Summit Public Schools
Summit, New Jersey
Grade Level: 9-12 / Content Area: Mandarin 3

Overview: Chinese 3 reinforces the language skills that students learned during previous years and refines and further develops students' abilities in Chinese speaking, listening, reading and writing. It includes speaking skills, reading comprehension, grammar, and composition. The course also helps students develop an appreciation and awareness of the Chinese culture. The following topics are included in the course, namely, school courses and extracurricular activities, brief introduction and comparison of educational systems in the U.S. and China, description of a school campus, telling directions and location of places, the proper ways to make phone calls in Chinese, description of a person's physical appearance, body parts, illness and visiting doctors, and large numbers (1 thousand-1 billion).

Unit 1: 课程（School Courses and Education System）

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

- Many practices and experiences related to school are shared across cultures; others are culture specific.
- In this unit, students will learn how to use the target language to describe their school courses and extracurricular activities, and discuss their study habits and exam performance.
- Students will also gain knowledge about the similarities and differences of the educational systems in the United States and China.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What classes and extracurricular activities are appropriate for me? Why? • What information will help others understand your experiences better when you discuss your school day? • What are considered good study habits for learning? • How are U.S. schools or educational systems similar and different from those in China? • How does understanding a country's educational system help you better understand the culture and social system of a society? • What are the respective advantages and disadvantages of U.S. and Chinese educational systems?	• Education is essential to prepare for your future. In both the U.S. and China, education plays an important role in people's lives. • Taking appropriate classes and extracurricular activities is important to enhance your school experience. In China, many students take extra academic lessons after school while the American students spend lots of time in extracurricular activities. • Asking meaningful questions and sharing insights about your own schools will help you better understand and communicate with others. • Understanding a country's educational system helps you better understand the culture and social system of a society. For example, the once-a-year college entrance examination in China plays a significant role in high school students' lives. All school courses and programs aim at helping students successfully pass the examination. • Each educational system has its advantages and disadvantages. The Chinese educational system puts lots of emphasis on students' academic performance, while in the U.S., academic performance is not the only area that students are evaluated on. People have been debating how much emphasis we should put on students'

	academic performance and its relationship to a person's success in the future. ● Measure words are unique in Chinese language. Using different measure words changes the meaning of the phrase. For example: 一门课 means one subject or course; 一节课 means one period of class. ● Use Verb + 得＋adjective to describe an action.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. 7.1.NH.IPERS.2: Ask and respond to questions on	**Instructional Focus:** ● Learn vocabulary, phrases and sentences to describe your daily routines, school courses and schedules, and extracurricular activities. ● Express and discuss the courses that you like or dislike and explain the reasons. ● Discuss and compare the differences and similarities of school practices between the U.S. and China. ● Watch and discuss Chinese films and video clips about Chinese high schools, student life and their relationship with their peers, teachers, and parents. ● Use more complex classroom directions as part of everyday teaching. ● Use authentic Chinese books, magazines, movies, and performances as supplementary materials to teach the related topics. **Instructional Strategies:** **Interpretive:** ● Use flyswatter game and Quizlet to acquire vocabulary and phrases related to school courses, extracurricular activities, and expressions of likes and dislikes. ● Read texts and supplementary materials related to learning topics and answer questions. ● Watch Chinese movies, Young Style青春派 and Not One Less 一个都不能少, and other video clips related to the learning topics and answer interpretation and comprehension questions. ● Listen to other students' course schedules and ask and answer related questions.

practiced topics and on information from other subjects.

7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

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.

Interpersonal:

- Share similarities and differences about your favorite courses with your classmates.
- Use email to communicate with Chinese students to exchange information about school life.
- Interview a classmate on his/her class schedule.
- After watching the Chinese movie, Young Style青春派, debate the pros and cons of the Chinese college entrance examination.

Presentational:

- Create and display your course schedule in Chinese.
- After watching Chinese movies, Young Style青春派 and Not One Less 一个都不能少, students will write a reflection and orally report to their group or class.

