Course Title: 8th grade Chinese Language and Culture

Subject: World Language

Grade Level: 8th grade

Duration: Full year

Prerequisite: 7th grade Chinese or one year Chinese equivalent

Elective or Required: Elective

World Language Mission Statement

Department Mission Statement:
The mission of the World Language Department is to prepare students linguistically and culturally to communicate successfully in a global community. We believe every student is capable of acquiring a second language. We implement the four components of language learning: Listening, Speaking, Reading and Writing in our endeavor to develop passionate, confident, lifelong learners.

Course Description:

This course is the continuity of the story of adventure- Traveling through China with Mark. The following scenario connects the unit-themes through out of year.

Mark, an American teenager who traveled through China a year before, is returns as an exchange student to live at Lin Xiaomu’s house in Guangzhou, China. Here he learned about Guangzhou and becomes part of a Chinese family. He is more familiar with Chinese residence and his host family members. At September, Mark attends the Confucius School where he makes new friends and get to know Chinese school system. It’s October and Mark visit a restaurant with his host family. He learns about traditional Chinese food and table manners in
China. During winter vacation in January, Mark and Xiaomu travel to her grandma's house for a visit. Mark likes China’s transportation system, especially the high-speed train. February has arrived and it is time to celebrate Chinese New Year. Mark learns all about holidays in China. March is here and so is spring. Lunar calendar and weather is an interesting topic to Mark. Unfortunately, Mark gets sick in April. Do you think he will use Chinese medicine or go to see a regular doctor? In China, Mark also attends other fun events, such as costume party, etc.

This course will consist of 10 units under the theme of “Living in China”, which will introduce students to basic vocabulary and the language structures necessary to communicate in Chinese.

By end of the course, students should:
- Develop an interest and curiosity in Chinese language and culture
- Develop basic sense of environmental and family culture in China.
- Develop basic skills of listening, speaking, reading, and writing Chinese in order to work toward Novice-High and some Intermediate-low level proficiency in the language
- Build language and communication skills in the interpretive, interpersonal, and presentational modes

**Author:** Shihong Zhang  
**Date Submitted:** Summer 2015
World Languages – Curriculum Standards

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 communities.

A. Interpretive Mode

**Interpretive Mode:** The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of "one-way" reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen "between the lines" and "beyond the lines."

B. Interpersonal Mode

**Interpersonal Mode:** The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).

C. Presentation Mode

**Presentational Mode:** The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or video cast, and writing an article for a newspaper.
World Languages – Curriculum Standards – 2009

Five National Standards and Three Communicative Modes

Five National Standards

Communication

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics
Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

Connections

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language
Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture

Comparisons

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

Communities

Standard 5.1: Students use the language both within and beyond the school setting
Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment

(in National Standards for Foreign Language Learning in the 21th Century, 1999)
Standards for Chinese Language Learning

美国中学中文学习目标


Communication (沟通=运用中文沟通)
   1.1 Interpersonal communication (语言沟通)
   1.2 Interpretive communication (理解诠释)
   1.3 Presentational communication (表达演示)

Cultures (文化=体认中国多元文化)
   2.1 Practices of cultures (文化习俗)
   2.2 Products of cultures (文化产物)

Connections (贯连=贯连其他学科)
   3.1 Making connections (触类旁通)
   3.2 Acquiring new information (博闻广见)

Comparisons (比较=比较语言文化之特性)
   4.1 Language comparisons (比较语文)
   4.2 Culture comparisons (比较文化)

Communities (社区=应用於国内与国际多元小區)
   5.1 School and community (学以致用)
   5.2 Lifelong learning (学无止境)

Unites of Study

0. Review 7th grade Chinese 2 weeks. (10 days)

1. Arrive at Chinese Host Family 3 weeks (15 days)
   Ask address, one's profession, and describe the layout of the home.
2. Attending Confucius School 4 weeks (15 days)
Tell the difference of the school days, and state the location.

