Course Title: Chinese Language and Culture I

Subject: World Language

Grade Level: 9th -12th grade

Duration: Full year

Prerequisite: None

Elective or Required: Elective

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 a story of adventure- Traveling through China with Mark. The following scenario connects the unit-themes through out of year.

Mark, an American teenager, is walking when he sees some mysterious signals falling from the sky. He wants to catch the signals but he was drawn by them and flies into the sky… He ends up on the Moon Palace. He meets Chang’e, Wu Gang, and Little Rabbit. They introduce Mark to China and Chinese. Mark is so interested in China, Chinese culture, and the language that he wants to go to China to take a look. Accompanied by Chang’e, Wu Gang, and Little Rabbit, Mark flies to China from the Moon Palace and travel through China. We will follow Mark’s food step to China while learning Chinese and experience Chinese culture with Mark.
This course will consist of 10 units under the theme of “Traveling through 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 in the Chinese language and culture
- Develop basic skills of listening, speaking, reading, and writing Chinese in order to work -toward Novice-Mid and some Novice High 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
美國中小學中文學習目標

The Chinese Language Association of Secondary-Elementary Schools (CLASS) has translated the above five national standards into Chinese with key words and phrases (in National Standards for Foreign Language Learning in the 21th Century, 1999, p. 114).

Communication (溝通=運用中文溝通)
  1.1 Interpersonal communication (語言溝通)
  1.2 Interpretive communication (理解詮釋)
  1.3 Presentational communication (表達演示)

Cultures (文化=體認中國多元文化)
  2.1 Practices of cultures (文化習俗)
  2.2 Products of cultures (文化產物)

Connections (貫連=貫連其他學科)
  3.1 Making connections (觸類旁通)
  3.2 Acquiring new information (博聞廣見)

Comparisons (比較=比較語言文化之特性)
  4.1 Language comparisons (比較語文)
  4.2 Culture comparisons (比較文化)

Communities (社區=應用於國內與國際多元小區)
  5.1 School and community (學以致用)
  5.2 Lifelong learning (學無止境)

Unites of Study

1. Looking at China Through Moon Palace 2 weeks (8 days)
   Greeting, China geography, Pinyin and Characters, Classroom Expressions

2. Learning Pinyin at the Moon Palace 2 weeks (10 days)
3. Studying Characters at the Peach Blossom Village  7 weeks (25 days)
   Learning 52 basic Chinese characters

4. Learning Schools at Confucius Temple  4 weeks (20 days)
   您好，你叫什么名字？你是学生吗？你有书吗？

5. Having Fun in Beijing  4 weeks (20 days)
   这是哪里，怎么样？现在几点了？吃什么，喝什么？

6. Visiting Xi’an  4 weeks (20 days)
   你住哪儿？那位先生是谁？昨天你们做什么？

7. Voyage on Changjiang River  4 weeks (20 days)
   长江多长？你今年多大？你哪天生日？你会说汉语吗？

8. Staying in Shanghai  4 weeks (20 days)
   我们怎么去上海？你喜欢什么运动？他有什么宠物？

9. Shopping in Hong Kong  4 weeks (20 days)
   这张光盘多少钱？你的电话号码是多少？

10. Back to Home  2 weeks (10 days)
    Review

Total number of days allocated equals 180 days
Course Name

Topic/Unit: #1 Looking at China at the Moon Palace

Approximate # Week: 2

Essential Questions:

- Where is China?
- What is China’s size, population, and weather?
- What are the main attractions of China?
- Why should I learn about China and Chinese language?
- Which parts of world do speak Chinese?
- How do Chinese pronounce their sounds?
- How to write Chinese characters?
- How do Chinese count?
- What are the common classroom expressions?
- What are the unique features of Chinese language and culture? Do they use Alphabet as we do?
- What is the difference between American culture and Chinese culture?
- How should I introduce myself if I meet 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:
- Identify China’s location, and size
- Get to know China’s Population, main cities, mountains and rivers
- Get familiar with main attractions
- Have basic knowledge of invention and evolution of Chinese characters

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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
- Dice game
- Making a month calendar
- Listen and Learn Greeting songs from Gaojian’s CD
- Listen and Learn Mandarin Hiphop CD lesson 1-3
- China Map - identify the attraction locations
- Role-play different greetings 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 greetings and classroom commands.
- Play a game of *Simon Says*
- 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
- Suggested project-PowerPoint Presentation about China
- Tests and quizzes for speaking, reading, writing
- Listening and speaking exercises (language lab)
- Short presentations to class
- Homework

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

- Textbook and workbook: Traveling Through China
- Greeting songs from Gaojian’s book and CD
- Mandarin Hiphop CD and workbook
- My treasure box – Magical China Tour and Moon festival

**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/cms1mc/mystuff/China/intro.htm
Topic/Unit: #2 Learning Pinyin at the Moon Palace

Approximate # Week: 2

Essential Questions:

- What is Chinese pronunciation system?
- Why do I need to learn Pinyin?
- How to pronounce the Chinese sound?
- What is the difference between American pronunciation and Chinese pronunciation?
- Do people speak alike in different places of China?

