Summit Public Schools
Summit, New Jersey
Grade Level: 9-12/ Content Area: Mandarin Chinese 5 Honors

Overview:

Chinese 5 Honors course 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 aural/oral skills, reading comprehension, grammar, and composition. The course is intended to provide students with varied opportunities to further develop their proficiencies across the three communicative modes—interpersonal (speaking, listening, reading, and writing skills), interpretive (listening and reading skills), and presentational (speaking and writing skills)—and the five goal areas (communication, cultures, connections, comparisons, and communities) as outlined in the *New Jersey Student Learning Standards for World Languages*.

Developing appreciation and awareness of Chinese cultures is an integral theme throughout the Chinese 5 Honors course. The course engages students in an exploration of both contemporary and historical Chinese culture. Course content reflects intellectual interests shared by the students and the teacher. The following topics are included in the course, namely, living environment (including neighborhood and communities in your living area, houses and rooms inside your home, and home furniture and decoration), Chinese geography (including the administrative division and natural geography of China), Chinese language (including the origin and evolution of Chinese characters), and Chinese food culture (including the eight major cuisine of China).

In addition to the textbooks, *Chinese Made Easy*, instructional materials include many types of authentic materials such as signs, advertisements, emails, posters, video clips, films, news broadcasts, announcements made in public places of the Chinese-speaking communities, and written texts excerpted or adapted from newspapers, magazine articles, contemporary literature, letters, and reports. The course is taught mostly in the target language, and students are encouraged to use the target language to communicate with the teacher and classmates and participate in authentic-life activities. Throughout the course, assessments are frequent, varied, and explicitly linked to the content and skills that make up the learning goals of each unit of study.

Unit 1: 居住环境（Living Environment）	
Big Ideas: *Course Objectives/Content Statement(s)* • Housing arrangements and the living environment reflect the economic, social, and cultural conditions of a region. The home environment and cultural perspectives both have an impact on how people communicate and connect with each other.	
Essential Questions	**Enduring Understandings**

What provocative questions will foster inquiry, understanding, and transfer of learning?	*What will students understand about the big ideas?*
• How do housing arrangements and living environments affect how people connect and communicate with each other? • How are the housing arrangements and living environments in China and the US similar or different? • How are the traditional Chinese housing arrangements and living environment different from or similar to the contemporary ones? • How do economic development, social changes and culture affect our living environment?	Students will understand that… • Many factors such as economic development, social changes and culture affect the specific housing arrangements and living environment of a region. • Housing arrangements and living environments have an impact on how people communicate and connect with each other. • Asking meaningful questions is as important as giving clear directions and answers for people to communicate with each other effectively.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: • 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. • 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. • 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture. • 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics. • 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar	**Instructional Focus:** Students will… • Use vocabulary, phrases and sentences to describe home, house, location and direction. • Learn how to read and write advertisements to find suitable living places. • Compare the differences or similarities of housing arrangements and living environment between the US and China. • Compare traditional Chinese housing (e.g., Courtyard House, *si-he-yuan* 四合院) and its impact on people's relationship with each other with the diverse stock in the U.S. • Explore how economic development, social changes, and culture affect the specific housing arrangements and living environment in China.

words and phrases in new formal and informal contexts.

- 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.
- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
- 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate

- Use authentic Chinese books, magazines, and videos as supplementary materials to teach the related topics.
- Create a multi-media comparison of a traditional and modern Chinese home.
- Use more complex classroom directions as part of the teaching for giving directions.

Instructional Strategies:

Interpretive:

- Use flyswatter games, Quizlet and Blookit to acquire vocabulary and phrases on the names of different houses and rooms, furniture and decorations, and common facilities in the neighborhoods and communities.
- Read supplementary materials such as advertisements for purchasing or renting houses/apartments in Chinese newspapers and magazines and answer questions.
- Read authentic Chinese neighborhood maps and home floor plans and answer questions.
- Watch video clips about some typical traditional Chinese houses such as Courtyard House (四合院), Shikumen-style House (石库门), and Tulou (土楼), etc., and answer comprehension and interpretation questions using Google Form or EdPuzzle, etc.
- View target language video clips related to housing arrangements and living environment and answer questions.
- Act out or create drawings based on oral descriptions about house/apartments and locations.
- Listen to the recordings related to the learning topics and answer related questions.
- Further familiarize with the expressions of giving directions.
- Convert the US measurement system into a metric system and vice versa using an online conversion table.

change and its impact on the target language regions of the world and the people who live in those areas.