3. Taste Delicious Chinese Food 3 weeks (15 days)
Identify difference style of Chinese food and learn table manners.

4. Visit Grandma’s House 3 weeks (15 days)
Ask direction, identify transformations, and explain reasons and opposite ideas.

5. Celebrate Chinese New Year 3 weeks (15 days)
Ask price and bargain, and state the similarity and difference in holidays

6. Spring is Here! 3 weeks (15 days)
Describe the weather, season

7. I am sick 3 weeks (15 days)
Discuss healthy issue and express concern

8. Let’s have fun. 3 weeks (15 days)
Discuss hobbies, making an appointment, describe the sequence of events

9. Let’s go Party 3 weeks (15 days)
Describe clothes, comparing two things

10. Back to Home Review 3 weeks (15 days)
Quarterly exam 4 weeks (20 days)
Total number of days allocated equals 180 days

Course Name 8th Grade Chinese

Topic/Unit: # 0 Review What You Have Known
Approximate # Week: 2

Essential Questions:

- How to pronounce a Chinese word? (review pinyin)
- How to write in Chinese? (character structure and stroke order)
- What are the common classroom expressions?
- How to start a simple conversation with a native Chinese speaker? (review familiar topics)


Upon completion of this unit students will be able to:

- Pronounce any Chinese characters by Pinyin system
- Recognize and write the 52 basic Chinese characters
- Recognize 40+ Chinese characters radicals
- Carry a simple conversation on self, family, birthday, hobbies, animal, etc.

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**Common Core ELA Standards:**
- 1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- 1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
• 1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
• 1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Interdisciplinary Standards (njcccs.org)

• **Standard 9.1 21st-Century Life & Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

• **Standard 6.2 World History, Global Studies**
  All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

• **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities – include 21st Century Technologies:

• PowerPoint presentation
• Animation DVD of “Traveling Through China”
• Number song
• Pinyin Song
• Mandarin Hip-hop lesson 1-3
• Tong twister
• China Map- identify the attraction locations
• Role-play with several partners.
• Complete comprehension and cultural activities on textbook and workbook
• Appreciation of Chinese classic poems.
• Video about Moon Festival celebration
• Listen and Learn yuebing or tangyuan songs from Rhythms and Tones CD

Methods of Assessments/Evaluation:
- Student Responses
- Students group interaction
- Informal teacher observations to student’s pronunciations and tones
- Oral dictation of sounds and Pinyin
- Character doctor and competition
- Listening and speaking exercises (language lab)
- Homework

**Text, Resources, and/or Literature**

- Textbook and workbook: Living in China
- Mandarin Hiphop CD and workbook
- Chinese Link- Pinyin Proactive In class Practice I-VI
- Huanying Pyinyin Practice

**Online Resources:**

[www.chinese-tools.com](http://www.chinese-tools.com)
[WWW.quickmandarin.com](http://WWW.quickmandarin.com)
Learn Chinese Online  [http://www.csulb.edu/~txie/online.htm](http://www.csulb.edu/~txie/online.htm)
[http://pth.lingji.org/pyzd_biaozhu.html](http://pth.lingji.org/pyzd_biaozhu.html)
[http://www.mdbg.net](http://www.mdbg.net)
[http://www.nciku.com](http://www.nciku.com)
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Pin Yin  [http://www.ctcfl.ox.ac.uk/Pinyin.htm](http://www.ctcfl.ox.ac.uk/Pinyin.htm)


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Course Name 8th Grade Chinese

Topic/Unit: #1 Arriving at Chinese Host Family

Approximate # Week: 3

Essential Questions:

- What does Chinese housing look like?
- How to ask and tell address?
- What should I be aware when I live with a Chinese family?
- How can I greet and response to the host family when I arrive?
- How should I introduce myself if I meet a Chinese student?
- How can I get to know the members of the host family?

Unit Learning Targets:

http://njcccs.org/ContentAreaTabularView.aspx?code=7&Desc=World+Languages

Upon completion of this unit students will be able to:

- Identify Guangzhou's location on China's map.
- Ask and understand the address in China
- Greet and response the Chinese hosts family with confidence.
- Describe the rooms of the host family house.
- Introduce self or the host family to others.
- Understand Chinese housing in difference regions.

