar. • Compare the word order of a date in Chinese and English. Chinese: year, month, day English: month, day, year 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identify and name flags learned. • Identify some national anthems. • Use 过 with action verbs learned previously to indicate the action has been experienced. • Express how many friends in school. • Draw a flag and write about the country in name, language, and the people. • Research a cultural product from a country learned for the project of “International Day”. • Present the basic information about the country from International Day project in Mandarin and the cultural product in English.

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<ul style="list-style-type: none"> • Solve simple math problems in addition and subtraction with Chinese numbers. <p>Differentiated Instruction:</p> <ul style="list-style-type: none"> • Differentiate content, process, or product to make learning experiences engaging and rigorous for all students. <ul style="list-style-type: none"> • Additional time • Repeated directions 	
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Learning Activities

<ul style="list-style-type: none"> • Look at flags and listen to their national anthems from an interactive world map. • Video clips. • Individual and group games: Bingo games, race to read games, race to write games, fly swatter, pinball vocabulary game, Quizlet live games, Kahoot 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. • Character writing workshops. • Sentence writing with focus grammar. • Role play for dialogues. • Listening comprehension. • Reading comprehension. • Flag project: Draw/write about a country. • International Day project: Research a cultural product from a country learned, and make a Google Slide presentation. • Present International Day project orally. • Note taking for peers' International Day project. • Daily Do Now activities. • Exit tickets. • Journal writing. 	
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Assessment Evidence

<p>Performance Tasks:</p> <p>Interpersonal</p> <ul style="list-style-type: none"> • Role play scenario: Two students will be randomly selected. Students will use their flag project as a base for conversation. The following are the questions to ask to each other: What country is this? What language do (country people) speak? Can you speak (the language from the country)? What language do you speak at home? • The interpersonal speaking performance will be assessed in the criteria of comprehensibility, language control, vocabulary usage, and content. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Quizzes • Online learning tasks • Online formative assessments • Classwork • Teacher observation • Student self-assessment • Evaluation checklist • Reflect upon students' self-assessments and evaluation checklists
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<p>Presentational</p> <ul style="list-style-type: none"> • International Day Project: Students will present orally and in Google Slides. There are two parts to presentations: <ol style="list-style-type: none"> 1) In Mandarin: The country, people, language, the colors of the flag will be introduced. 2) In English: The cultural product will be presented with multimedia. • The presentational speaking performance will be assessed in the criteria of comprehensibility, language control, vocabulary usage, content, and cultural awareness. • The presentational writing performance will be assessed with the criteria of accuracy of word writing, accuracy of calendar, neatness, and content. <p>Interpretive</p> <ul style="list-style-type: none"> • Listening comprehension: to recognize spoken sentences and select a correct interpretation. • Vocabulary: Write in character, English, or Pinyin for each word. • Write sentences in characters. • Reading comprehension. 	
Suggested Resources:	
<ul style="list-style-type: none"> • <i>Easy Steps to Chinese Textbook 1 and 2</i>, Simplified Characters Version. Published by Beijing Language & Culture University Press, www.blcup.com • Teacher created worksheets • World flags and national anthems: <ul style="list-style-type: none"> • http://flags.lidicity.com/index.htm • www.edpuzzle.com • www.quizlet.com • www.voicethread.com • www.yes-chinese.com • www.kahoot.com • Language dialogue: <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=33rnjj3Ue90 • https://www.youtube.com/watch?v=rNjpiWrf0g 	

7th Grade Mandarin		
Unit 3	Unit Name: School Subjects	Proficiency Level: Novice - Mid

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<p>Enduring Understandings: Discussing subjects taken in the school and describing the friends is an important part of formal and informal communication. Goal setting is essential to student motivation and success.</p>	<p>Essential Questions: What is your favorite subject and why? What is your dream subject that is not offered in the school? What are your goals for learning Mandarin?</p>
<p>NJSLS: 21st Century Theme: Global Awareness 21st Century Skills: Communication and Collaboration</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 and other sources related to targeted theme. 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. 7.1.N.M.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>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.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.</p> <p>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.N.M.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.</p>	<p>Can Do Statements: I can...</p> <p>Language Content</p> <ul style="list-style-type: none"> • Tell the ethnicity of one’s friends. • Ask and respond one’s favorite subjects. • Ask and respond the number of classes taking. • Read and write unit sentences. <p>Cultural Content</p> <ul style="list-style-type: none"> • Tell the subjects that middle school students learn in China. <p>Grammatical & Phonetic Content</p> <ul style="list-style-type: none"> • Use some...some...furthermore..., 有的...有的...还有的... sentence structure to express a list of messages.
<p><i>Students will know/learn...</i></p>	<p><i>Students will be able to...</i></p>

