Summit Public Schools
Summit, New Jersey
Grade Level: 9-12/ Content Area: Mandarin Chinese 2

Overview: This course is designed for students who successfully completed Chinese 1. Instruction is organized in thematic units including activities and assessments of each unit based on the three modes of communication: interpretive, interpersonal and presentational. Students will continue to develop their Chinese language fluency in listening, speaking, reading and writing. Students will learn to exchange general information and to express their ideas in learned sentence patterns. Students will also be exposed to Chinese cultural perspectives which they compare and contrast with their background culture.

Unit 1: Transportation and Time

Big Ideas: *Course Objectives/Content Statement(s)*

- In China, there are various types of transportation due to geographic and historic restrictions.
- In modern cities of China, the difference among urban, suburban and rural areas is increasingly amplified by economic development. However, the development of transportation is reducing those gaps.
- In this unit, students will learn to express ways to get to school/work via various modes of transportation at certain times using the Chinese sentence structure.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What are the main forms of transportation used to commute in China & Taiwan? • How do you properly tell time and identify the mode of transportation in a simple sentence? • How can you say two nouns in comparative degree in a sentence pattern?	• Chinese people utilize various means of transportation in geographic areas such as horse or mule riding in some remote northern & southwestern areas. • In Chinese language, the longer duration of time such as morning goes before the specific time such as 7 o'clock. • Chinese people mention time before the verb. • 比 is the key word of comparison sentences. The structure is subject 1+比+subject 2 + adjective.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**

Students will:
 	
7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
 	
7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
 	
7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
 	
7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
 	
7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using
	Instructional Focus:
	• Review Chinese 1 words, phrases & sentence patterns
	• Say transportation means, comparative degree & superlative degree adjective/adverb
	• Tell time in proper order.
	• Use verbs: to take/ride/drive/walk
	• Learn 先..然后.. to express first..then..
	• Learn 从..到..to express from...to...
	• Say phrase: time + transportation verb and apply it into sentence pattern
	• Say/write comparative degree & superlative degree in sentence pattern
	• Ask & answer question (samples)
	  ○ "How do you get to work/school everyday?"
	  ○ "What time is it (now)?"
	  ○ "What time do you go to work/school?"

memorized words and phrases.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

- "What time does the train to New York leave?"
- "Do/Are you ... or ...?"

Instructional Strategies:

Interpretive:

- Watch cultural videos: Transportation in Taipei & Beijing www.youtube.com/watch?v=D3mj871RtUE www.youtube.com/watch?v=61yse_OM354
- Transportation & time word preview: New Vocab. List www.youtube.com/watch?v=4XqMlikIUGM&list=PLE3pwiSRz3sS3in_jgL2xYS31cs9_1Zdy
- Tell time in Chinese www.youtube.com/watch?v=wwu698Nh7dA www.youtube.com/watch?v=Vlo7iJeJFZM www.youtube.com/watch?v=QqGkTYDCdOU
- Character recognition game: fly swatter
- Listening/speaking/reading practice
- Student reflection after culture video www.youtube.com/watch?v=bDJypHv8ZDM
- Class exit: student review
- After class reinforcement: Quizlet.com

Interpersonal:

- Teacher & student Q&A: Q&A to assess students' knowledge of the learned phrases and sentence patterns.
- Guided conversation making: Students follow the guided sheet to make a conversation of daily routines & time.
- Interactive game play: Bingo as a reinforcement right after learning new words.
- Information Gap: Interview each other to find out their daily schedule such as time to get up, time/means to go to school ... & present it in class.

Presentational:

- Read aloud: Read a paragraph from the textbook.
- Write daily schedule: Following the guided outline, students list their schedule in writing.

Differentiation	Assessments
Interdisciplinary Connections	**Formative Assessments:**

- Social Studies: The transportation in city, suburban and rural areas.
- Language Arts: Compare Chinese sentence structures with English sentences.
  Subject + time + transport verb + to place
  Comparative degree: A 比 B + adj
  Superlative degree: A 最 + adj

Technology Integration

- Chinese Pinyin Input Method: Students finish their daily schedule assignment online and email to teacher.
- Online learning: Quizlet
- YouTube
- Google Voice for reading homework.
- Google Doc.: The daily schedule assignment is typed on a Google Doc.