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Interdisciplinary Standards (njcccs.org)

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- **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities – include 21st Century Technologies:

- PowerPoint presentation
- Listen and Learn Greeting songs from Gaojian’s CD
- China Map- match the housing, weather and the regions.
- Role-play different greetings dialogues with several partners.
- Complete comprehension and cultural activities on textbook and workbook
- Appreciation of Chinese culture- The Legend of the Five Goats.
- Interactive –ebook activity
- Compute input of Chinese Pinyin and character
- 中秋节
Methods of Assessments/Evaluation:

- Student Responses
- Students group interaction
- Informal teacher observations to student’s pronunciations and tones
- Oral dictation of sounds and Pinyin
- Suggested project-PowerPoint Presentation about China housing
- Tests and quizzes for speaking, reading, writing
- Listening and speaking exercises (language lab)
- Short project presentations to class
- Homework

Text, Resources, and/or Literature

- Textbook and workbook: Living in China
- Mandarin Hiphop CD and workbook
- Interactive E-book
- Online research on housing

Online Resources:

www.chinese-tools.com
WWW.quickmandarin.com
Learn Chinese Online  http://www.csulb.edu/~txie/online.htm
http://cms.westport.k12.ct.us/cmslmc/mystuff/China/intro.htm
http://pth.linqi.org/pyzd_biaozhu.html
http://www.mdbg.net
http://www.nciku.com
http://www.nciku.com

Course Name 8th Grade Chinese

Topic/Unit: #2 The Confucius School

Approximate # Week: 2
Essential Questions:

- What is Chinese school system?
- What are they learn in Chinese?
- What does a regular Chinese school have?
- How to express that someone is in the same class?
- How to describe a typical school day of a Chinese student?

Unit Learning Targets:

http://njcccs.org/ContentAreaTabularView.aspx?code=7&Desc=World+Languages

Upon completion of this unit students will be able to:

- Understand K-16 education system in China.
- Describe a typical school in China
- Describe a typical school day of a student.
- Use 又…又 …with more than one adjective to create sentence.

Common Core ELA Standards:

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- **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Activities – include 21st Century Technologies:**

- PowerPoint presentation
- Conversation on grade and class in school
- Compare the difference of a school day in US and China.
- Compare the teacher roles in both countries
- Conversation by Symtalk cards
- Make your own Symtalk cards and practice with peers
- Role-play different classroom conversation with several partners.
- TPRs response to classroom expressions.
- Complete comprehension and cultural activities on textbook and workbook
- Use the language lab with authentic audio excerpts to respond to and practice the comprehension of classroom commands.
- Play a game of Simon Says.
- Play a game of Bingo.
- 万圣节 My treasure box Halloween activity 百宝箱

**Methods of Assessments/Evaluation:**

- Student Responses
- Students group interaction
- Informal teacher observations to student’s pronunciations and tones
- Oral dictation of sounds and Pinyin
- Suggested project-make own weekday school schedule chart
- Tests and quizzes for speaking, reading, writing
- Listening and speaking exercises (language lab)
- Short project presentations to class
- Homework

**Text, Resources, and/or Literature**
Course Name 8th Grade Chinese

Topic/Unit: #3 Delicious Chinese Food

Approximate # Week: 3

Essential Questions:

- How was Chinese food cooked?
- What are the common ingredients and materials of Chinese cooking?
- What are the table manners eating at a Chinese family?
- Is there special culture behind the food?
- How to order food in a Chinese restaurant?

