Course Title: Chinese Language and Culture III

Subject: World Language

Grade Level: 9th - 12th grade

Duration: Full year

Prerequisite: Complete Chinese II course or 3 years equivalent Chinese learning experience

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:
Chinese III is a continuation of Chinese II. It is designed for students who passed Chinese II or for learners who have at least three years of prior knowledge in Chinese language and culture. Learners are expected to attain proficiency at least at intermediate-low to intermediate-Med in four language skills upon the completion of the course according to ACTFL’s Proficiency Guidelines. This class is a controlled immersion class where the goal is to encourage language acquisition, not just language learning. Students will learn 400 more Chinese characters and phrases. The emphasis will be on students’ speaking and listening skills in Chinese. Students will expand the speaking skills on most familiar cultural topics. Rigorous practice of spoken and written Chinese will be conducted. Students will be at intermediate level.

Author: Shihong Zhang
Date Submitted: Summer 2016
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)
<table>
<thead>
<tr>
<th>Units of Study</th>
<th>Duration</th>
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<tr>
<td>1. Weather</td>
<td>2 weeks (8 days)</td>
</tr>
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<td>2. Dining</td>
<td>2 weeks (10 days)</td>
</tr>
<tr>
<td>3. Ask Direction</td>
<td>4 weeks (20 days)</td>
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<td>4. Birthday Party</td>
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<td>5. Seeing a Doctor</td>
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<td>6. Dating</td>
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<td>7. Renting an apartment</td>
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<td>8. Sports</td>
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<td>10. At the Airport</td>
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Quarterly Exam
Total number of days allocated equals 180 days
Course Name Chinese III

Topic/Unit: #1 Weather

Approximate # Week: 2

Essential Questions:
- How to describe weather in Chinese?
- What is the weather like in China?
- How to say the four seasons in Chinese?
- Where do people get information about weather?
- 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.
- Describe the weather changes.
- Compare the weather of two places.
- Talk about their feelings about the 4 seasons.
- Talk about what you may do in nice or bad weather.
- Using sentence pattern of 比，会，一点儿，又，可是/但是

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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 (njcchs.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 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 on climate condition across China
- 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, weather and activity on key structure
- 四季歌
- 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 sounds and Pinyin
- Suggested project-PowerPoint Moon Festival celebration
- 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: Integrated Chinese Lesson 11
- Greeting songs from Gaojian’s book and CD
- Mandarin Hiphop CD and workbook
- My treasure box – Magical China Tour and Moon Festival 百宝箱
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/cmsImc/mystuff/China/intro.htm

www.archchinese.com
Approximate # Week: 2

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?
- Do they always sit at a round table and share dishes?
- Do people order hot or cold beverages to go with their meals?
- Do people have their soup before or after their main dish?
- How do people pay for their meal, such as by cash, card, or check?
- Do people typically get a receipt after paying for a meal?

Unit Learning Targets:
[Webpage link]

Upon completion of this unit students will be able to:
- Ask if there are seats available in a restaurant.
- Order food
- Tell the waiter your dietary preferences and restrictions.
- Ask the restaurant to recommend dishes.
- Rush your order
- Pay for your meal
- Get the correct change after payment.
- 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.
- Grammar of 一也/都不/没；多/少；刚 刚才； 好 as a resultative complement

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**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
  
- 中国八大菜系介绍

**Methods of Assessments/Evaluation:**

- Student Responses
• Students group interaction
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Text, Resources, and/or Literature

• Textbook and workbook: 中文听说读写 Lesson 12
• Rhythms and Tones song book and CD
• Mandarin Hiphop CD and workbook
• Interactive Chinese DVD- Vol. 1
• Supplement Textbook: Nihao
• My treasure box 百宝箱

Online Resources:

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

Pin Yin 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 Asking Direction

**Approximate # Week:** 3

**Essential Questions:**

- How to ask help if I get lost in China?
- How to say an address of a place?
- What phrases do people often use when giving directions?
- What do people usually say to indicate that they don’t have a good sense of direction?

**Unit Learning Targets:**

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

**Upon completion of this unit students will be able to:**

- Ask for and give directions.
- Identify locations by using landmarks a references.
- Describe whether two places are close to or far away from one another.
- State where you are heading and purpose of going there.
- Use grammar of: Comparative with 没有, 那么, 到 去, 一 就

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7.1.IM.B.2 | Give and follow a **series of oral and written directions**, commands, and requests for participating in age- and level appropriate classroom and cultural activities in familiar and some **unfamiliar** situations. |
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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
- Interactive Chinese 怎么走？
- Character animation to show how to write
- Practice of calligraphy
- Bingo game on numbers
- Recite the classic poems.
- Competition on character recognitions
- Competition on Character writing
- Competition on reading the rhymes.