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<p>Language Items:</p> <ul style="list-style-type: none"> • Vocabulary: math, physical education, arts, music, computer, some, also (furthermore), science, social studies, class, the measure word for class, take, and which class • Sentence structures: <ol style="list-style-type: none"> 1. Some of them are American, some are French, furthermore some are Chinese. 他们有的是美国人, 有的是法国人, 还有的是中国人。 2. Which class do you like to take? 你喜欢上哪门课? 3. I like to take music class. 我喜欢上音乐课。 4. How many classes do you take this year? 你今年上几门课? 5. I take ten classes this year. 我今年上十门课。 • The measure word 门 • Which class 哪门课 • How many classes 几门课 • Reinforcement for the question word of 哪. • Some...some...furthermore..., 有的...有的...还有的... • The word order for sentences will be reinforced. <p>Cultural/Comparison/Connection</p> <ul style="list-style-type: none"> • The subjects that middle school students learn in China. <p>Differentiated Instruction:</p> <ul style="list-style-type: none"> • Differentiate content, process, or product to make learning experiences engaging and rigorous for all students. <ul style="list-style-type: none"> • Repeated directions • Small group reteaching • Leveled vocabulary 	<ul style="list-style-type: none"> • Describe ten school subjects. • Read and write vocabulary. • Tell the subjects one likes/dislikes. • Survey and report the number of students like/dislike some subjects. • Write the current weekly class schedule. • Use 有的... 有的... 还有的... in the sentences with different themes. • Sing a rap “I am really good”.
Learning Activities	
<ul style="list-style-type: none"> • Video clips. • Individual and group games: Flyswatter, iSpy, race to read game, race to writing games, sentence puzzle 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. • Oral presentation for class activities. • Character writing workshops. • Online worksheets. • Role play for dialogues. • Create and type a speech. • Project: Write/make the current weekly class schedule . 	

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- Daily Do Now activities.
- Exit tickets with Google Forms.
- Journal writing.
- Singing a rap.
- Watch a Chinese movie.

Assessment Evidence

Performance Tasks:

Interpersonal

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

Presentational

- Project: Write and make a current RMS weekly schedule.
 - The presentational writing performance will be assessed with the criteria of accuracy of word/sentence writing, neatness, and content.

Interpretive

- Listening comprehension: Listen to short messages and select a correct answer.
- Write vocabulary in characters, pinyin, or English for each word and write sentences.

Other Evidence:

- Quizzes
- Online learning tasks
- Online formative assessments
- Classwork
- Exit tickets
- Teacher observation
- Student self-assessment
- Evaluation checklist
- Reflect upon students’ self-assessments and evaluation checklists.

Suggested Resources:

- *Easy Steps to Chinese Textbook 1 and 2*, Simplified Characters Version. Published by Beijing Language & Culture University Press, www.blcup.com
- Teacher created worksheets
- China Middle School:
 - <http://www.youtube.com/watch?v=NUelz1lFaF4>
- www.kahoot.com
- www.quizlet.com
- www.voicethread.com
- www.yes-chinese.com
- www.classkick.com

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7th Grade Mandarin		
Unit 4	Unit Name: Making Phone Calls	Proficiency Level: Novice - Mid
<p>Enduring Understandings: Phone communication differs from face to face communication in a variety of ways.</p>		<p>Essential Questions: What are the possible scenarios when you make a phone call to your friend? What does it feel like when you call a Chinese native speaker?</p>
<p>NJSLS: 21st Century Theme: Global Awareness 21st Century Skills: Communication and Collaboration</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 and other sources related to targeted theme.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>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.</p> <p>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.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>Presentational Mode: 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and</p>		<p>Can Do Statements: I can...</p> <p>Language Content</p> <ul style="list-style-type: none"> • Initiate and answer phone calls when the one expected is not present. • Initiate and answer phone calls when the receiver asks for the caller's identity. • Initiate and answer phone calls when the caller calls a wrong number. • Initiate and answer phone calls when the one expected is not present and the caller asks for the time available. <p>Cultural Content</p> <ul style="list-style-type: none"> • Play Chinese Yo Yo. • Celebrate Chinese New Year <p>Grammatical & Phonetic Content</p> <ul style="list-style-type: none"> • Use May I ask 请问 for being polite in asking questions.