Unit Learning Targets:
http://njcccs.org/ContentAreaTabularView.aspx?code=7&Desc=World+Languages

Upon completion of this unit students will be able to:
- Describe the common ingredients and the ways of cooking Chinese food
- Understand the table manners
- Identify typical Chinese dishes in different regions.
- Order food in a Chinese restaurant
- Understand and response with offering a choice.
- Describe simultaneous activities with 一边 一边

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**Common Core ELA Standards:**

- 1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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- 1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**Interdisciplinary Standards (njcccs.org)**

- **Standard 9.1 21st-Century Life & Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- **Standard 6.2 World History, Global Studies**
All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

- **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Activities – include 21st Century Technologies:**

- PowerPoint presentation
- Listen and Learn Greeting songs from Gaojian’s CD
- China Map - match the housing, weather and the regions.
- Role-play different greetings dialogues with several partners.
- Complete comprehension and cultural activities on textbook and workbook
- Appreciation of Chinese culture - The Legend of the Five Goats.
- Interactive -ebook activity
- YouTube song of 非常 Fresh
- YouTube of 舌尖上的中国 - 主食的故事。厨房的秘密。五味
- Chinese food Making - Dumplings workshop
- Dinning in a local Chinese restaurant
- Chinese Breeze by Gaojian
- Watch and discuss a movie 吃喝男女
- Play Jeopardy game of food and drink
- My treasure box 感恩节百宝箱

**Methods of Assessments/Evaluation:**

- Student Reponses
- Students group interaction
- Informal teacher observations to student’s pronunciations and tones
- Oral dictation of sounds and Pinyin
- Suggested group project-cook your Chinese specialty and share with class.
- Tests and quizzes for speaking, reading, writing
- Listening and speaking exercises (language lab)
- Short project presentations to class
- Homework
Text, Resources, and/or Literature

- Textbook and workbook: Living in China
- Mandarin Hiphop CD and workbook
- Interactive E-book
- Online research on Chinese food

Online Resources:

www.chinese-tools.com
WWW.quickmandarin.com
Learn Chinese Online  http://www.csulb.edu/~txie/online.htm
http://cms.westport.k12.ct.us/cmslmc/mystuff/China/intro.htm
http://pth.linqi.org/pyzd_biaozhu.html
http://www.mdbg.nethttp://www.nciku.com
http://www.nciku.com

Course Name 8th Grade Chinese

Topic/Unit: #4 On the Way to Grandma’s House

Approximate # Week: 3

Essential Questions:

- How to ask directions?
- What are the common transportations in China?
- How to explain reasons?
- How to express opposite ideas?
- How to describe the completion of an action?
- Why do Chinese like to live in Peach Blossom Village?

Unit Learning Targets:
http://njcccs.org/ContentAreaTabularView.aspx?code=7&Desc=World+Languages
Upon completion of this unit students will be able to:

- Ask and understand the direction.
- Identify typical Chinese transportation in China.
- Express opposite idea by 但是
- Explain reasons by 因为
- Describe the completion of an action with 过
- Get familiar with 陶渊明的《桃花源记》

Common Core ELA Standards:

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- **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities – include 21st Century Technologies:

- PowerPoint presentation
- Guided questions on key structures
- Story and poem of the Peach Blossom Village
- Watch YouTube- Senior citizen's life in China
- Differences of City and countryside life in China
- Role-play different dialogues with several partners.
- Complete comprehension and cultural activities on textbook and workbook
- 圣诞节交通旅行 My treasure box activity 百宝箱

Methods of Assessments/Evaluation:

- Student Reponses
- Students group interaction
- Informal teacher observations to student’s pronunciations and tones
- Oral dictation of characters and Pinyin
- Suggested project-Senior life between China and America
- Suggested project-Travel inside China-How to Get Around?
- Tests and quizzes for speaking, reading, writing characters
- Listening and speaking exercises (language lab)
- Short presentations to class
- Chinese buddy
- Homework

Text, Resources, and/or Literature

- Textbook and workbook: Living in China unit 4
- YouTube link
- Interactive E-book
- DVD- 老百姓身边的故事
- My treasure box- Thanksgiving &Christmas 百宝箱

Online Resources:

www.chinese-tools.com
WWW.quickmandarin.com
www.chinesehours.com

Learn Chinese Online
http://www.csulb.edu/~txie/online.htm
Course Name 8th Grade Chinese

Topic/Unit: #5 Spring Festival at Grandma’s Home

Approximate # Week: 3

Essential Questions:

- What are the major Chinese holidays throughout the year?
- How do Chinese people celebrate their holidays?
- How do Chinese shop and prepare for their holidays?
- What are the traditions during different holidays?
- What do Chinese eat at their holidays?
- Why is Lunar New Year so special to Chinese?