- 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
- 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.
- 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
- 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

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.

- Use radicals in characters as a clue to decode the meanings of new characters. Use pictures to help understand the meanings of characters and vocabulary.
- Practice typing Chinese characters and identifying the desired characters from multiple character options displayed on the screen.

Interpersonal:

- Students interview each other about their home location, the rooms in their home, and how to get their home.
- Work with a group of students to create an advertisement to buy/sell or lease a home.
- Role Play - Renting an apartment.
- Interview a classmate on his/her living places.
- Write an email response to a Chinese student to exchange information about your living place and environment.
- Discuss with your classmates to compare housing arrangements and living environments between the US and China.
- Group discussions - Compare and analyze the traditional Chinese houses and the impacts on relationships among family members and neighbors.
- Improvisational role play as a realtor.

Presentational:

- Draw a detailed map of a home (your real home or an imaginary home), describe the locations of each room, and give directions on how to arrive at the home.
- Create and play a scavenger hunt within the school using directions in Chinese.
- Do research and introduce the traditional Chinese houses to your classmates.
- Do a two-minute oral presentation about the traditional Chinese house.
- Present a video project to introduce a home, including the location and the surrounding areas, the type of the home, and function of each room in the home and how to arrive at the home.

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.	• Write a short essay discussing and comparing the similarities and differences about the living environments between the US and China. • Create and perform a dialogue with a partner on renting an apartment. • Create and present an advertisement of buying/selling or leasing a living place. • Report how the social, economic and cultural changes influence the living conditions in China or the US using the information from the Internet.
Differentiation	**Assessments**
Interdisciplinary Connections • History: The changes and developments of Chinese housing over the long historical time • Geography: Chinese housing is influenced by regional topography, climate, and social and economic conditions. • Social Studies: Comparison of Chinese houses and American houses and its impact on people's relationship with each other. **Technology Integration** • Google Apps • Quizlet • Blooket • Gimkit • GoFormative • Flipgrid • EdPuzzle • YouTube • Online-voice-recorder.com • Screencastify • Mandarintools.com • WordWall.net • Liveworksheets • ChromeBook **Media Literacy Integration** • Students will explore, analyze and interpret information from authentic video, audio and print resources to develop their communicative	**Formative Assessments:** • Character dictations • Vocabulary quizzes • Reading and Listening comprehension passages • E-mail replies • Simulated conversation • Story narrations based on given pictures • Two-minute cultural presentation • Participation during class discussions and activities (e.g. the traditional Chinese housing and its impact on people's relationship with each other, the differences or similarities of housing arrangements and living environment between the US and China, how economic development, social changes, and culture affect the specific housing arrangements and living environment in China, etc.) • Exit slips • Typing and selecting correct Chinese characters **Summative Assessments, Projects, and Celebrations:** • Unit exam testing students' interpretive (listening and reading comprehension), interpersonal (conversation and email response) and presentational (story narration and 2-minute cultural presentation) modes of communication in the related topics.

proficiency skills.

Global Perspectives

- Investigate the differences and similarities of the living arrangements and living environment between the US and China.
- Compare the reasons and results of the changes of the housing arrangements and living environment and its impact on how people connect and communicate with each other in both China and the US.
- Research how the economic and cultural exchange and collaboration among different countries affect the living conditions in both China and Western world.

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		

- Write an email response to a Chinese pen pal to introduce your home, neighborhood and the common living conditions in the US.

- Write an article and do a two-minute oral presentation about the traditional Chinese house.

- Create and present a video project to introduce a home, including the location and the surrounding areas, the type of the home, and function of each room in the home and how to arrive at the home.