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- 怎么去天安门广场？
- 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: 中文听说读写 Lesson 13
- Classic poem: In the Quiet Night
- Sing along with me to learn Chinese #15,#16
- 韵文识字
- 绝色中文

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

https://www.youtube.com/watch?v=994e1ebylsA
Birthday Party

Approximate # Week: 4

Essential Questions:
- How are birthdays usually celebrated?
- What do people bring to a birthday party in China?
- Are there any taboos about birthday giving?
- How do people tell their age in China?
- Are people supposed to open gifts in front of the gift giver?
- What kinds of facial feathers are considered attractive?

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

Upon completion of this unit students will be able to:
- Ask a friend to go to a birthday party with you.
- Suggest things to take to a party.
- Offer someone a ride and arrange a time and a place to meet.
- Thank people for their gift.
- Describe a duration of time
- Talk about the year of your birth with your Chinese zodiac sign.
- Give a simple description of someone’s facial features.
- Grammar of 是 的；还；又又

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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 21\textsuperscript{st} Century Technologies:

- PowerPoint presentation
- Character animation
- Guided questions on key structures
- Survey of family friend birthday
- Prepare and present a dialogue with a partner asking and answering questions about each other’s Chinese zodiac sign.
- Research online, then compare, contrast and discuss birthday tradition in China and the United States.
- 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 birthday story
- 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: 中文听说读写 lesson 14
• Greeting songs from Rhythms and Tones song book and CD
• Animation DVD
• DVD- Hangzhou shaolnian
• My treasure box- Thanksgiving 百宝箱

Online Resources:

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

Learn Chinese Online
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**Topic/Unit:** #5 Seeing a Doctor

**Approximate # Week:** 4

**Essential Questions:**
- Where do people go when they are sick?
- Do you need to make an appointment to see a doctor?
- Do you have to pay a visit fee before seeing a doctor?
- Where do you pay and get medicine?
- Apart from medication, what other suggestions or treatment might a doctor recommend?
- Do they have a health insurance system?

**Unit Learning Targets:**

**Upon completion of this unit students will be able to:**
- Talk about basic symptoms of a cold
- Describe common symptoms of allergies.
- Understand and repeat instructions on when and how often to take medications
- Talk about why you do or don’t want to see a doctor
- Urge others to see a doctor when they are not feeling well.
- Understand the difference of health system between China and US.
- Grammar of 死 indicating an extreme degree; 起来; 把; 对; 越来越; 再说

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

- PowerPoint presentation
- Character animation
- Guided questions on time and date, food and drink
- Visit a local Chinese doctor office

- Role-play different dining 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 structu

**Methods of Assessments/Evaluation:**

- Student Responses
- Students group interaction
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- Suggested drama of “I am sick”
- 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: 中文听说读写 Lesson 15
- Gaojian 把字歌
- Magic Calendar
- Mandarin Hip-hop CD and workbook
- Interactive Chinese DVD 6
- My treasure box -Christmas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: #6 Dating

Approximate # Week: 4

Essential Questions:

- How do people start to date to each other?
- How do people consider “dating” in China?
- Is it socially acceptable to call a person you have only met once and whose phone number you obtained indirectly?
- Is it impolite to directly say “No” to decline a date?
- How can you end an unwanted phone conversation without being rude?
- How can you get tickets for a popular event?

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

Upon completion of this unit students will be able to:

- Invite someone to go on a date
- Make the necessary arrangements to go out with friends
- Accept a date courteously
- Decline a date politely
- Describe how long you have known someone.
- Make an appointment through phone calls
- Negotiate to find a common time that everyone can meet
- Address their teacher appropriately.
- Grammar of directional Complements and 就

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

- PowerPoint presentation
- Character animation
- Make an appointment for going out for a date.
- 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.
- Watch a movie.

**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 interactive Chinese DVD 小秘密
- 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: 中文听说读写 Lesson 16
- Gao jian CD and workbook
- Interactive Chinese DVD
- My treasure box -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
http://cms.westport.k12.ct.us/cmslmc/mystuff/China/intro.htm

www.archchinese.com
Topic/Unit: #7 Renting an Apartment

Approximate # Week: 4

Essential Questions:

- Is there more apartment than single house in China due to the population?
- What does an apartment building look like?
- What defines and “apartment”? What other arrangements are available?
- What are the advantages and disadvantages between living in a student dorm and an apartment?
- Do they have a lease agreement? What is it look like? Do we need to pay security deposit?