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<p>imitate cultural practices from the target culture(s).</p>	
<p><i>Students will know/learn...</i></p> <p>Language Items:</p> <ul style="list-style-type: none"> • Vocabulary: hello, at home, thanks, you are welcome, may I ask, the polite measure word for people, whom am I talking to, wait a moment, mister, miss, call, wrong, I am sorry, it doesn't matter, back, come back, go back, to know(information), a little while, and again. • Sentence structures: <ol style="list-style-type: none"> 1. Is Wong Ming at home? 王明在家吗？ 2. May I ask who is calling? 请问，你是哪一位？ 3. Please wait a moment. I will go to get her. 请等一等，我去叫她。 4. You called a wrong number. 你打错电话了。 5. What time will she come back? 她几点回来？ 6. You call back again after a little while. Is that okay? 你等一会儿再打来，好吗？ • The use of May I ask 请问 for inquiring information. • Compare the measure words for people 位 and 个. • Compare “wait a moment 等一等” and “wait a little while 等一会儿”. • The use of again 再。 • The use of go back 回去 and come back 回来. <p>Cultural/Comparison/Connection</p> <ul style="list-style-type: none"> • The instructions of playing Chinese Yo Yo. • Compare the use of again 再 in English and Chinese. <p>Differentiated Instruction:</p> <ul style="list-style-type: none"> • Differentiate content, process, or product to make learning experiences engaging and rigorous for all students. <ul style="list-style-type: none"> • Extra time for verbal practice • Varied length of phone conversations • Leveled vocabulary 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Make phone calls politely. • Call local Chinese businesses. • Call a Chinese native speaker from China or Taiwan. • Play Chinese Yo Yo.
Learning Activities	
<ul style="list-style-type: none"> • Video clips. • Role play for phone calls in different scenarios. • Call a local Chinese business. • Call a Chinese native speaker in China or Taiwan. 	

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- Individual and group games: Bingo games, race to writing games, sentence puzzles games.
- Use online apps Kahoot and 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.
- Character writing workshops.
- Online worksheets.
- Project: Write five given phone dialogues and record the dialogues to online app Voicethread.
- Daily Do Now activities.
- Exit tickets with Google Form.
- Journal writing.
- Play Chinese Yo-Yo.
- Play Chinese New Year riddles.

Assessment Evidence

Performance Tasks:

Interpersonal

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

Presentational

- Phone Dialogue Project: Students will write five given scenarios and record to the online app Voicethread.
 - The presentational writing performance will be assessed with the criteria of accuracy of word/sentence writing, neatness, and content.

Interpretive

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

Other Evidence:

- Quizzes
- Online learning tasks
- Online formative assessments
- Classwork
- Exit tickets
- Teacher observation
- Student self-assessment
- Evaluation checklist
- Reflect upon students' self-assessments and evaluation checklists.

Suggested Resources:

- *Easy Steps to Chinese Textbook 1 and 2*, Simplified Characters Version. Published by Beijing Language & Culture University Press, www.blcup.com
- Teacher created worksheets
- DVD: Chinese Language Video for the Classroom 2
- Phone Dialogue:
 - https://www.youtube.com/watch?v=gjoAj_8TnI8
- www.weChat.com

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- www.kahoot.com
- www.quizlet.com
- www.voicethread.com
- www.yes-chinese.com
- www.classkick.com