Unit Learning Targets:

http://njcccs.org/ContentAreaTabularView.aspx?code=7&Desc=World+Languages

Upon completion of this unit students will be able to:

- Name the major traditional Chinese holidays.
- Describe what people do to prepare and celebrate the holidays.
- Bargain on a street fair.
- Describe the ongoing activity by 在
- Understand and response with 你可以帮我一下吗？
- Describe similarity with 和 一样

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7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.

7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.

7.1.NH.A.6 Reserved
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7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.

7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.

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Tell or write about cultural **products** associated with the target culture(s) and identify how the **products** and **practices** are derived from the cultural **perspectives**.

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  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Activities – include 21st Century Technologies:**
- PowerPoint presentation on Lunar New Year
- Character animation
- Guided questions on time and date, food and drink
- Magic Calendar
- Watch youtube 贺岁片-把乐带回家
• CCTV- Chunwan
• Complete comprehension and cultural activities on textbook and workbook
• New Year craft to local library and elementary schools.
• NYC Met- Museum activities
• Local Lunar New Year activities
• 中国新年

Methods of Assessments/Evaluation:

• Student Responses
• Students group interaction
• Informal teacher observations to student’s pronunciations and tones
• Oral dictation of characters and Pinyin
• Suggested New Year party and celebration activities
• Field trip
• Tests and quizzes for speaking, reading, writing
• Listening and speaking exercises (language lab)
• Short presentations to class
• Chines corner
• Homework

Text, Resources, and/or Literature

• Textbook and workbook: Travel Through China
• Animation DVD
• Magic Calendar
• Mandarin Hip-hop CD and workbook
• Interactive Chinese DVD 6

Online Resources:

www.chinese-tools.com
WWW.quickmandarin.com
www.chinesehours.com
Course Name 8th Grade Chinese

Topic/Unit: #6 Spring is Here

Approximate # Week: 3

Essential Questions:

- How to describe weather in Chinese?
- What is the weather like in China?
- How to say the four seasons in Chinese?
- What common activities people do in China?
- How to describe the feelings about the weather?

Unit Learning Targets:
http://njcccs.org/ContentAreaTabularView.aspx?code=7&Desc=World+Languages

Upon completion of this unit students will be able to:

- Inquire and response about the weather.
- Describe Glen Ridge local weather in Chinese.
- Talk about their feelings about the 4 seasons.
- Using sentence pattern of 不冷不热，要下雨了，好冷啊！
- Understand Special activity of 风筝。

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Activities – include 21st Century Technologies:
- PowerPoint presentation
- Character animation
- Guided questions on 4 seasons.
- Create a poster of 4 season for one for the Chinese cities.
- Create a skit as two teenagers discussing weather in their favored cities.
- Conversation by Symtalk cards
- Make your own symtalk cards and practice with peers
- Role-play different dialogues with several partners.
- Complete comprehension and cultural activities on textbook and workbook
- Use the language lab with authentic audio excerpts to respond to and practice the comprehension of time, date and address on key structure
- Webchat on 佛说几天？（四天，三天，两天和一天）.
- Play card game of seasons.