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:

- Chinese Made Easy III: Text book, workbook, and CD.
- Integrated Chinese
- Chinese Link
- Chinese Language and Culture: An Intermediate Reader
- National Taiwan Normal University: Practical Audio-Visual Chinese.
- Teng, Shou-Hsin, and Yuehua Liu: *Short Chinese TV Plays.*
- *Common Knowledge about Chinese History* 中国历史常识
- *Common Knowledge about Chinese Geography* 中国地理常识
- *Common Knowledge about Chinese Culture* 中国文化常识
- Chinese movies, videos, and DVDs/VCDs.
- **http://zhongwen.com/**
- **https://www.chinese-tools.com/**
- **http://baike.baidu.com/item/百度百科**
- **http://zh.wikipedia.org/wiki/Wikipedia:%E9%A6%96%E9%A1%B5**
- Chinese Reading World (Collects readings from elementary to advanced levels along with accompanying audio.) **http://www.uiowa.edu/~chnsrdng**
- 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 (Voice of America: Chinese News Page) www.voanews.com/chinese/index.cfm
- Youtube www.youtube.com
- Youku 优酷网 www.youku.com
- 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

<table>
<tr><th colspan="2">Unit 2: 中国的地理环境
(The Geographical Environment of China)</th></tr>
<tr><td colspan="2">Big Ideas: Course Objectives/Content Statement(s)

• The physical and human characteristics of a place make it unique. This unit examines both the physical geography and human geography of China. Students will explore China's natural environment, such as landforms, elevation, water features, climate, soil, and natural vegetation, etc. They will also investigate the administrative divisions, population distribution and movements, and human interactions with what's around them. Moreover, they will trace changes over space and time while this vast ancient civilization emerges on the world stage as contemporary China. They will explore diverse values, practices, and landscapes.</td></tr>
<tr><th>Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?</th><th>Enduring Understandings
What will students understand about the big ideas?</th></tr>
<tr><td>• What are the important physical and human characteristics of China?

• How do the features of geographical environments of China affect its social and economic systems?

• How do economic development, social changes and culture affect our living environment?

• How does population distribution and movement affect the geographical environment and social and economic systems and vice versa?</td><td>Students will understand that…

• Geographical conditions have an impact on people living there, and also human culture influences the natural environment.

• Many factors such as economic development, social changes and culture affect our living environment.

• Physical and human characteristics of a place have an impact on how people communicate and connect with each other.</td></tr>
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• What are the main similarities and differences in physical and human geography between the US and China? • What social and economic challenges brought by the geographical conditions do Chinese people face in today's World? • What impact does urbanization and modernization exert on the natural environment and people's lives?	• Population distribution and movements reflect to a certain extent the natural conditions and economic development of a place. • Transformations of China's land, people, economy, and society are recasting internal regional divisions and repositioning China in a rapidly changing world.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: • 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. • 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. • 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture. • 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics. • 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. • 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose). • 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic	**Instructional Focus:** Students will… • learn to recognize and use vocabulary, phrases and sentences to describe and discuss the geographical features of China, the population formation and growth, and the names of major Chinese provinces and their major roles in China's economic development. • gain knowledge of the geography of China: population, environmental, cultural, political, and economic characteristics. • have understanding of the regions of China: natural (physical) settings, socio-economic regions, and recasting regions; • improve critical reasoning and presentation skills: research project and teamwork; communication. • compare the differences and similarities of geographical features and population growth between the US and China. • investigate nature and the effects it has on people and/or the environment, and also the impacts of human activities on the changes of the natural environment.

expressions related to familiar or studied topics, by using context clues and text structures.

- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.
- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
- 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
- 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories,

- learn how to read different types of maps of China including Chinese administrative division maps, topographic maps and population distributions maps.
- explore the differences in topography, climate, agricultural and industrial products, and economic development between northern and southern China.
- Explore the impact of urbanization and modernization on the natural environment and people's lives.
- explore the change of population distribution in China and its influence on economic development, social changes, and natural environment.
- research on the uniqueness and diversification of Chinese culture and their relationships with the natural environment and the social and economic developments.
- use authentic Chinese books, magazines, and videos as supplementary materials to teach the related topics.