Media Literacy Integration

- Youtube
- CD
- Textbook readings
- Audio clips
- Authentic websites

Global Perspectives

- There are various types of transportation in China due to geographic and historic restrictions.
- The difference between urban, suburban and rural areas is increasingly amplified by economic development. However, the development of transportation is reducing those gaps.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations,	Graphs	Using cooperative

- Teacher-student interaction: Through Ask & Answer activity, teachers assess students' knowledge of the learned sentence patterns.
- Student pair conversation: Through Ask & Answer activity, teachers assess students' knowledge of the learned sentence patterns.
- Listening comprehension: Students answer questions on paper while listening to a recorded message.
- Reading comprehension: Students answer multiple choice questions after reading a paragraph.

Summative Assessments, Projects, and Celebrations:

- Character writing quiz.
- Individual student project: A Google Slides project that covers comparative and superlative sentences.
- Unit test: written and speaking.

diagrams & drawings		group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit: (see last page)

Unit 2: Colors & Clothing

Big Ideas: *Course Objectives/Content Statement(s)*

- Preferred colors & clothing are products that provide cultural and regional insights.
- In Chinese culture, certain values are attached to colors.
- Current Chinese clothing is greatly influenced by the western style but the modified retro clothes are also becoming popular.
- In this unit, students will learn to describe & express their likes of color & clothing in Chinese.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What colors are viewed as lucky in Chinese culture? What do those colors mean? • What is the current fashion & popular clothing styles for young people in China? • How do you categorize different clothing / accessories & pair them with proper verbs & quantifying words? • How do you express your preferences of colors & clothing in Chinese?	• Certain colors in Chinese culture are considered auspicious or inauspicious hence colors play an important role in influencing many Chinese beliefs and customs. • Chinese clothing is ancient & modern as it has varied by time & region. Traditional clothing of a region is a representative of the local culture and retro clothes are getting popular among young people in China. • In Chinese language, different verbs & measure words are used with different clothing & accessories.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**

Students will:
 	
7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
 	
7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
 	
7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
 	
7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials
	Instructional Focus:
	• Review Unit 1 words, phrases & learned sentence patterns
	• Say the names of the colors.
	• Say different clothing styles & accessories.
	• Use verbs 穿/戴: to wear clothing & accessories.
	• Pair measure words with clothing & accessories.
	• Say phrase "color 的+ noun" & apply it to sentence structure.
	• Learn verb 要: want for desires; must for suggestions
	• Use auxiliary verb 应该 in sentences.
	• Ask & answer questions (samples)
	  ○ "What color is this?"
	  ○ "What colors do you like?"
	  ○ "What clothing do you like to wear?"

7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective

- "What clothing do you wear + today/season/weather?"
- "Do you like (to wear) A?"
- "Do you like (to wear) A or B?"
- "What (clothing) shall you bring to + place + season?"

Instructional Strategies:

Interpretive:

- Color Song
  www.youtube.com/watch?v=ebQUaCALcuE
  www.youtube.com/watch?v=u_WZG99t7Ko
- Clothing Song
  www.youtube.com/watch?v=ooSQ1TXbrOo
- Colors & clothing word preview: new vocab list
- Character recognition game: fly swatter
- Listening/speaking/reading practice
- Identify the correct person/object according to the description.
- Watch a clothing video and ask/answer questions
  www.youtube.com/watch?v=cip9DA1UvHk
  www.youtube.com/watch?v=wiWEBzZofjo
- Class exit ticket: student review
- After class reinforcement: Quizlet.com

Interpersonal:

- Teacher & student Q&A: Q&A to assess students' knowledge of the learned phrases and sentence patterns.
- Information Circle: Group A asks questions & group B circles around group A & answers questions.
- Information Gap: Interview 3 people to find out their favorite color & clothing & present it in class.