7th Grade Mandarin		
Unit 5	Unit Name: Weather	Proficiency Level: Novice - Mid
<p>Enduring Understandings: A description of the weather and temperature on a given day and in a given city is functional as well as part of many conversations between speakers of the target language.</p>		<p>Essential Questions: What is the weather? How do you use the weather information in daily life? How is the weather in my area similar to and different from that in other areas?</p>
<p>NJSLS: 21st Century Theme: Global Awareness 21st Century Skills: Communication and Collaboration</p> <p>Interpretive Mode: 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>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.</p> <p>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</p>		<p>Can Do Statements: I can...</p> <p>Language Content</p> <ul style="list-style-type: none"> • Describe the weather and temperature on a day in a city. • Ask and respond to requests for weather and temperature. • Present a weekly forecast chart orally and in writing. • Read and write simple sentences related to weather. <p>Cultural Content</p> <ul style="list-style-type: none"> • Tell the temperature measurement unit used in China. • Research the weather for a city in China. <p>Grammatical & Phonetic Content</p> <ul style="list-style-type: none"> • Use “around 左右” to describe temperature. • Use “up to 到” to describe a temperature range.

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<p>7.1.N.M.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	
<p><i>Students will know/learn...</i></p> <p>Language Items:</p> <ul style="list-style-type: none"> • Vocabulary: sunny day, rainy day, to rain, typhoon, cloudy, snowy day, overcast, windy, temperature, degree, around, up to, heavy rain, heavy snow, light rain, and light snow. • Sentence structures: <ol style="list-style-type: none"> 1. Tomorrow will be a sunny day, and the temperature is around forty degrees in New York City. 纽约明天是晴天, 气温在四十度左右。 2. The temperature is from fifty degrees to sixty degrees. 气温是四十度到六十度。 3. How is the weather on Wednesday? 星期三天气怎么样? 4. What is the temperature tomorrow? 明天气温多少度? • The use of interrogative word how 怎么样? • The use of around 左右。 • The use of 到 for a range of number. <p>Cultural/Comparison/Connection</p> <ul style="list-style-type: none"> • The temperature measurement unit in China. • Compare Celsius and Fahrenheit. • What a typhoon is. <p>Differentiated Instruction:</p> <ul style="list-style-type: none"> • Differentiate content, process, or product to make learning experiences engaging and rigorous for all students. <ul style="list-style-type: none"> • Extra time for verbal practice • Leveled vocabulary 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Present weather forecast orally from a forecast chart. • Write simple sentences about weather from a video watched. • Convert between Celsius and Fahrenheit by using a mathematical formula. • Understand what a typhoon is. • Read from an authentic weekly weather forecast chart.
Learning Activities	
<ul style="list-style-type: none"> • Video clips. • Individual and group games: race to read games, race to write games, fly swatter, vocabulary pinball game • 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. 	

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- Oral presentation for class activities.
- Character writing workshops.
- Online worksheets.
- Role play for dialogues.
- Draw and tell about weather.
- Project: Research and make a weekly weather forecast for a chosen Chinese city.
- Grading for peers' speeches with online rubrics.
- Listening comprehension: Listen to stories from a tap and then answer questions on a Google Form.
- Reading comprehension.
- Daily Do Now activities.
- Exit tickets with Google Forms.
- Journal writing.

Assessment Evidence

Performance Tasks:

Interpersonal

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

Presentational

- Project: Research and present a weekly weather forecast for a Chinese city orally and in Google Slides.
 - The presentational speaking performance will be assessed with the criteria of comprehensibility, language control, vocabulary usage, content, and cultural awareness.
 - The presentational writing performance will be assessed with the criteria of accuracy of word/sentence writing, neatness, and content.

Interpretive

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

Other Evidence:

- Quizzes
- Online learning tasks
- Online formative assessments
- Classwork
- Exit tickets
- Teacher observation
- Student self-assessment
- Evaluation checklist
- Reflect upon students' self-assessment and evaluation checklists

Suggested Resources:

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- *Easy Steps to Chinese Textbook 1 and 2*, Simplified Characters Version. Published by Beijing Language & Culture University Press, www.blcup.com
- Teacher created worksheets
- Dialogues about weather:
DVD: Chinese Language Video for the Classroom 2
- Extreme weather:
<https://www.youtube.com/watch?v=UdMliEzejJ0>
- Chinese weather channel
 - www.weather.com.cn
- Video for writing.
 - <https://www.youtube.com/watch?v=yBhTF2BhvG4>
- www.yes-chinese.com
- www.classkick.com
- www.quizlet.com
- www.voicethread.com
- www.edpuzzle.com