Instructional Strategies:

Interpretive:

- Use flyswatter games, Quizlet and Blookit to acquire vocabulary and phrases related to the physical geography (e.g. mountains, rivers, topography, climate, soil, and natural vegetation, etc.) and human geography (e.g. administrative divisions, population distribution and movements, and human interactions with what's around them).
- Read different types of Chinese maps such as the administrative division maps, topographic maps and population distributions maps and answer questions..

presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.

- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.

- 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.

- 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

- 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

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.

- Read supplementary materials related to physical and human geography of China and answer questions.
- Watch documentary movies and video clips related to Chinese geography such as *Yangtze* River (长江), Yellow River (黄河), and North China Plain (华北平原), etc., and answer comprehension and interpretation questions.
- Listen to and deconstruct audio sources related to the learning topics and answer related questions.
- Further familiarize with the names of the important cities and provinces.
- Make lists of geographical features and major Chinese provinces in the target language.
- Use radicals in characters as a clue to decode the meanings of new characters. Use pictures to help understand the meanings of characters and vocabulary.
- Practice typing Chinese characters and identifying the desired characters from multiple character options displayed on the screen.

Interpersonal:

- Interview classmates in the target language about their knowledge on Chinese geography.
- Discuss and compare similarities and differences of a US state and a Chinese province on their geographical features with your classmates.
- Write an email response to a Chinese student to exchange information about the natural environment, population and major economic activities in your home state.
- Discuss with your classmates to explore the relationship among the natural environment, population growth and economic development in China and the US.
- Play a game of Jeopardy! with classmates about the geographical features and administrative divisions of China.
- Group discussion - Compare and analyze the impact of urbanization and modernization on the natural environment and people's lives.

Presentational:

	• Use a topographic map of a Chinese province or municipality to describe the physical geographical characteristics of the place. • Do research and introduce a Chinese province or municipality to your classmates. • Deliver a two-minute oral presentation about a Chinese province or municipality. • Present a Google Slide project to the class comparing a US state to a Chinese province. • Write a report on the relationship between the natural environment and population growth and the social, economic and cultural changes in an area in China using the information from the Internet.
Differentiation	**Assessments**
Interdisciplinary Connections • Geography: The physical geography and human geography of China • History: The changes of the Chinese natural environment, administrative divisions, population distribution and movements over time. • Geography and Social Studies: Comparison of the Chinese geography and the US geography. • Social Studies: the relationship among the natural environment, population growth and economic development in China and the US. • Social Studies: the impact of urbanization and modernization on the natural environment and people's lives. **Technology Integration** • Google Apps • Quizlet • Blooket • Gimkit • GoFormative • Flipgrid • EdPuzzle • YouTube • Online-voice-recorder.com • Screencastify • Mandarintools.com	**Formative Assessments:** • Character dictations • Vocabulary quizzes • Reading and Listening comprehension passages • E-mail replies • Simulated conversation • Story narrations based on given pictures • Two-minute cultural presentation • Participation during class discussions and activities (e.g. the similarities and differences of a US state and a Chinese province on their geographical features, the relationship among the natural environment, population growth and economic development in China and the US., and the impact of urbanization and modernization on the natural environment and people's lives, etc.) • Exit slips • Typing and selecting correct Chinese characters **Summative Assessments, Projects, and Celebrations:** • Unit exam testing students' interpretive (listening and reading comprehension), interpersonal (conversation and email response) and presentational (story narration and 2-minute

- WordWall.net
- Liveworksheets
- ChromeBook

Media Literacy Integration

- Students will explore, analyze and interpret information from authentic video, audio and print resources to develop their communicative proficiency skills.

Global Perspectives

- Investigate the differences and similarities of the physical and human geography between the US and China.
- Compare the reasons and results of the population growth, social and economic development and natural environment in China and the US.
- Investigate the impact of urbanization and modernization on the natural environment and people's lives.

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

cultural presentation) modes of communication in the related topics.

- Write an email response to a Chinese pen pal to exchange information about the natural environment, population and major economic activities in your home state.

- Write an article and do a two-minute oral presentation about a Chinese province or municipality.

- Create and present a Google-Slide project to introduce a Chinese province or municipality, and compare the place with a US state.