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	Assessments

Interdisciplinary Connections

- Students will learn historical information about the Chinese Imperial Examination System, and the changes of the educational system before, during and after the Cultural Revolution.

Technology Integration

- Use Google Classroom for assignments.
- Use Quizlet to acquire related vocabulary and phrases.
- Use email to exchange information about various topics with Chinese students
- Use authentic websites to explore information on various topics.
- Use twistedwave.com and Google Voice to practice and record speaking.
- Use Chromebook to type Chinese characters.
- Use authentic websites and videos online to practice and improve listening, pronunciation, and reading comprehension.

Media Literacy Integration

- Authentic Chinese books
- Authentic magazines
- Authentic movies
- Websites in the target language

Global Perspectives

- Watch Chinese movies and video clips on Chinese schools and student life.
- Investigate the differences and similarities of school structures and educational practices between Chinese and U.S. schools.
- Discuss educational systems in other countries.

Supports for English Language Learners

Formative Assessments:

- Character dictations
- Vocabulary quizzes
- Participation during class discussions, activities and games
- Discussion on personal likes and dislikes of courses and extracurricular activities
- Discussion on Chinese films and video clips about Chinese high schools, student life and their relationship with their peers, teachers, and parents.
- Discussion and comparison of the similarities and differences of the educational systems between the U.S. and China

Summative Assessments, Projects, and Celebrations:

- Unit test including oral and written assessments.
- Write an email to a Chinese pen pal to introduce your school life including the courses and extracurricular activities that you take and find out your pen pal's school life.

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 2: 学校（School Campus）

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

- School plays an important role in students' lives.
- Many students all over the world spend a significant amount of time in school everyday.
- In this unit, students will learn how to use the target language to describe the physical environment of their campus, identify locations by using landmarks as references, and effectively ask for and give directions.
- Moreover, they will gain knowledge about different school campuses in China and the cultural and socio-economic reasons behind the school environment.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What information is essential when you are on a new school campus? • How can you effectively communicate with others when asking for and giving directions? • How does a certain type of school campus reflect the cultural and socio-economic influence of the society? • What is your ideal school campus? How would you change the layout of your school campus? • How does technology such as Google Maps, Baidu Maps, and GPS help people find places?	• Good manners help people communicate with each other effectively. For example, in China when talking to elders or professionals you need to address them by title. • It is especially important to know how to ask meaningful questions and have good listening skills when you are in a new environment. • A school campus can reflect the cultural and socio-economic influence of the society. For example, in China, schools consist of multiple buildings on a campus as opposed to a single school building like Summit H.S. • Although new technology helps people find places, language skills are still essential for people to communicate with and understand each other. • Measuring words are unique in the Chinese language. It is important to use proper measuring words in front of different nouns (between numbers and nouns). For example: 一间教室 one classroom; 一栋教学楼 one classroom building. • Differing from English, the location words in Chinese are usually put after the describing place. For example, 图书馆在美术教室的后边。"The library is behind the art room".
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**

Students will:

7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.

7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.

7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).

7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.

7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NH.PRSNT.1: Recombine basic information at the

Instructional Focus:

- Learn vocabulary, phrases and sentences to describe a school campus.
- Effectively ask for and give directions.
- Identify locations by using landmarks as references.
- Describe two places that are close to or far away from each other.
- Discuss and compare the differences and similarities of school campuses in the U.S. and China.
- Watch and discuss video clips about the physical environment of Chinese high schools.
- Use technology such as Google Maps, Baidu Maps, and GPS to help people find places.
- Use more complex classroom directions as part of everyday teaching.
- Use authentic Chinese books, magazines, movies, and performances as supplementary materials to teach the related topics.