7th Grade Mandarin		
Unit 6	Unit Name: Seasons	Proficiency Level: Novice - Mid
Enduring Understandings: Description of the seasonal weather for a city and describing feelings about the weather in different seasons are a part of daily living in various countries.		Essential Questions: Do all countries in the world have four seasons? Give some examples. What does the phrase of “spring shower” imply about the weather? How do you express the feeling about each season?
NJSLS: 21st Century Theme: Global Awareness 21st Century Skills: Communication and Collaboration Interpretive Mode: 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted theme. 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.		Can Do Statements: I can... Language Content <ul style="list-style-type: none"> • Generally describe the weather for different seasons in a specific city. • Express feeling about the seasonal weather of a city. • Tell the frequency of the weather during a season in a city. • Express the highest and lowest temperature in a season in a specific city. • Read and write unit sentences.
Interpersonal Mode: 7.1.NM.B.1 Use digital tools to exchange basic information		Cultural Content

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<p>at the word and memorized-phrase level related to self and targeted themes.</p> <p>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</p> <p>7.1.N.M.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<ul style="list-style-type: none"> • Tell the weather conditions in different regions of China. <p>Grammatical & Phonetic Content</p> <ul style="list-style-type: none"> • Use a frequency word to describe an action or a status. • Use 最 to form the superlative degree with an adjective or adverb.
<p><i>Students will know/learn...</i></p> <p>Language Items:</p> <ul style="list-style-type: none"> • Vocabulary: spring, summer, fall, winter, mild, hot, cold, sometimes, often, not often, below, above, high, low, and the most. • Sentence structures: <ol style="list-style-type: none"> 1. Spring time in Shanghai is not cold. 上海春天不冷。 2. It often snows in Beijing during winter. 北京冬天常常下雪。 3. The highest temperature is 50 degrees. 最高气温是五十度？ 4. The temperature is below 20 degrees. 气温在二十度以下。 • 最 to form the superlative degree with an adjective or adverb. • Frequency words: often常常/经常, not often 不常, sometimes 有时候. <p>Cultural/Comparison/Connection</p> <ul style="list-style-type: none"> • Weather conditions in different regions in China. • Compare the word order of frequency words in English and Chinese. <p>Differentiated Instruction:</p> <ul style="list-style-type: none"> • Differentiate content, process, or product to make learning experiences engaging and rigorous for all students. <ul style="list-style-type: none"> • Sentence stems • Leveled vocabulary 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Orally describe the seasonal weather from pictures. • Use a frequency words in sentences with different themes. • Write/draw about the weather from a city visited. • Orally present writing from an online source.
Learning Activities	
<ul style="list-style-type: none"> • Video clips. 	

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- Individual and group games: race to read game, race to writing games, fly swatter, sentence puzzle games, telephone games.
- 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.
- Orally present writing with the online app Voicethread.
- Character writing workshops.
- Online worksheets.
- Project: Write/draw the weather for a city visited.
- Daily Do Now activities.
- Exit tickets with Google Forms.
- Journal writing.

Assessment Evidence

Performance Tasks:

Presentational

- Project: Write/draw the weather for a city visited.
Requirements: a season, the feeling of weather, the frequency of weather type, temperature with 最, clothing, and activities.
- Describe the weather: Orally present the weather from three pictures and data given.
Requirements: a season, feelings for weather, the frequency of weather type, temperature with 最, clothing, and activities.
- Tell the weather: Orally present the weather from three pictures and data given.
 - 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 comprehension: recognize spoken dialogues by selecting correct interpretation.