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:

- Chinese Made Easy III: Text book, workbook, and CD.
- Integrated Chinese
- Chinese Link
- Chinese Language and Culture: An Intermediate Reader
- National Taiwan Normal University: Practical Audio-Visual Chinese.
- Teng, Shou-Hsin, and Yuehua Liu: *Short Chinese TV Plays.*
- *Common Knowledge about Chinese History* 中国历史常识
- *Common Knowledge about Chinese Geography* 中国地理常识
- *Common Knowledge about Chinese Culture* 中国文化常识
- Chinese movies, videos, and DVDs/VCDs.
- **http://zhongwen.com/**
- **https://www.chinese-tools.com/**
- **http://baike.baidu.com/item/百度百科**
- **http://zh.wikipedia.org/wiki/Wikipedia:%E9%A6%96%E9%A1%B5**
- Chinese Reading World (Collects readings from elementary to advanced levels along with accompanying audio.) **http://www.uiowa.edu/~chnsrdng**

- 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 (Voice of America: Chinese News Page) www.voanews.com/chinese/index.cfm
- Youtube www.youtube.com
- Youku 优酷网 www.youku.com
- 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

<table>
<tr><th colspan="2">Unit 3: 汉语
(Chinese Language)</th></tr>
<tr><td colspan="2">Big Ideas: Course Objectives/Content Statement(s)

• The Chinese language is the oldest written language in the world. In this unit students will explore the origin and the evolution of the Chinese characters including the Oracle Bone Script (甲骨文), Bronze Inscription (钟鼎文), Less Seal Script (小篆), Official Script (隶书), and Regular script (楷书), etc. They will also learn the structure of Chinese characters, such as radicals and strokes, pictograph (象形字) and phonogram (形声字), and the traditional characters and the simplified characters. Moreover, Mandarin Chinese is the most spoken language in China and in the world. In this unit students will not only further study the linguistic features of Mandarin (e.g., tones and pinyin) but also gain knowledge about other dialects in China. Since the Chinese language is at the foundation of Chinese culture, this unit will enable students to better understand the fundamentals of Chinese culture.</td></tr>
<tr><th>Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?</th><th>Enduring Understandings
What will students understand about the big ideas?</th></tr>
<tr><td>• What are the important characteristics of Chinese written and spoken language?

• What are the major differences between the Chinese writing system and the Western writing system?

• How did Chinese characters originate and develop?</td><td>Students will understand that…

• Unlike the Western writing system, the Chinese writing system uses characters rather than an alphabet.

• Chinese characters have undergone a lot of changes over time from their original forms.</td></tr>
</table>

• Why aren't all Chinese characters pictographs? • What is the difference between traditional characters and simplified characters? What are the pros and cons of using one type of the characters? • How are Chinese dictionaries organized? • What are the benefits and disadvantages of having many different dialects besides a standard language, Mandarin, in a big country like China? • How does language shape our cultural identity? • How do economic development, increase in trade, and cultural exchange among different regions affect the change and development of a language ? • How does the art of a community such as calligraphy and painting reflect its public identity?	• The economic development, increase in trade, and cultural exchange among different regions affect the changes and development of a language • Although Mandarin is the most spoken language in China, there are many other dialects spoken in the local areas. These dialects have contributed to the preservation and inheritance of local culture. • Language/dialect helps shape people's cultural identity. • Understanding a language will help people better understand the fundamentals of a culture, and vice versa. • The art of a community such as calligraphy and Chinese painting in Chinese speaking communities reflect its public identity.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: • 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. • 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. • 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture. • 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.	**Instructional Focus:** Students will… • learn to recognize and use vocabulary, phrases and sentences to describe and discuss the origin and development of Chinese characters and the characteristics of Chinese language. • compare the differences and similarities between Chinese language and Western languages. • identify the significance of radicals and strokes in their learning and understanding of Chinese characters. • recognise the importance of tones in speaking Chinese language.

- 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.
- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.