Instructional Strategies:

Interpretive:

- Use TPR activities, the flyswatter game and Quizlet to acquire vocabulary and phrases related to directions and locations of places on campus.
- Act out or create drawings based on oral descriptions about places and locations.
- Read texts and supplementary materials related to instructional topics and answer questions about them.
- Watch video clips related to the learning topics (e.g. 中国学校 Chinese School) and answer interpretation and comprehension questions.
- Scavenger hunt: Listen to or read other students' directions and find the objects in different places.
- Use radicals in characters as a clue to decode the meanings of new characters. Use pictures as a helper to understand the meanings of characters and vocabulary.

Interpersonal:

- Give directions about one of your favorite places to your classmates.
- Work with a group of students to make a map of SHS and write directions of classrooms and other facilities on campus in Chinese.
- Make skits and short dialogues between pairs of students: asking for and giving directions.

phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment. 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words. **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.	● Use email or other social media to communicate with Chinese students to exchange information about various topics related to schools. **Presentational:** ● Perform skits and short dialogues in pairs: ask for and give directions. ● Make and play a video introducing Summit High School in Chinese in the class. ● After watching video clips related to the learning topics (e.g. 中国学校 Chinese School), have students write a reflection and orally report to their group or class.
Differentiation	**Assessments**
Interdisciplinary Connections ● Geography: Map skills ● Historical evolution of Chinese schools **Technology Integration**	**Formative Assessments:** ● Character dictations ● Vocabulary quizzes ● Participation during class discussions, activities and games

- Use Google Classroom for assignments.
- Use Quizlet to acquire related vocabulary and phrases.
- Use technology tools such as Google Maps, Baidu Maps, and GPS to help students find places.
- Use email and other social media to communicate with Chinese students to exchange information about various topics.
- Explore authentic resources on various topics online via websites
- Use iMovie or iPhone to make a video introducing Summit High School.
- Use twistedwave.com and Google Voice to practice and record speaking.
- Use Chromebook to type Chinese characters.
- Use online resources to practice and improve listening, pronunciation, and reading comprehension.

Media Literacy Integration

- Authentic Chinese books
- Authentic magazines
- Authentic movies
- Websites in the target language

Global Perspectives

- Watch Chinese movies and video clips on Chinese schools.
- Investigate the differences and similarities of the physical environment between Chinese and U.S. schools.
- Further explore and discuss the influence of respective cultural and socio-economic influence on schools.

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

- Skits and short dialogues between pairs of students: asking for and giving directions.
- Scavenger hunt: Listen to or read other students' directions and find the objects in different places.
- Discussion about video clips regarding Chinese high schools.
- Discussion and comparison of the similarities and differences of the physical environment of schools between the U.S. and China

Summative Assessments, Projects, and Celebrations:

- Unit test including oral and written assessments
- Write and film a video introducing Summit High School for visiting students and teachers from China.

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 打电话（Making Telephone Calls）

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

- Effective communication requires flexible use of multiple communication modes in various situations.
- In different cultures, people have different ways and manners of communicating by phone.
- In this unit, students will learn how to use the target language to properly communicate with various people by phone in different situations, such as answering a phone call and initiating a phone conversation, setting up an appointment with other people on the phone, asking a favor, and asking someone to return their call.
- Students will also gain a better understanding of the Chinese language and culture by learning the way that people talk on the phone.

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 people effectively communicate with each other in various situations? • How do cultural factors affect people's manners and etiquette when talking to each other? • What are the proper ways to initiate a phone conversation, especially when you call a person who has a different cultural background from you? • What are considered good manners when orally communicating with other people? • What are the similarities and differences between an American and Chinese perspective of what is a courteous conversation? • Why do we need to learn how to speak a language since there are a lot of new technologies that can help us in communication?	• Good and proper communication skills are essential to help people understand each other and accomplish their tasks. For example, it is important to know what to say at the beginning when you start a phone call. Americans usually use "hello" or "hi" when starting a phone conversation, while Chinese usually start with "喂" with a 2nd tone. • It is important to know how to use appropriate manners and words when talking to people in different situations. For example, when speaking to elders or professionals you are expected to address them by title. • Asking appropriate questions is as important as giving proper answers when talking to others. • Learning and understanding other cultures helps people communicate with each other more effectively. For example, when you talk to an elder, you need to be very polite, and you do not hang up the phone until the other side hangs up first. • Technology can help people communicate with each other, but it cannot replace the role of spoken language in the process of people's communication.