Other Evidence:

- Quizzes
- Online learning tasks
- Online formative assessments
- Classwork
- Exit tickets
- Teacher observation
- Student self-assessment
- Evaluation checklist
- Student reflection

Suggested Resources:

- *Easy Steps to Chinese Textbook 1 and 2*, Simplified Characters Version. Published by Beijing Language & Culture University Press, www.blcup.com
- Teacher created worksheets
- Dialogue about weather and seasons:
 - DVD: Chinese Language Video for Classroom 2
- www.quizlet.com
- www.voicethread.com

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- www.yes-chinese.com
- www.classkick.com

7th Grade Mandarin		
Unit 7	Unit Name: Hobbies	Proficiency Level: Novice - Mid
<p>Enduring Understandings: Speaking about hobbies for music, painting, reading, dancing, and indoor activities is an essential part of informal conversations. Engaging in these activities occurs in various cultures.</p>		<p>Essential Questions: What hobbies do you have? Do you have a goal for your hobby? What is the goal? How do you achieve the goal of your hobby?</p>
<p>NJSLS: 21st Century Theme: Global Awareness 21st Century Skills: Communication and Collaboration</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 and other sources related to targeted theme. 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.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>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.</p> <p>Presentational Mode: 7.1.NM.C.3 Copy/write words, phrases, or simple guided</p>		<p>Can Do Statements: I can...</p> <p>Language Content</p> <ul style="list-style-type: none"> • Tell about having or not having many hobbies. • Ask and respond about one's hobby. • Ask and respond to like/dislike of a hobby. • Tell about participating in two hobbies simultaneously. • Tell the duration of participating in a hobby. • Read and write unit sentences. <p>Cultural Content</p> <ul style="list-style-type: none"> • Play Jianzi (Chinese shuttlecock). <p>Grammatical & Phonetic Content</p> <ul style="list-style-type: none"> • Use the sentence structure of 一边...一边... to express doing two things at the same time.

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<p>texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	
<p><i>Students will know/learn...</i></p> <p>Language Items:</p> <ul style="list-style-type: none"> • Vocabulary: hobby, at the same time, play piano, sing, listen to, music, read, book, magazine, novel, hour, to paint/draw, painting, oil painting, Chinese painting, watercolor painting, both/all, in the process of, dance, watch movie, and watch TV. • Sentence structures: <ol style="list-style-type: none"> 1. I have many hobbies. 我有很多爱好。 2. I like to play piano and sing at the same time. 我喜欢一边弹钢琴，一边唱歌。 3. I read a book for an hour every day. 我每天读一小时的书。 4. What hobby do you have? 你有什么爱好？ 5. I like to read novels and magazines. 我喜欢看小说和杂志。 6. I am learning Chinese painting. 我正在学国画。 • Sentence structure: 一边...一边... to express doing two things at the same time. • The use of 都 “both/all”. • The use of 正在 to express a progressive action. <p>Cultural/Comparison/Connection</p> <ul style="list-style-type: none"> • Playing Jianzi. • Chinese painting. • Compare the use of both and all in English and Chinese. • Compare progressive tense in English and Chinese. <p>Differentiated Instruction:</p> <ul style="list-style-type: none"> • Differentiate content, process, or product to make learning experiences engaging and rigorous for all students. <ul style="list-style-type: none"> • Volume and detail of descriptions • Leveled vocabulary 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Tell the amount of hobbies: many, not many, no, and a few. • Use 正在 to express progressive actions with different themes. • Tell simple stories related to hobbies from pictures given. • Read a paragraph related to hobby. • Write a picture book about one’s hobbies. • Present a picture book for a peer.
Learning Activities	
<ul style="list-style-type: none"> • Video clips. • Individual and group games: Simon says, race to writing games, sentence puzzles game, reading. • 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 reading. 	

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- Oral presentation for class activities.
- Character writing workshops.
- Online worksheets.
- Role play for dialogues.
- Project: Write/draw a picture book about a hobby.
- Presentation for a picture book from a peer.
- Daily Do Now activities.
- Exit tickets with Google Forms.
- Journal writing.
- Play Jianzi.

Assessment Evidence

Performance Tasks:

Interpersonal

- Role play scenario: Two friends are talking about a hobby. They will ask questions to find out about their hobbies by asking what hobbies they have, the preference of specific hobbies, and the capability of some hobbies.
 - The interpersonal speaking performance will be assessed with the criteria of comprehensibility, language control, vocabulary usage, and content.

Presentational

- Project: Write/draw a picture book. The contents include character introduction, the hobbies they like, doing two hobbies at the same time, the hobby they are learning, and the capability of a hobby.
 - 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 a correct time.
- Write a sentence for a given picture.
- Reading comprehension.