- understand the roles that different dialects play in the preservation and inheritance of local culture.
- learn how to use paperback and online Chinese dictionaries.
- explore the factors that affect the changes and development of a language or dialect.
- understand how a language shapes people's cultural identity.
- use context to deduce the meaning of unfamiliar words and explain or use idiomatic and culturally authentic expressions.
- use provided cultural and/or interdisciplinary information to determine the meaning of a text.
- initiate, sustain, and close oral conversations and written communications using simple and compound sentences and a varied vocabulary that includes idiomatic and culturally appropriate expressions.
- deliver a short oral cultural presentation to explain ideas and opinions with examples using the sources provided in this unit.
- write and respond to emails and letters using appropriate register and a selected writing system consistently.

Instructional Strategies:

Interpretive:

- Use flyswatter games, Quizlet and Blookit to acquire vocabulary and phrases related to the origin, development and characteristics of Chinese language.
- Use paperback and online dictionaries to be more familiar with radicals and strokes.
- Read and recognise the different forms of Chinese characters such as the Oracle Bone Script (甲骨文), Bronze Inscription (钟鼎文), Less Seal

- 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
- 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
- 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.
- 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
- 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

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.

Script (小篆), Official Script (隶书), and Regular script (楷书), etc.
- Read and recognise pictograph (象形字) and phonogram (形声字), and the traditional characters and the simplified characters.
- Read supplementary materials related to the characteristics of Chinese characters and answer questions.
- Watch documentary movies and video clips related to the origin, development and characteristics of Chinese language and answer comprehension and interpretation questions.
- Listen to and deconstruct audio sources related to the learning topics and answer related questions.
- Read and understand Chinese idioms.
- Use radicals in characters as a clue to decode the meanings of new characters. Use pictures to help understand the meanings of characters and vocabulary.
- Practice calligraphy.
- Practice typing Chinese characters and identifying the desired characters from multiple character options displayed on the screen.

Interpersonal:

- Interview classmates about their family backgrounds, the language(s) that they and their family members speak, and own identity.
- Play guessing games with a partner about Chinese characters or idioms.
- Discuss and compare differences and similarities between Chinese language and Western languages with classmates.
- Write an email response to a Chinese student about your Chinese learning experience.
- Debate: Should Chinese people just use Mandarin or also use other dialects?
- Discuss the factors that affect the changes and development of a language or dialect with your classmates.
- Group discussion: how does a language shape people's cultural identity?

Presentational:

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.	• Deliver a two-minute oral presentation about a characteristic of the Chinese language. • Write an essay discussing your experience learning Chinese. • Make a chart showing the origin and evolution of Chinese characters. • Deliver a two-minute oral presentation about Chinese calligraphy or Chinese painting. • Do research and introduce a famous Chinese calligrapher or a Chinese painting artist.
Differentiation	**Assessments**
Interdisciplinary Connections • History: The origin and development of Chinese characters. • Linguistic: The tons of Chinese speaking language and the *pinyin* system. • Linguistics: The different Chinese dialects. • Art: Chinese calligraphy and traditional Chinese painting. • Art: Famous Chinese calligraphers and traditional Chinese painting artists. • Language and Social Studies: the factors that impact the changes and development of a language and a dialect. **Technology Integration** • Google Apps • Quizlet • Blooket • Gimkit • GoFormative • Flipgrid • EdPuzzle • YouTube • Online-voice-recorder.com • Screencastify • Mandarintools.com • WordWall.net • Liveworksheets • ChromeBook **Media Literacy Integration**	**Formative Assessments:** • Character dictations • Vocabulary quizzes • Reading and Listening comprehension passages • E-mail replies • Simulated conversation • Story narrations based on given pictures • Two-minute cultural presentation • Participation during class discussions and activities (e.g. the characteristics of Chinese language, the differences and similarities between Chinese language and Western languages, the factors that affect the changes and development of a language or dialect, and how a language shapes people's cultural identity, etc.) • Exit slips • Typing and selecting correct Chinese characters **Summative Assessments, Projects, and Celebrations:** • Unit exam testing students' interpretive (listening and reading comprehension), interpersonal (conversation and email response) and presentational (story narration and 2-minute cultural presentation) modes of communication in the related topics. • Write an email response to a Chinese student about your Chinese learning experience.

- Students will explore, analyze and interpret information from authentic video, audio and print resources to develop their communicative proficiency skills.

Global Perspectives

- Investigate the differences and similarities of the Chinese language and the Western languages.
- Explore the influence of one language on another.
- Investigate the impact of economic development, increase in trade, and cultural exchange among different regions affect the change and development of a language.