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

Upon completion of this unit students will be able to:
- Pronounce the Initials, Finals with tone.
- Sound out a Chinese word by reading the Pinyin.
- Understand and response to common classroom expressions.

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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**
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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 4 tones song from Rhythms and Tones CD
- Listen and Learn Mandarin Hip Hop CD lesson 3-4
- Interactive Chinese Vol. 1 PinYin Song
- Conversation by Symtalk cards
- Make your own Symtalk cards and practice with peers
- Role-play different classroom conversation with several partners.
- TPR 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.
- Pinyin games
- 三字经

**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-How I learn Pinyin
- Tests and quizzes for speaking, reading, writing
- Listening and speaking exercises (language lab)
- Short presentations to class
- Homework

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

- Textbook and workbook: Thraveling Through China Unit 2
- 4- tone song from Rhythms and Tones song book and CD
- Mandarin Hiphop CD and workbook
- Interactive Chinese DVD- Vol. 1
- Suppliment Textbook: Nihao
- Handout on how to type Chinese on computer
- My treasure box 百宝箱

**Online Resources:**

- [www.chinese-tools.com](http://www.chinese-tools.com)
- [WWW.quickmandarin.com](http://WWW.quickmandarin.com)
- [www.chinesehours.com](http://www.chinesehours.com)

Pin Yin [http://www.ctcfl.ox.ac.uk/Pinyin.htm](http://www.ctcfl.ox.ac.uk/Pinyin.htm)

Learn Chinese Online  http://www.csulb.edu/~txie/online.htm
http://cms.westport.k12.ct.us/cmslmc/mystuff/China/intro.htm
Topic/Unit: #3 Studying Characters at the Peach Blossom Village

Approximate # Week: 3

Essential Questions:

- What are Chinese characters?
- Who did create Chinese characters?
- How were Chinese Characters created?
- Why can Chinese characters last so long?
- Is there a specific way to create or remember the Chinese characters?
- How to write a Chinese character?

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

Upon completion of this unit students will be able to:

- Understand the history of Chinese characters
- Pronounce and Identify about 50 basic Chinese characters
- Know the four ways Chinese characters were created.
- Write Chinese character in a correct stroke order.

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Activities – include 21st Century Technologies:
- PowerPoint presentation
- Animation on DVD
- Story of Cangjie zaozi
- Character animation to show how to write
- Hand gesture of the numbers
• Practice of calligraphy
• Bingo game on numbers
• Recite the classic poems.
• Competition on character recognitions
• Competition on Character writing
• Competition on reading the rhymes.
• 三字经

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

Text, Resources, and/or Literature

• Textbook and workbook: Travelling Through China
• Classic poem: In the Quiet Night
• Sing along with me to learn Chinese #15,#16
• 韵文识字
• 绝色中文
• My treasure box Halloween activity百宝箱

Online Resources:

www.chinese-tools.com
WWW.quickmandarin.com
www.chinesehours.com
http://www.americancouncils.org/ (hutong)

Learn Chinese Online
  http://www.csulb.edu/~txie/online.htm

http://cms.westport.k12.ct.us/cmslmc/mystuff/China/intro.htm
Topic/Unit: #4 Learning Schools at Confucius Temple

Approximate # Week: 4

Essential Questions:

- What does a Chinese school look like?
- What is Chinese school system?
- What do Chinese middle school students learn at school?
- Do Chinese students use the same textbook as us?

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

Upon completion of this unit students will be able to:

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- **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
- Character animation
- Guided questions on key structures
- Story of Confucius
- Prepare and present a dialogue with a partner asking and answering questions about each other’s school day.
- Research online, then compare, contrast and discuss student schedules in China and the United States.
• Watch DVD Hangzhou shaonian
• Create and describe an a school classroom
• 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 greetings and classroom commands.
• Competition on character recognitions
• Competition on Character writing

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-create a poster for adoption of a pet
• Tests and quizzes for speaking, reading, writing characters
• Listening and speaking exercises (language lab)
• Short presentations to class
• Chinese corner
• Homework
• Midterm exam

Text, Resources, and/or Literature

• Textbook and workbook: Traveling Through China
• Greeting songs from Rhythms and Tones song book and CD
• Animation DVD
• DVD- Hangzhou shaolnian
• My treasure box- Thanksgiving 百宝箱

Online Resources:

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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

Topic/Unit: #5 Having Fun in Beijing

Approximate # Week: 4

Essential Questions:

- Where is Beijing?
- What are the tour attractions of Beijing?
- Does Beijing have the same time zone with NYC?
- How to ask time, date and birthday in Chinese?
- Can you name some important dates of China?
- What are the differences between Chinese calendar and American Calendar??
- What do Chinese eat at their birthdays?
- What is a healthy life style?
- Can I name some drinks and food in Chinese?