Presentational:

- Read aloud: Read a paragraph from the textbook
- Design your dream clothing including accessories & write or talk about it (color, style..)
- Fashion Show: Following the guided outline, in pairs introduce each other's clothing fashion style & ask questions about the preferences.

management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Differentiation

Interdisciplinary Connections

- Art: Students design dream clothing & share about its style & colors.
- Psychology: Color psychology is applied to marketing & branding to draw customers' attention.
- Social Studies: the meanings of colors in Chinese culture
- Language Arts: color 的 + object

Technology Integration

- Quizlet Flashcards to review vocabulary
- Google Voice for reading assignments.
- Youtube culture video https://www.youtube.com/watch?v=cip9DA1UvHk
- Chinese Pinyin Input Method: Students type their Fashion Show project (dialogues) on Google Doc. and share it with the teacher.

Media Literacy Integration

- Discussing colors of logos/brands
- YouTube videos
- Readings from textbook
- Audio clips
- Authentic websites

Global Perspectives

- The meanings of colors in Chinese culture
- China and Taiwan are countries with a rich heritage, using colors symbolically within every ritual, ceremony, festival and even in business.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports

Assessments

Formative Assessments:

- Listening comprehension: Students answer questions on paper while listening to a recorded message.
- Reading comprehension: Students answer multiple choice questions after reading a paragraph.
- Teacher-student interaction: Through Ask & Answer activity, teachers assess students' knowledge of the learned sentence patterns.
- Student pair conversation: Through Ask & Answer activity, teachers assess students' knowledge of the learned sentence patterns.
- Fly Swatter game for word recognition
- Bingo for writing & recognizing words
- Pair colors to different clothing according to teacher's direction.

Summative Assessments, Projects, and Celebrations:

- Group project: Design & perform a fashion show
- Character writing quiz
- Unit test: written and speaking

Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit: (see last page)

Unit 3: Weather, Seasons & Vacations

Big Ideas: *Course Objectives/Content Statement(s)*

- Geography and weather are closely associated with each other and have an impact on family vacations.
- In this unit, students will learn to make weather forecasts, describe weather conditions and climate characteristics in different cities & seasons.
- Students also learn to plan activities & vacation according to weather conditions.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How do geography and weather affect the planning of vacations? • What activities would you like to do on vacation? • How do you start a conversation by talking about the weather? • How do you describe the weather conditions in Chinese?	• The geographical position of a place affects the weather in that area. • Geography and weather have influence in planning a trip or vacation. • In Chinese communication, chatting about the weather is one of the ways to get close to people. • In Chinese language, weather phrases follow a certain order such as Fahrenheit/Celsius + # degrees + about/above/under
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NM.IPERS.1: Request and provide information by	**Instructional Focus:** • Review Unit 2 words, phrases & learned sentence patterns • Name seasons & different weather conditions • Learn weather phrases such as below zero, about, above, under, celsius, fahrenheit etc. and combine them in proper order. • Say position phrases & apply it in sentences www.youtube.com/watch?v=ZTPTiZPh15s • Learn question phrases: 怎么样? for weather conditions; 多少度? for temperature degrees; 什么时候? for when/what time • Learn phrases: 可能(会) (possibly), ...的时候 (when), and 又...又..(both...and...) • Learn to say duration of time • Learn to use 得 after verbs or adjectives to form a complement • Learn 是...的... to emphasize the past action, time & place • Learn 看上去 (look like) to describe a person's appearance

asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.

- Ask & answer questions (samples)
    - "What is the weather like today in Summit?"
    - "What is the temperature today?"
    - "Will it rain tomorrow?"
    - "When does your winter vacation begin?"
    - "Did you go abroad for vacation this summer?"
    - "Where did you go for vacation this summer?"
    - "Do you like to do +activity +place?"