	● Use "喂" (2nd tone) at the beginning of a phone conversation.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 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.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects. 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations. 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.4: Tell or retell stories from age- and	**Instructional Focus:** ● Learn vocabulary, phrases and sentences related to telephone conversations with various people in different situations. ● Answer a phone call and initiate a phone conversation. ● Set up an appointment with someone such as a teacher or a friend on the phone. ● Ask a favor. ● Ask someone to return your call. ● Use appropriate manners and expressions to have a telephone conversation in the following 4 different situations: o You call someone, but the person who answers the phone is not the person you are calling for o You call someone and the person answers your call o You call someone but you dial a wrong number o You call someone but the person is not in and you need to leave a message. ● Discuss and compare the differences and similarities of telephone manners and expressions between the U.S. and China. ● Use authentic Chinese books, magazines, movies, videos, and performances as supplementary materials to teach the related topics. **Instructional Strategies:** **Interpretive:** ● Use the flyswatter game and Quizlet to acquire vocabulary, phrases and expressions related to telephone conversations with various people in different situations. ● Watch Chinese movies and video clips related to the learning topics and answer comprehension and interpretation questions.

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.
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.

- Watch other students' skits and short dialogues and ask and answer related questions.

Interpersonal:
- Work with partners to create a series of various telephone conversations in different situations.
- Use the target language to ask a favor to a classmate or the teacher.
- Set up an appointment with a classmate or the teacher.
- Use Google Voice to leave a message to the teacher.

Presentational:
- Perform various skits and short dialogues talking to people on the phone.
- Present a series of telephone conversations dealing with real life situations with different types of people such as peers, teachers, parents and strangers.
- Use Google Voice to leave a message to the teacher.

Differentiation	Assessments
Interdisciplinary Connections ● Students will learn historical information about the hierarchy system in Chinese society and family, and how this system has influenced the language and the manners people use when talking to each other. **Technology Integration** ● Use Google Classroom for assignments. ● Use Quizlet to acquire related vocabulary and phrases. ● Use twistedwave.com and Google Voice to practice and record speaking. ● Use various websites to practice and improve listening, pronunciation, and reading comprehension. **Media Literacy Integration**	**Formative Assessments:** ● Vocabulary quizzes ● Participation during class discussions, activities and games ● Skits and short conversations created and presented by students ● Discussion and comparison of the similarities and differences of telephone manners and expressions between the U.S. and China. ● Discussion on Chinese films and video clips about how Chinese students address their peers, teachers and parents and their relationship with respective groups of people. **Summative Assessments, Projects, and Celebrations:** ● Create and perform a series of telephone conversations dealing with various real life situations.

- Authentic video clips
- Authentic movies
- Websites in the target language

Global Perspectives

- Watch Chinese movies and video clips on the learning topic.
- Investigate the differences and similarities of manners and expressions used in telephone conversations between Chinese and U.S. students.
- Discuss the hierarchy system in Chinese and other societies and how it affects the way people talk to each other.

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, 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: 身体 ／看病（Body /Seeing A Doctor）