Methods of Assessments/Evaluation

- Student Responses
- Students group interaction
- Informal teacher observations to student’s pronunciations and tones
- Oral dictation of characters and Pinyin

- Tests and quizzes for speaking, reading, writing
- Listening and speaking exercises (language lab)
- Short presentations to class
- Chines corner
- Homework

Text, Resources, and/or Literature

- Textbook and workbook: Living in China
- Interactive E-book
- webchat
- Chinese idioms 春困秋乏夏打盹，睡不醒的冬三月。春华秋实
  冬天来了，春天还会远吗？
- My treasure box –情人节百宝箱
- Making a kite

Online Resources:
Course Name 8th Grade Chinese

Topic/Unit: #7 I am Sick

Approximate # Week: 3

Essential Questions:
- How can I ask help if I was sick in China?
- How does China’s doctor’s office look like?
- How can I describe my feeling in a doctor’s office?
- How can I understand the instruction of a drug that I am going to take?
- How can I express my concerns?
- What is the best gift to bring when visit a patient?

Unit Learning Targets:

Upon completion of this unit students will be able to:
- Name the body part.
- Describe the body feeling in a doctor's office.
- Describe the situation in different degree such as 有点 不太 很 不太.
- Understand Chinese medicine of 中药 针灸
- No gift of 钟表 in Chinese culture unless 有始（书）有终

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**Common Core ELA Standards:**
- 1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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**Interdisciplinary Standards (njcccs.org)**
- **Standard 9.1 21st-Century Life & Career Skills**
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- **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
Activities – include 21st Century Technologies:

- PowerPoint presentation
- The Acupuncture video
- Guided questions on doctor’s visit
- Chinese medicine doctor school visit
- Conversation by Symtalk cards
- Make your own symtalk cards and practice with peers
- Role-play different birthday dialogues with several partners.
- Complete comprehension and cultural activities on textbook and workbook
- Use the language lab with authentic audio excerpts to respond to and practice the comprehension of doctor visit key structure

Methods of Assessments/Evaluation:

- Student Responses
- Students group interaction
- Informal teacher observations to student’s pronunciations and tones
- Oral dictation of characters and Pinyin
- Suggested field trip to local Acupuncture office
- Suggested project- Points on human body
- Tests and quizzes for speaking, reading, writing
- Listening and speaking exercises (language lab)
- Short presentations to class
- Chines corner
- Homework

Text, Resources, and/or Literature

- Textbook and workbook: Living in China
- Interactive E-book
- YouTube videos

Online Resources:

www.chinese-tools.com
WWW.quickmandarin.com
Course Name 8th Grade Chinese

Topic/Unit: #8 My Idol

Approximate # Week: 3

Essential Questions:

- How to ask people if they have time for something?
- How to express that I may want to do something?
- How to ask and response the length of time?
- How to describe the sequence of events?
- What do Chinese do at their spare time?
- What are the popular TV show, movies, or other leisure activities?

Unit Learning Targets:

http://njcccs.org/ContentAreaTabularView.aspx?code=7&Desc=World+Languages

Upon completion of this unit students will be able to:

- Ask and response if someone has free time.
- Ask and response the the length of time.
- State ones intention by 打算.
- Describe the sequence of event by 先 再
- Understand and ask possibility with 你可以 (能)帮我一下吗？

Describe similarity with 和 一样

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<td>7.1.NH.C.2</td>
<td>Create and present brief messages, poems, rhymes, songs,</td>
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short plays, or role-plays using familiar vocabulary orally or in writing.

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**Common Core ELA Standards:**

- 1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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- **Standard 6.3 Active Citizenship in the 21st Century**  
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Activities – include 21st Century Technologies:**
- PowerPoint presentation
- Guided questions on TV, Movie and other leisure activities
- Conversation by Symtalk cards
- Make your own symtalk cards and practice with peers
- Role-play different dialogues with several partners.
- Complete comprehension and cultural activities on textbook and workbook
- Use the language lab with authentic audio excerpts to respond to and practice the comprehension of transportation, sports, and pets key structure
- Watch and discuss Chinese TV show 非诚勿扰 腾讯视频

**Methods of Assessments/Evaluation:**

- Student Responses
- Students group interaction
- Informal teacher observations to student’s pronunciations and tones
- Oral dictation of characters and Pinyin
- Suggested project on Create My Idol Show
- Tests and quizzes for speaking, reading, writing
- Listening and speaking exercises (language lab)
- Show presentations to class
- Chines Journal
- Homework