Upon completion of this unit students will be able to:
- Describe your current and ideal living quarters
- Name common pieces of furniture
- State how long you have been living at the current residence.
- Comment briefly on why a place is or isn’t good for someone.
- Discuss and negotiate rent, utilities, and security deposits.
- Grammar of verb + 了 le + numeral + measure word + noun + 了 le
- 连 都/也;  verb+ 不下; 多 indicating an approximate number question pronoun +都也

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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
- Character animation
- Guided questions on easy or difficult.
- Ask help on each other.
- 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 movie 《蜗居》
- Tests and quizzes for speaking, reading, writing
- Listening and speaking exercises (language lab)
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Text, Resources, and/or Literature

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Learn Chinese Online  http://www.csulb.edu/~txie/online.htm
http://cms.westport.k12.ct.us/cmslmc/mystuff/China/intro.htm
Approximate # Week: 4

Essential Questions:

- What sports are popular beside Ping-Pong?
- Does China have gyms like US everywhere?
- How do people exercise? Do they do it often or regularly?
- Are there many sports programs on TV?
- How do Chinese think about Olympic Games?
- What do the common school sports look like?

Unit Learning Targets:

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

Upon completion of this unit students will be able to:

- Describe my typical school sports
- Talk about your exercise habits
- Discuss your feeling about various sports
- Make a simple comparison between how soccer and American football are played.
- Understand the different understanding of sports between China and US.
- Grammar of duration of Action & Non-Action; 好/难+ verb;

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

- PowerPoint presentation
- Character animation
- Guided questions on school life such as sports, and classes
- 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
- 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 Pen Pal with students in China
- 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: 中文听说读写 Lesson 18
- Animation DVD
- Mandarin Hiphop CD and workbook
- Interactive Chinese DVD
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**Topic/Unit:** #9 Travel

**Approximate # Week:** 4

**Essential Questions:**
- Where do Chinese like to travel during summer vacation?
- What are the popular transportation for traveling in China?
- What attractions are popular for Chinese?
- What website or channels that Chinese use to get good deals on travel?
- What is a common expression for a commercial discount?

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

Upon completion of this unit students will be able to:
- Speak about your plan of coming summer vacation
- Describe a city of China such as Beijing.
- Describe your travel itinerary
- Ask for discounts, compare air tickets and routes, and book an airplane ticket
- Ask about seat assignments and request meal accommodations based on your dietary restrictions or preferences.
- Grammar of 不得了 比；

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Activities – include 21st Century Technologies:

- PowerPoint presentation
- Character animation
- Guided questions on shopping
- Watch YouTube or movie 春运回家
- Research on history of direct flights between China and US.
- 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 travel key structures
- Research on High Speed train

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 on –Plan My China 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: 中文听说读写 Lesson 19
- Animation DVD
- Mandarin Hiphop CD and workbook
- Interactive Chinese DVD 6
- My treasure box –flying a kite 百宝箱
- Hong Kong Movie

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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: #10 at the Airport

Approximate # Week: 4

Essential Questions:

- What does China airport look like?
- How to get to airport in China?
- What do people say when seeing someone off on a trip?
- What people do before leaving for a trip or pick up after a trip?
- How to greet people at the airport?
- How to find the person who is waiting to pick you up?

Unit Learning Targets:

Upon completion of this unit students will be able to:
- Check in at the airport
- Wish departing friends a safe journey and remind them to keep in touch.
- Greet guests at the airport.
- Compliment someone on his or her language ability
- Ask about someone’s health
- Remind people to move on to the next event.
- Grammar of 地得；的时候；以后；还

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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:**

- Student PowerPoint presentation
- Competition of Character recognition
- Smart board activity on reviewing the Key sentence structure
- 高铁特辑
- Watch youtube 春运
- Role-play different dialogues with several partners.
- Play Jeopardy game of different topic

**Methods of Assessments/Evaluation:**

- Student Responses
- Students group interaction
- Read a Beijing subway map
- Read Chinese highway map.
- 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: 中文听说读写 Lesson 20
- Mandarin Hiphop CD and workbook
- Interactive Chinese DVD
- My treasure box

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