**Course Title:** Chinese Language and Culture IV

**Subject:** World Language

**Grade Level:** 9th - 12th grade

**Duration:** Full year

**Prerequisite:** Complete Chinese III course or at least 4 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 IV is a continuation of Chinese III. It is designed for students who passed Chinese III or for learners who have at least four years of prior knowledge in Chinese language and culture. Learners are expected to attain proficiency at least at intermediate-med to intermediate-High in four language skills upon the completion of the course according to ACTFL's Proficiency Guidelines. This class will discuss the Contemporary issue in current China including Education, internet and technology, etc. Students should be able to list the pros and cons, compare the issues with other countries and suggest solutions

**Author:** Shihong Zhang

**Date Submitted:** Summer 2017
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. Presentational 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.
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


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. School Life and Education                     6 weeks (30 days)

2. Housing                                      4 weeks (20 days)
3. Dinning 6 weeks (30 days)

4. Shopping 4 weeks (20 days)

5. Computer and Internet 6 weeks (30 days)

6. Dating 4 weeks (20 days)

7. Looking for a job 6 weeks (30 days)

Total number of days allocated equals 180 days
Course Name Chinese IV

Topic/Unit: #1 School Life and Education

Approximate # Week: 6

Essential Questions:

- What is Chinese Education system?
- What is the strength and weakness of Chinese Education?
- How can we compare Chinese and American education?
- What reform do we need for our education?
- What is the future of Education

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 courses.
- Describe the feature of education in both countries
- Compare the Pros and Cons.
- Discuss the problem in Education.
- Discuss the future of education
- Understand and use grammar:
- Lesson 1
  1. The Dynamic Particle 了 (I)
  2. The 是…的… Construction
  3. 除了…以外
  4. 再说
  5. Connecting Sentences (I)

Words & Phrases 21

A. 觉得 (to feel)
B. 方便 (convenient)
C. 安全 (safe)
D. 省钱 (to save money; to economize)
E. 自由 (free; unconstrained)
F. 不见得 (not necessarily)
G. 好处 (advantage; benefit)

Lesson 5
1. 对 来说
2. Resultative Complements
3 Preposition 至于
4 另外
5 再，又，and 还 Compared
6 要么...，要么...

Words & Phrases
A. 只是 or 就是(it's just that)
B. 受不了(unable to bear)
C. 肯定(definitely)
D. 跟...打交道(deal with...)
E. 这样(in this way)
F. 不过(but)

Lesson 9
1 Adverb 才
2 Descriptive Complements
3 Adverb 并
4 Adjectives as Predicates
5 不是 A，而是 B

Words & Phrases
A. 一直(all along; continuously)
B. 好不容易(with a lot of difficulty)
C. 像...一样(as if)
D. 可以说(you could say)
E. 这么说(so that means)
F. 最好(had better; it's best)
H. 适应(to adapt; to become accustomed to)

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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.
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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 school life and Education.
- Create a Van diagram to compare the school life and education in both countries
- Pen pal with student in China to discuss school life
- 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 structures.

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 Part 2 Lesson 1, 5, 9
- 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 links

Online Resources:

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

Learn Chinese Online
http://www.csulb.edu/~txie/online.htmhttp://cms.westport.k12.ct.us/cmslmc/mystuff/China/intro.htm
Topic/Unit: #2 Housing

Approximate # Week: 4

Essential Questions:

- What is the living style and housing in general?
- What is the challenge of housing with the large population?
- Do most students of high school or college live in school dorm or home?
- How to find one if I need a space to live in China?
- How to say an address of a place?
- What does a sales or rent market look like?
- What phrases do people often use when giving directions?

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 house/apartment they are living.
- Understand the life style in China with large population.
- Ask for and give directions to the house.
- Identify locations by using landmarks a references.
- Describe whether two places are close to or far away from one another.
- Compare the location or price if rent or sale.
- Use grammar of:
  - 1 Existential Sentences
  - 2 Adverb 真
  - 3 比较
  - 4 得很
  - 5 那么
  - 6 Conjunctions
  - Words & Phrases  53
  - 恐怕(I’m afraid; I think perhaps)
  - 差不多(about; roughly)
  - 吵(noisy; to quarrel)
  - 安静(quiet)
  - 一般(generally speaking)
  - 不怎么样(not that great; just so-so)

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

- PowerPoint presentation
- Interactive Chinese 怎么走？
- Character animation to show how to write
- Read and analyze several authentic rental advertising and compare to make decision.
- Role play a skit in a school dorm
- Watch a video of Chinese housing 四合院
- Discuss the future housing

**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 project- 去中国学习游玩，你想住在哪里？
- 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 Level 2 Part 1 Lesson 2
- DVD- Hangzhou shaolnian
- Youtube video
- Wechat links on Chinese housing

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=994e1ebyl5A
Topic/Unit: #3 Dining

Approximate # Week: 6

Essential Questions:

- How to order food at variety places in China?
- Is there difference that food is made in China or US?
- How can we describe and request the personal favored food?
- Is there special culture behind the food in different region of China?
- What are the common ingredients and materials of Chinese cooking?
- How do people pay for their meal, such as by cash, card, or check?
- Do people typically get a receipt or give tips after paying for a meal?