**Text, Resources, and/or Literature**

- Textbook and workbook: Living in China
- Interactive E-book
- Web show through internet
- My treasure box - 百宝箱
- Bruce Lee or jack Chen Movie

**Online Resources:**

www.chinese-tools.com
WWW.quickmandarin.com
www.chinesehours.com
Course Name 8th Grade Chinese

Topic/Unit: #9 The Costume Party

Approximate # Week: 3

Essential Questions:
- How do Chinese party?
- What do they eat and drink at party?
- Why do they wear at different parties?
- How to ask and response someone’s opinion about clothes?
- How to compare different items?
- How to express the continuation of an action or a status?

Unit Learning Targets:
http://njccs.org/ContentAreaTabularView.aspx?code=7&Desc=World+Languages

Upon completion of this unit students will be able to:
- Ask and response someone’s opinion about clothes.
- Compare different items by 比
- Express the continuation of an action or a status by 着.
- Understand and recognize some popular Chinese Movie and TV stars

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- **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

### Activities – include 21st Century Technologies:
- PowerPoint presentation
- Guided questions on discussion of Chinese Movie/TV show
- Watch YouTube
• Conversation by Symtalk cards
• Make your own symtalk cards and practice with peers
• Role-play different shopping dialogues with several partners.
• Complete comprehension and cultural activities on textbook and workbook
• Use the language lab with authentic audio excerpts to respond to and practice the comprehension of shopping key structure

Methods of Assessments/Evaluation:

• Student Responses
• Students group interaction
• Informal teacher observations to student’s pronunciations and tones
• Oral dictation of characters and Pinyin
• Tests and quizzes for speaking, reading, writing
• Listening and speaking exercises (language lab)
• Short presentations to class
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Text, Resources, and/or Literature

• Textbook and workbook: Living in China
• YouTube 非诚勿扰
• 金庸电视剧
• Interactive E-Book
• My treasure box -百宝箱
• Hong Kong Movie

Online Resources:

www.chinese-tools.com
WWW.quickmandarin.com
www.chinesehours.com
Course Name 8th Grade Chinese

Topic/Unit: #10 Goodbye, China!

Approximate # Week: 3

Essential Questions:

- What have you learn in China?
- Where is Guanzhou?
- Why is Gungzhou called 5 goats city?
- How many Chinese characters have you learn?
- What Chinese holidays or traditional do you think are interesting?
- Do you want to visit China or live there again?

Unit Learning Targets:

http://njcccs.org/ContentAreaTabularView.aspx?code=7&Desc=World+Languages

Upon completion of this unit students will be able to:

- Read any story by Pinyin.
- Introduce a Chinese family to others.
- Describe schools in China.
- Describe some traditional food.
- Describe some Chinese holidays.
- Describe the weather ans seasons of China
- Understand and response with doctors when sick
- Describe at least one fun activity of China
- Describe similarity with 和 一样

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Activities – include 21st Century Technologies:
- Student PowerPoint presentation
- Competition of Character recognition
• Smart board activity on reviewing the Key sentence structure
• Clss skit on given theme.
• Watch youtube 舌尖上的中国
• Role-play different dialogues with several partners.
• Play Jeopardy games of different topic

Methods of Assessments/Evaluation:

• Student Responses
• Students group interaction
• Informal teacher observations to student’s pronunciations and tones
• Oral dictation of characters and Pinyin
• Tests and quizzes for speaking, reading, writing
• Listening and speaking exercises (language lab)
• Short presentations to class
• Chines corner
• Homework
• Final exam

Text, Resources, and/or Literature

• Textbook and workbook: Living in China
• www.Chineseinfocus.org
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• Final exam review

Online Resources:

www.chinese-tools.com
WWW.quickmandarin.com
www.chinesehours.com

Learn Chinese Online  http://www.csulb.edu/~txie/online.htm
http://cms.westport.k12.ct.us/cmslmc/mystuff/China/intro.htm