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

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appropriate **physical response**.

| 7.1.NM.A.3 | Recognize a few common gestures and **cultural practices** associated with the target culture(s). |
| 7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, **culturally authentic materials** on familiar topics. |

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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
• Character animation
• Guided questions on time and date, food and drink
• Magic Calendar
• Watch YouTube 舌尖上的中国
• Conversation by Symtalk cards
• Make your own symtalk cards and practice with peers
• Role-play different dinning 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, food, and drinks key structure
• Visit local Chinese restaurant or China town in NYC
• Watch and discuss a movie 吃喝男女
• Play Jeopardy game of food and drink

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 food party before Christmas
• 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
• My treasure box -Christmas 百宝箱
• movie 吃喝男女
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

**Topic/Unit: #6 Visiting Xi’An**

**Approximate # Week: 4**

**Essential Questions:**

- Where is Xi’ An?
- What are the tour attractions of Xi’An?
- How to ask people where they live?
- How to address different roles of a family?
- How to ask different periods of the day in Chinese?
- How to say yesterday, today, and next day?

**Unit Learning Targets:**

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

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using **electronic information sources** related to targeted themes.

| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate **physical response**. |
| 7.1.NM.A.3 | Recognize a few common gestures and **cultural practices** associated with the target culture(s). |
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| 7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, **culturally authentic materials** on familiar topics. |

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collaboratively to address the challenges that are inherent in living in an interconnected world.

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

- PowerPoint presentation
- Character animation
- Guided questions on different period time of a day and days
- Create a personal log for 3 days activities.
- Create a skit as two teenagers discussing their 3 days plans.
- 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
- Watch video on Chinese holidays.
- Play card game of holidays.

**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 food party before Christmas
- 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
• Gao jian CD and workbook
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• My treasure box -Christmas百宝箱

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http://cms.westport.k12.ct.us/cmslmc/mystuff/China/intro.htm
Topic/Unit: #7 Voyage on Changjiang River

Approximate # Week: 4

Essential Questions:

- Where is Changjiang River?
- Which river in America is comparable to Changjiang River?
- What is Changjiang River so special to China?
- How to ask how long it is?
- How to ask Chinese birthdays?
- What do Chinese do at their birthdays?
- What are appropriate birthday gifts for Chinese?
- How to say different languages in Chinese?
- What do Chinese do at their birthdays?
- What do Chinese eat at their birthdays?

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

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Activities – include 21st Century Technologies:

- PowerPoint presentation
- Character animation
- Guided questions on Changjiang and birthday.
- Happy Birthday song.
- 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 birthday 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 NJPAC
- 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
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**Topic/Unit: #8 Staying in Shanghai**

**Approximate # Week: 4**

**Essential Questions:**

- Where is Shanghai?
- What are the tour attractions of Shanghai?
- How to get around in Shanghai?
- How to get to Shanghai from different locations?
- What activities can you do in Shanghai?
- What is Chinese Zodiac?
- Do people in Shanghai love pets or animals?

**Unit Learning Targets:**

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

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Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate **physical response**.

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

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

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

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

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

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

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

**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.
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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
- Character animation
- Guided questions on transportation, sports, and pets
- Internet Club Cards
- 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
- Authentic Materials of Chinese train tickets.
- Watch and discuss Chinese Marshal arts and folk dance

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

Text, Resources, and/or Literature

- Textbook and workbook: Travel Through China
- Animation DVD
- Mandarin Hiphop CD and workbook
- Interactive Chinese DVD 1
- My treasure box - 百宝箱
- Bruce Lee or jack Chen Movie
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

Topic/Unit: #9 Shopping in HongKong

Approximate # Week: 4

Essential Questions:

- Where is Hongkong?
- What are the histories of Hongkong?
- Why do people like shopping in Hongkong?
- How to ask price?
- How to barging?
- How to ask people’s phone number?
- What do Chinese eat at their birthdays?

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

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

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

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

- PowerPoint presentation
- Character animation
- Guided questions on shopping
- Watch YouTube or movie on Shopping
- 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
- Visit local Chinese restaurant or China town in NYC
- Watch and discuss a movie 吃喝男女

**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 trip plan
- 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
- Mandarin Hiphop CD and workbook
Interactive Chinese DVD 6
My treasure box -Christmas百宝箱
Hong Kong Movie

Online Resources:

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Topic/Unit: #10 Back to America

Approximate # Week: 2

Essential Questions:

- Where have you been with Mark?
- What are the tour attractions that very much impressed you?
- What topics have you discussed?
- How many Chinese characters have you learn?
- Can you read any Chinese characters by using Pinyin?
- What Chinese holidays or traditional do you think are interesting?
- Do you want to visit China or live there?
Unit Learning Targets:

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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
- Happy Birthday song
- Watch youtube 舌尖上的中国
- Role-play different dialogues with several partners.
- Play Jeopardy game 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

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