Other Evidence:

- Quizzes
- Online learning tasks
- Online formative assessments
- Classwork
- Exit tickets
- Teacher observation
- Student self-assessment
- Evaluation checklist
- Reflection

Suggested Resources:

- *Easy Steps to Chinese Textbook 1 and 2*, Simplified Characters Version. Published by Beijing Language & Culture University Press, www.blcup.com
- Teacher created worksheets

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- Hobby: playing piano.
 - <https://www.youtube.com/watch?v=HjSC0GAzdR0>
- www.quizlet.com
- www.voicethread.com
- www.yes-chinese.com
- www.classkick.com

7th Grade Mandarin		
Unit 8	Unit Name: Sports/Final Project	Proficiency Level: Novice - Mid
Enduring Understandings: Conversations regarding sports will differ according to audience, country, and culture.		Essential Questions: What sports do you like or dislike, and why? When do you play the sport you like?
NJSLS: 21st Century Theme: Global Awareness 21st Century Skills: Communication and Collaboration Interpretive Mode: 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. 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. 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.3 Copy/write words, phrases, or simple guided texts on familiar topics.		Can Do Statements: I can... Language Content <ul style="list-style-type: none"> • Ask and respond to the schedule and frequency of playing a sport. • Tell the person(s) to play a sport with. • Write an online children’s book. Cultural Content <ul style="list-style-type: none"> • Do simple moves of Chinese martial arts and Tai Chi. Grammatical & Phonetic Content <ul style="list-style-type: none"> • Use the sentence structure 跟 (someone)一起 (doing something) to express doing something with someone.

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<p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	
<p><i>Students will know/learn...</i></p> <p>Language Items:</p> <ul style="list-style-type: none"> • Vocabulary: sports, run, swim, tennis, play (for sports with hands), play (for sports with feet), basketball, soccer, ping pong ball, baseball, with, together, and together with. • Sentence structures: <ol style="list-style-type: none"> 1. My mom swims every morning. 我妈妈每天游泳。 2. I play tennis with friends. 我跟朋友一起打网球。 3. Do you play soccer every Friday? 你们每个星期五踢足球吗？ • The use of 跟(someone)一起(doing something). • Reinforce the word order with time words. • Reinforce telling the duration for doing a sport. • Reinforce the use of frequency words with different themes. <p>Cultural/Comparison/Connection</p> <ul style="list-style-type: none"> • The Chinese martial arts and Tai Chi • Compare the use of “together with 跟..一起..” in English and Chinese. <p>Differentiated Instruction:</p> <ul style="list-style-type: none"> • Differentiate content, process, or product to make learning experiences engaging and rigorous for all students. <ul style="list-style-type: none"> • Volume and detail of descriptions • Repeated directions • Additional time • Reduced or increased number of comparisons of sports 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Present the sport they play, the frequency or schedule of playing, and people to play with. • Film about a hobby or sport with narration in interpersonal and presentational communication. • Do simple Chinese Tai Chi.
Learning Activities	
<ul style="list-style-type: none"> • Video clips. • Individual and group games: race to writing games, fly swatter, Quizlet Live game, pinball vocabulary 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. • Character writing workshops. 	

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- Online worksheets.
- Role play for dialogues.
- Project: Film about a hobby/sport students are working on.
- Grading for film projects from peers with online rubrics.
- Chinese martial arts and Tai Chi.
- Daily Do Now activities.
- Exit tickets with Google Forms.
- Journal writing.

Assessment Evidence

Performance Tasks:

Presentational & International

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

Interpretive

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

Other Evidence:

- Quizzes
- Online learning tasks
- Online formative assessments
- Classwork
- Exit tickets
- Teacher observation
- Student self-assessment
- Evaluation checklist
- Reflection

Suggested Resources:

- *Easy Steps to Chinese Textbook 1 and 2*, Simplified Characters Version. Published by Beijing Language & Culture University Press, www.blcup.com
- Teacher created worksheets
- Chinese martial arts:
 - DVD: Exploring the Chinese Culture, volume 1
- www.kahoot.com
- www.quizlet.com
- www.voicethread.com
- www.yes-chinese.com
- www.classkick.com

Readington Township Schools
World Language – Chinese Grade 7 Curriculum 2018

- <https://spark.adobe.com/about/video>
- www.bookcreator.com