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

- Many perceptions and practices related to the human body and healthcare are shared across cultures; others are culture specific.
- In this unit, students will learn how to use the target language to describe a person's body and physical appearance, explain symptoms of some common diseases, communicate with doctors when they are sick, and understand instructions on when and how to take medications.
- Moreover, students will gain knowledge about different procedures to go to see a doctor in China and traditional Chinese medical practices such as acupuncture and traditional Chinese medicine such as herbal medicine.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What physical appearance is usually considered to be "good-looking" in American culture and in Chinese culture? • How do cultural factors affect people's aesthetic? • How do you effectively communicate with doctors when you are sick? • How is the procedure to visit a doctor different in China from that in the U.S.? Why is it different? • How is traditional Chinese medicine different from modern Western medicine? What are the reasons behind the difference? What are the advantages and disadvantages of the two? • How would you compare the health care system in the U.S. and in China?	• It is important that you know how to communicate with doctors when you are sick. • People of different cultures may have specific views on the human body and a person's physical appearance. The medical practices and procedures in different countries may also be different. For example, herbal medicine and acupuncture play important roles in traditional Chinese medicine. • A certain type of medical practice reflects the history, philosophy and culture of that society. Traditional Chinese medicine is the product of two thousand years of Chinese history. For example, the goal of achieving the harmony of your body in the traditional Chinese medicine reflects the ideas of Confucianism. • Studying other languages and cultures offers insights into our own culture. Communicating with others effectively requires cultural knowledge and communication skills and strategies. • Understanding other cultures will enhance communication among people and improve the flow of conversation.

	● Some adjectives can be doubled to emphasize nouns. For example, 大大的眼睛really big eyes.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s). 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture. 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s). 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes. 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing. 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. **Career-Ready Practices** **CRP1**: Act as a responsible and contributing citizen and	**Instructional Focus:** ● Learn vocabulary, phrases and sentences related to a person's physical appearance, body parts, symptoms of common health problems, and the usual medical treatment/medicine for these common diseases. ● Make an appointment at a doctor's office. ● Effectively ask and answer questions when talking to doctors and nurses. ● Describe symptoms of common health problems such as a cold, the flu, stomach problems, injury of a body part, and an allergy. ● Understand instructions on when and how to take medications. ● Write a sick leave note. ● Talk about why you do or do not want to see the doctor. ● Urge others to see a doctor when they are not feeling well. ● Discuss and compare the differences of medical treatments for some diseases between traditional Chinese medicine and modern Western medicine. ● Introduce some famous historical figures in the field of traditional Chinese medicine, such as 李时珍 Li Shizhen，华陀 Hua tuo，and 张仲景 Zhang Zhongjing. ● Compare the different procedures to see a doctor in China and in the U.S. ● Discuss and compare people's aesthetic in the U.S. and China. ● Watch and discuss video clips about Chinese hospitals and Chinese medicine. ● Use authentic Chinese books, magazines, movies, and performances as supplementary materials to teach the related topics. **Instructional Strategies:** **Interpretive:**

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.	• Use TPR activities, the flyswatter game and Quizlet to acquire vocabulary and phrases related to body parts, physical appearance, symptoms of common health problems, and medical treatments and medicines. • Act out or create drawings based on oral descriptions about body parts, physical appearance and symptoms of common diseases. • Read labels and directions on a bottle or packet of medicine in Chinese. • Read texts and supplementary materials related to learning topics and answer questions about them. • Watch video clips related to the learning topics (e.g. Chinese hospitals and traditional Chinese medical treatment such as acupuncture and Chinese medicine such as herbal medicine) and answer comprehension and interpretation questions. • Use radicals in characters as a clue to decode the meanings of new characters. Use pictures as a helper to understand the meanings of characters and vocabulary. **Interpersonal:** • Pair work: Call a doctor's office and make an appointment. • Write and perform skits and a series of short dialogues with a partner on the topic of visiting doctors. • Write a sick leave note via email to your teacher. • Interactive game: Guess Who? A student describes the appearance of a classmate or a celebrity, and other students guess who the person is. • Interactive game: What is the problem? A student describes the symptoms of a health problem, and other students guess what the disease is. **Presentational:** • Perform skits and a short play on the topic of visiting doctors. • Write and display in class a description of the physical appearance of a celebrity that you think is interesting. • Use Google Voice to leave a message to your teacher, telling the teacher that you cannot go to school because you are not feeling well. • After watching video clips on the traditional Chinese medicine, have students summarize the unique features of the traditional Chinese medicine and orally report to their group or class.