Instructional Strategies:

Interpretive:

- Weather
  www.youtube.com/watch?v=eGnHnz9eC9s
  www.youtube.com/watch?v=NJHyXa9Sv2M&list=PLLg-98sbTx9yuJCpQtSiCaBswde_aQHvZ
- Seasons
  www.youtube.com/watch?v=2sIB8rS3kUY
  www.youtube.com/watch?v=cX75s6aAFC8
  www.youtube.com/watch?v=-9-qL8q0lPw
- Learn weather & activities word preview: new vocab list.
- Listening/speaking/reading practice
- Match the weather pictures to the description of a recorded message
- Student reflection after watching a video
  www.youtube.com/watch?v=_H_xKP_QhKI
- Class exit: student review
- After class reinforcement: Quizlet Flashcards

Interpersonal:

- Teacher & student Q&A: Q&A to assess students' knowledge of the learned phrases and sentence patterns.
- Guided conversation: Students share their vacations with each other
- Group solitaire: Look at the picture & hints, each student says a phrase or sentence related to weather.
- Information Gap: Interview each other to find out their favorite place for vacation, activities to

CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

do on vacation, and the reasons for choosing the place

Presentational:

- Read aloud: Read a paragraph from the textbook.
- Weather forecaster: Students make a weather forecast based on pictures & hints. Students vote for the best forecaster.
- Individual Google Slides presentation: Plan a vacation. Information includes the students' favorite place, seasons, weather conditions of the place, and activities planned to do during vacation.

Differentiation

Interdisciplinary Connections

- Geography: Geographical features have an influence on weather conditions of the region.
- Math: Convert between Fahrenheit & Celsius
- Language Arts: ...怎么样? (How?) is placed at the end of a sentence in Chinese vs. at the beginning of a sentence in English.

Technology Integration

- Google Slides: Students use Chinese Pinyin Input to type the project & email to teacher.
- Screencastify to record the project.
- Quizlet & Kahoot to review vocabulary
- YouTube for watching videos
- Google Voice: Reading in textbook

Media Literacy Integration

- Youtube videos
- Readings from textbook
- Audio clips
- Authentic websites

Global Perspectives

- Society is becoming increasingly sensitive to weather and climate events as they affect air quality, health, marine life, agriculture, tourism… and many other sectors of the economy.

Supports for English Language Learners

Assessments

Formative Assessments:

- Listening comprehension: Students answer questions on paper while listening to a recorded message.
- Reading comprehension: Students answer multiple choice questions after reading a paragraph.
- Teacher-student interaction: through Ask & Answer activity, teachers assess students' knowledge of the learned sentence patterns.
- Student pair conversation: through Ask & Answer activity, teachers assess students' knowledge of the learned sentence patterns.
- Watch a weather forecast video and answer some questions www.youtube.com/watch?v=gf-71Ea1lfw
- Fly Swatter game for word recognition
- Bingo for writing & recognizing words
- Based on pictures & clues, write a short paragraph of the weather (at least 5 sentences)

Summative Assessments, Projects, and Celebrations:

- Individual student project: act as a weather reporter to report weather conditions of assigned cities
- Character writing quiz
- Unit test: written and speaking

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit: (see last page)

Unit 4: Hobbies

Big Ideas: *Course Objectives/Content Statement(s)*

- Hobbies bring us joy and enrich our lives. They give us something fun to do during our leisure time and offer us an opportunity to learn new skills.
- Some present-day popular sports/games come from ancient Chinese sports.
- In this unit, students will learn to say different hobbies, share their hobbies with others, and be more open to learning a new hobby.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What are the five most popular sports in China? • What are the ancient Chinese sports played worldwide today? • How do you communicate & share your hobbies & interests with others? • How can you express the duration of an action in Chinese sentence structure?	• Hobbies offer many benefits to our health including psychological and mental. • Some ancient Chinese sports/games are predecessors of modern sports/games. Several Chinese games have become world sports such as Cuju, which is known as the earliest form of football developed around 200 BC. • In Chinese language, to express the duration of an action we use "subject + v + a period of time + 的 + activities"
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**

Students will:
 	