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

Upon completion of this unit students will be able to:

- Ask if there are seats available in a restaurant.
- Order food at variety places with appropriate manner
- 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.
- Identify typical Chinese dishes in different regions.
- Grammar of
  1. Topic-Comment Sentence Structure
  2. 一+ V
  3. 又/Adj/Verb, 又/Adj/Verb
  4. The Emphatic 是
  5. 不如
    - Words & Phrases
      A. 正好(coincidentally)
      B. 特别是(epecially)
      C. 麻烦([may I] trouble [you]; troublesome)
      D. 这 就 要 看... 了 (that depends on...)
      E. 比如 说 (for example)
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**Interdisciplinary Standards (njcwcs.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
- Complete comprehension and cultural activities on textbook and workbook
- 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
- 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 Reponses
- Students group interaction
- Informal teacher observations to student’s pronunciations and tones
- Oral dictation of sounds and Pinyin
- Suggested project- Tones and Ryhmes 去中国城吃饭
• 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 Level 2 Part 1 Lesson 3
• Rhythms and Tones 2 song book and CD
• Mandarin Hiphop CD and workbook
• Interactive Chinese DVD-
• 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: #4 Shopping

Approximate # Week: 4

Essential Questions:

- How to ask price while shopping?
- How to describe the size, color and style of an item while shopping?
- How to compare and bargain for the price?
- How would like to pay?
- How to exchange or return an item you have bought but it was what you really want?

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

Upon completion of this unit students will be able to:

- Ask price.
- Describe the color, style, and size of an item you want to buy.
- Compare and buy it with the reasonable price or discount
- Pay for your purchase.
- Exchange or return the items you have bought
- Grammar of
  1. 无论..., 都...
  2.  Conjunction 于是
  3.  Adj/V+是+Adj/V, 可是/但是...
  4.  Adverb 难道

Words & Phrases 121
A.  ...什么的(...etc.)
B.  大小, 长短, 宽窄... (size, length, width...)
C.  打折(to discount; to sell at a discount)
D.  要 不然(otherwise)
E.  非...不可(have to; must)
F.  标准(criterion; standard)
G.  在乎(to mind; to care)

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

- PowerPoint presentation
- 节奏汉语： 买什么， 买什么， 你要买什么?
- Role play of Clothing Market
- Fashion Show
- Character animation to show how to write
- Textbook and workbook activities
- 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-我的服装精品店：谁的衣服卖的最好？
- 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 Level 2 Part 1 Lesson 4
- Wechat link: 中国服饰

**Online Resources:**
Topic/Unit: #5 Computer and Internet

Approximate # Week: 6

Essential Questions:

- How is China’s internet service?
- How many people will use computer or internet in their life in China?
- How does internet play a role in people’s life in China?
- How do people interactive with each other at the e-era?
- How will internet change our future life?

Unit Learning Targets:

Upon completion of this unit students will be able to:

- Understand the basic vocabulary of internet and computer
- Discuss the role of computer and internet in life.
- Grammar of
  1. Conjunction 甚至
  2. Potential Complements
  3. 好 as a Resultative Complement
  4. Connecting Sentences (II)
- Words & Phrases 237
A. 从…到… (from…to…)
B. 结果 (as a result)
C. 或者 (or)
D. 害得 (to cause trouble [so that]); to do harm [so that])
E. 几乎 (almost)
F. 看起来 (it seems)
G. 听起来 (it sounds)

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Activities – include 21st Century Technologies:

- PowerPoint presentation
- Character animation
- Guided questions on key structures
- Survey of computer and internet use
- Research online, then compare, contrast and discuss computer use 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 poster 网络和人类的未来
- 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 Level 2 Part 1 lesson 7
- Greeting songs from Rhythms and Tones song book and CD
- DVD
- My treasure box- Thanksgiving 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
Topic/Unit: #6 Dating

Approximate # Week: 4

Essential Questions:
- Do Chinese students date in school?
- Where do they usually go while dating?
- What do they do during dating?
- Is it impolite to directly say “No” to decline a date?
- How can you end an unwanted phone conversation without being rude?