	• Write a letter to a student who cannot come to school because of illness.

Differentiation	Assessments

Interdisciplinary Connections

- History: traditional Chinese medicine
- Health: common health problems and symptoms, medical treatments for common diseases, how to take medicine

Technology Integration

- Use Google Classroom for assignments.
- Use Quizlet to acquire related vocabulary and phrases.
- Use email to send a sick leave note to your teacher.
- Use authentic websites to explore information on various topics.
- Use twistedwave.com and Google Voice to practice and record speaking.
- Use Chromebook to type Chinese characters.
- Use websites to practice and improve listening, pronunciation, and reading comprehension.

Media Literacy Integration

- Labels & instructions on medicine bottles
- Authentic video clips
- Websites in the target language
- Authentic readings

Global Perspectives

- Watch Chinese movies and video clips on Chinese hospitals and traditional Chinese medicine.
- Investigate the differences and similarities between traditional Chinese medicine and modern Western medicine.
- Further explore and discuss the influence of respective cultural and socio-economic influence on medical practice and medicine.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**

Formative Assessments:

- Character dictations
- Vocabulary quizzes
- Participation during class discussions, activities and games
- Skits and short dialogues between pairs of students: tell a classmate, a teacher or your parent(s) that you are not feeling well; talk to a doctor about your health problems; urge others to see a doctor when they are not feeling well.
- Write and display in class a description of the physical appearance of a celebrity that you think is interesting.
- Write a short leave note.
- Discussion on video clips about Chinese hospitals and Chinese medicine.
- Discussion and comparison of the similarities and differences of traditional Chinese medicine and modern Western medicine.

Summative Assessments, Projects, and Celebrations:

- Unit test including oral and written assessments.
- Create and perform a short play: Visiting a doctor.

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 below)

Recommended Texts to Support Units in Mandarin 3:

- *Chinese Made Easy:* Text book & Workbook 2 & 3. Hong Kong: Joint Publishing (H. K.) Co., LTD.
- *Integrated Chinese*: Textbook & Workbook 1 & 2. Boston: Cheng & Tsui Company.
- *Chinese Language and Culture: An Intermediate Reader.* The Chinese University Press.
- *A New Text for a Modern China.* Boston: Cheng & Tsui.
- *Supplementary Workbook for a New Text for a Modern China.* Boston: Cheng & Tsui.
- National Taiwan Normal University. *Practical Audio-Visual Chinese.* Boston: Cheng & Tsui Company.
- Teng, Shou-Hsin, and Yuehua Liu. *Short Chinese TV Plays*. Boston: Cheng & Tsui Company.
- Chengo Chinese (乘风汉语) (Presents vivid interactive situations to unfold Chinese customs and cultures through advanced speech recognition, handwriting recognition technology, and an intelligent feedback system.) http://elanguage.cn/whychengo/whychengo.php
- Chinese Reading World (Collects readings from elementary to advanced levels along with accompanying audio.) http://www.uiowa.edu/~chnsrdng
- Online Reading (Has a magazine-style format, including topics of current interest such as literature, politics, history, technology, etc.) http://www.mypcera.com
- Chinese Magazines www.cnd.org/HXWZ/
- Online Chinese Tools www.mandarintools.com
- Listen to Chinese Idiom Stories Online www.wellesley.edu/Chinese/Chinese_Fables/title/title_page.html
- Interactive Language-Learning Software www.clavisinica.com/info.html
- Listen to Chinese Online www.voanews.com/chinese/index.cfm (Voice of America: Chinese News Page) www.abc.net.au/ra/mand/ (Radio Australia: Chinese News Page)
- Youtube (www.youtube.com)
- Youku 优酷网 (www.youku.com)
- CCTV (www.cctv.cn)
- SINA 新浪网 (www.sina.com.cn)
- Local Chinese newspaper (You can get free newspaper in Asian supermarkets every weekend)
- Teaching Chinese as a Foreign Language
- Practical Chinese Games
- Chinese Culture Resource Book