7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
 	
7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
 	
7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
 	
7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
 	
7.1.NM.IPERS.1: Request and provide information by
	Instructional Focus:
	• Review Unit 3 words, phrases & learned sentence patterns
	• Learn the names of hobbies and verbs used with different hobbies
	• Learn 完...以后..(after finishing...)
	• Learn to place 都 (both; all) in the sentence
	• Learn to say duration of time & apply it to express duration of an action
	• Learn 跟(和)...一起...(together with...) sentence
	• Learn the sentence pattern 除...以外(besides)
	• Learn 一边...一边...to express 2 actions happening at the same time
	• Learn 正在 to express in the process of an action
	• Ask & answer questions (samples)
	  ○ "What are your hobbies?"
	  ○ "Do you like to do A?"
	  ○ "Do you like to do A or B?"

asking and answering simple, practiced questions, using memorized words and phrases.

7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.

7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems

- "What extracurricular activities do you participate in?"
- "What sports do you like to do/play?"
- "How do you play [said] sport/activity?"
- "How + many hours/long do you practice [said] activity every day?"
- "When/How old [were you when] +did you start[ed] learning [said] activity?"
- "Besides A, what else do you (like to) do?

Instructional Strategies:

Interpretive:

- Introduction to the unit www.youtube.com/watch?v=VYbSyDcVQvA
- Hobby/Activity song www.youtube.com/watch?v=MPHahcXGRHw&t=2s
- New vocab. list & TPR: the names of hobbies
- Character recognition game: fly swatter game
- Listening/speaking/reading practice
- Match the pictures to the description of a message or paragraph
- After class reinforcement: Quizlet.com

Interpersonal:

- Teacher & student Q&A: Q&A to assess students' knowledge of the learned phrases and sentence patterns.
- Guided conversation: Students share their favorite hobby & how much time they spend doing it with each other
- Charades: One person acts out for others to guess
- Information gap: Interview 3 people to find out their favorite hobby and amount of time they spend doing it

Presentational:

- Read aloud: Read a paragraph from the textbook.
- Talk about classmates' hobbies & the length of time spent doing them.
- Teach a new hobby step by step to the class (such as a dance)

and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Differentiation

Interdisciplinary Connections

Technology Integration

- Quizlet Flashcard for vocabulary review
- YouTube links for cultural videos
- Students search online about traditional Chinese hobbies, list the results on a Google Slide and submit it to the teacher.
- School video to record two students' conversation about hobbies

Media Literacy Integration

- Youtube videos
- Audio clips
- Readings from textbook
- Authentic websites

Global Perspectives

- Ancient Chinese sports thrived centuries before the Olympic games. The Chinese have practiced sports such as martial arts, archery, acrobatics, a form of soccer dating back to the earliest dynasties… and so on. Many sports have become world sports.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups

Assessments

Formative Assessments:

- Listening comprehension: Students answer questions on paper while listening to a recorded message.
- Reading comprehension: Students answer multiple choice questions after reading a paragraph.
- Teacher-student interaction: Through Ask & Answer activity, teachers assess students' knowledge of the learned sentence patterns.
- Student pair conversation: Through Ask & Answer activity, teachers assess students' knowledge of the learned sentence patterns.
- Look at the pictures and name the sports www.youtube.com/watch?v=YevdYAfIPUk&list=PLi2-HmB7DidbNjQpW3KXgau9JolCU48Cb&index=9
- Fly Swatter game for word recognition
- Bingo for writing & recognizing words

Summative Assessments, Projects, and Celebrations:

- Individual project: Interview 3 students, compare/report the findings about their hobbies & how much time they spend doing them.
- Students share their favorite hobby and/or teach others about a new hobby step by step
- Character writing quiz
- Unit test

Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit: (see below)

Recommended Texts to Support Units in Mandarin 2:

- Chinese Made Easy 1, 2 & 3: Textbook, Workbook, CD
- Easy Steps to Chinese 1, 2 & 3
- Discovering Chinese 1 & 2
- YouTube
- Teacher made supplementary materials
- Online Learning: Quizlet.com & Kahoot
- Pinyin Input Method web.csulb.edu/~txie/Itool/type_pinyin_with_tones.htm
- Pinyin & tone conversion www.pinyinput.com/?lang=en