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
- Grammar of
  1. 在 上
  2. V 来 V 去/V 来 V 去
  3. Adverbials and 地(de)
  4. 的, 得, and 地 Compared
  5. 原来 as Adverb and Adjective 6 Set Phrases
    Words & Phrases 197
    A. 到底(what on earth; what in the world; in the end)
    B. 根本(at all, simply)
    C. 一干二净(completely, thoroughly, spotless)
    D. 难怪(no wonder)
    E. '实际上(actually; in fact; in reality)
    F. 丢三拉四(scatterbrained; forgetful)
    G. 一会儿…, 一 会儿…, 一会儿又…
    H. (one minute…, the next minute…)
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Activities – include 21st Century Technologies:

- PowerPoint presentation
- Character animation
- Role play of 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 Interactive Chinese 小秘密.
- Watch a movie 北京爱情故事.

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)
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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

www.archchinese.com
**Topic/Unit: #7 Looking for a job**

**Approximate # Week: 5**

**Essential Questions:**
- Do you need a special permission to apply a job?
- Where to find a job advertising or employ opportunity?
- How to prepare for resume for a job?
- How to discuss the wage or salary for a job?
- How to read abnd sign a contract for a job?

**Unit Learning Targets:**

Upon completion of this unit students will be able to:
- Describe a job you would like to do
- Find a job in an appropriate media.
- Ask the requirement to do the job
- Discuss the wage or salary
- Grammar of
  1. Directional Complements Suggesting Result
  2. 來/来 Connecting Two Verb Phrases 3 The Dynamic Particle 了(II)
  3. Rhetorical Questions
  3. Adverb 可
     Words & Phrases

A. 压力(pressure)
B. 受到(to receive)
C. 减轻(to lessen)
D. 适合(to suit) and 合適/合适(suitable)
E. 影响(to influence or affect; influence)
F. 取得(to obtain)
G. 说到(speaking of)
H. 嫌(to dislike)
I. 不是A, 就是B (if it’s not A, it’s B; either A or B)
J. 多(How…it is)
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<tr>
<th>CPI #</th>
<th>Cumulative Progress Indicator (CPI)</th>
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<tbody>
<tr>
<td>7.1. IM.A.1</td>
<td><strong>Compare and contrast</strong> information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</td>
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<tr>
<td>7.1. IM.A.2</td>
<td>Demonstrate comprehension of oral and written instructions connected to daily activities and to some <strong>unfamiliar</strong> situations through appropriate responses.</td>
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<tr>
<td>7.1. IM.A.3</td>
<td>Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) <strong>to determine the meaning of a message</strong>.</td>
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<tr>
<td>7.1. IM.A.4</td>
<td>Use target language to <strong>paraphrase</strong> what is heard or read in oral or written descriptions of people, places, objects, and daily activities</td>
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<td>7.1. IM.A.5</td>
<td>Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</td>
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<td>7.1. IM.A.6</td>
<td>Reserved</td>
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<td>7.1. IM.A.7</td>
<td>Infer the meaning of some <strong>unfamiliar</strong> words in some new contexts</td>
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<td>7.1. IM.A.8</td>
<td>Use knowledge of structures of the target language to deduce meaning of <strong>new and unfamiliar</strong> structures.</td>
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<td>7.1.IM.B.1</td>
<td>Use digital tools to participate in <strong>short conversations</strong> and to exchange information related to a variety of familiar topics and some <strong>unfamiliar topics</strong>.</td>
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<tr>
<td>7.1.IM.B.2</td>
<td>Give and follow a <strong>series of oral and written directions</strong>, commands, and requests for participating in age- and level appropriate classroom and cultural activities in familiar and <strong>some unfamiliar</strong> situations.</td>
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<tr>
<td>7.1.IM.B.3</td>
<td>Use appropriate gestures, intonation, and common</td>
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idiotmatic expressions of the target culture(s)/language in familiar and some **unfamiliar** situations.

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<th>7.1.IM.B.4</th>
<th>Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</th>
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<tr>
<td>7.1.IM.B.5</td>
<td>Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</td>
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<td>7.1.IM.C.1</td>
<td>Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</td>
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<tr>
<td>7.1.IM.C.2</td>
<td>Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</td>
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<tr>
<td>7.1.IM.C.3</td>
<td>Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</td>
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<tr>
<td>7.1.IM.C.4</td>
<td>Synthesize information found in age- and level-appropriate culturally authentic materials.</td>
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<tr>
<td>7.1.IM.C.5</td>
<td>Compare cultural perspectives of the target culture(s) with those of one’s own culture as evidenced through their cultural products and cultural practices.</td>
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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
- Character animation
- Guided questions on the related topic.
- Role-play on job hunting 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 打工潮 春运打工者回家
- 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**

K. Textbook and workbook: 中文听说读写 Level2 Part 1 lesson 8
L. Mandarin Hiphop CD and workbook
M. Interactive Chinese DVD 6
N. My treasure box – Valentine’s day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)

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