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**

- Write an essay and deliver a two-minute oral presentation about a characteristic of the Chinese language.

- Deliver a two-minute oral presentation about Chinese calligraphy or Chinese painting.

- Create and present a list showing the origin and development of the Chinese characters.

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:

- Chinese Made Easy III: Text book, workbook, and CD.
- Integrated Chinese
- Chinese Link
- Chinese Language and Culture: An Intermediate Reader
- National Taiwan Normal University: Practical Audio-Visual Chinese.
- Teng, Shou-Hsin, and Yuehua Liu: *Short Chinese TV Plays*.
- *Common Knowledge about Chinese History* 中国历史常识
- *Common Knowledge about Chinese Geography* 中国地理常识
- *Common Knowledge about Chinese Culture* 中国文化常识
- Chinese movies, videos, and DVDs/VCDs.
- **http://zhongwen.com/**
- **https://www.chinese-tools.com/**
- **http://baike.baidu.com/item/百度百科**
- **http://zh.wikipedia.org/wiki/Wikipedia:%E9%A6%96%E9%A1%B5**
- Chinese Reading World (Collects readings from elementary to advanced levels along with accompanying audio.) **http://www.uiowa.edu/~chnsrdng**
- 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 (Voice of America: Chinese News Page) **www.voanews.com/chinese/index.cfm**

- Youtube www.youtube.com
- Youku 优酷网 www.youku.com
- 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

Unit 4: 中国饭菜 **(Chinese Food)**	
Big Ideas: *Course Objectives/Content Statement(s)* • With a long history, unique features, numerous styles, and exquisite cooking, Chinese cuisine is one of the important constituent parts of Chinese culture. As China is a huge country, there are many regional differences in cuisine due to differing climates, history, local ingredients, dining customs, etc. In this unit students will explore China's Eight Great Cuisines (八大菜系), each with its own character, special local ingredients, cooking methods, and tastes that suit the local people, their climate, and culture. Students will also be exposed to philosophical thinking in Chinese food culture, Yin-Yang and Five Elements (阴阳五行). Students will further develop communicative skills to describe the foods that they like or dislike and explain the reasons, and learn how to order food at Chinese restaurants. They will also learn how to cook an authentic Chinese dish.	
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 features of each of the Eight Great Cuisines of China? • How do the geographical environment, climates, history and culture influence the cuisines in different regions? • How important is the philosophical thinking, Yin-Yang and Five Elements (阴阳五行), in impacting Chinese food culture?	Students will understand that… • With a long history, unique features, numerous styles, and exquisite cooking, Chinese cuisine is one of the important constituent parts of Chinese culture. • Chinese traditional dishes emphasize their color, aroma, taste, meanings, and appearance. • There are many regional differences in Chinese cuisine due to differing climates, history, local

• How is Chinese food different from or similar to Western food? • What are the differences and similarities between Chinese and American dining etiquette (including seating and table manners)? What cultural differences can the different dining etiquette reflect? • How can food connect us to people in other regions or countries? • How does one culture influence another through food?	ingredients, dining customs, etc. Eight Great Cuisines of China represent eight best culinary traditions with their own distinct styles and different strengths. • The types and preferences of food in different regions are changing as the result of the increasing changes and interconnection of today's world. • Food can serve as a shared interest for communication. • There is philosophical thinking, Yin-Yang and Five Elements (阴阳五行), in Chinese food culture.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: • 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. • 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. • 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture. • 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics. • 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. • 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).	**Instructional Focus:** Students will… • learn to recognize and use vocabulary, phrases and sentences to describe and discuss the characteristics of major Chinese cuisines from the different regions. • compare the differences and similarities between Chinese and American cuisine, and the differences and similarities between Chinese and American dining etiquette (including seating and table manners). • explore the philosophical thinking, Yin-Yang and Five Elements (阴阳五行), in Chinese food culture. • investigate the influence of geographical environment, climates, history and culture on the cuisines in different regions. • Demonstrate and practice appropriate manners, gestures, body language and intonations used in social interactions for the target language.

- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.
- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
- 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
- 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs

- acquire a variety of vocabulary from authentic sources related to the topics and themes in this unit.
- summarize and sequence information in narrative form.
- apply analytic skills, vocabulary, and sentence structures gained from working with and deconstructing authentic sources to prepare for speaking and writing tasks.
- converse on the topics in this unit using communication strategies such as requesting clarification, asking for repetition, and paraphrasing to maintain spoken and written exchanges.
- exchange viewpoints on cultural perspectives and traditions and use cultural information acquired from sources to prepare and deliver an organized cultural presentation.

Instructional Strategies:

Interpretive:

- Use flyswatter games, Quizlet and Blookit to acquire vocabulary and phrases related to the characteristics of different types of Chinese cuisine and Chinese dining etiquette.
- Read authentic materials such as menus from Chinese restaurants, recipes from Chinese cookbooks or online, emails and short stories related to the topic, and answer questions.
- Research a variety of online sources on the Eight Great Cuisines of China. Students identify new vocabulary in the sources and deduce the meaning of unfamiliar words using the context.
- Watch Chinese movies such as Eat, Drink, Men and Women 饮食男女, and other documentary movies and video clips introducing the Eight Great Cuisines of China, the dining etiquette at Chinese homes, and Chinese cook shows, and

and often using major time frames.

- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
- 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.
- 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
- 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

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.

answer comprehension and interpretation questions.

- Listen to and deconstruct audio sources including the conversations in restaurants or at dining tables at home and answer related questions.
- List the features of each Eight Great Cuisines of China.
- Use radicals in characters as a clue to decode the meanings of new characters. Use pictures to help understand the meanings of characters and vocabulary.
- Practice typing Chinese characters and identifying the desired characters from multiple character options displayed on the screen.

Interpersonal:

- Interview classmates about their food preference, dining habits, and their experience eating authentic Chinese food.
- Role Play with a partner: Ordering food at a Chinese restaurant.
- Group discussion: The differences and similarities between Chinese food and American food.
- Group discussion: The differences and similarities between Chinese dining etiquette and American dining etiquette.
- Write an email response to a Chinese student to exchange information about your favorite cuisine(s), your dining experience in restaurants, and the dining etiquette in your country.
- Discuss with your classmates to explore the influence of the geographical environment, climates, history and culture exerted on the cuisines in different regions.
- Play a game of Jeopardy! with classmates about the Eight Great Cuisines of China.

Presentational:

- Make a poster of the Eight Great Cuisines of China and display it in class.
- Make a map of Chinese major cuisines with partners and display the map in class.
- Write a diary about one of your dining experiences in a restaurant.

CRP12: Work productively in teams while using cultural global competence.	• 2-minute oral presentation: Introduce a Chinese cuisine that you like the most and explain its significance in Chinese food culture. • Narrate stories based on given pictures related to the topic using cohesive devices and transitional expressions. • Project: Cooking Chinese Food. 1) Write a recipe of a Chinese dish you are cooking and the features of the dish. 2) Video record your cooking and explanation of your cooking steps. • Write an essay on the differences and similarities between Chinese and American food, and how the economic and cultural exchange and collaboration among different countries affect food in both China and the US..
Differentiation	**Assessments**
Interdisciplinary Connections • Geography and Social Studies: Different Chinese cuisines in different regions are influenced by regional topography, climate, history and culture. • History: The changes and developments of Chinese food over a long historical time. • Philosophy and Social Studies: Chinese philosophical thinking, Yin-Yang and Five Elements (阴阳五行), has impacts on Chinese food culture • Social Studies: The types and preferences of food in different areas are changing as the result of the increasing changes and interconnection of today's world. **Technology Integration** • Google Apps • Quizlet • Blooket • Gimkit • GoFormative • Flipgrid • EdPuzzle • YouTube • Online-voice-recorder.com • Screencastify • Mandarintools.com	**Formative Assessments:** • Character dictations • Vocabulary quizzes • Reading and Listening comprehension passages • E-mail replies • Simulated conversation • Story narrations based on given pictures • Two-minute cultural presentation • Participation during class discussions and activities (e.g. the differences and similarities between Chinese food and American food, the differences and similarities between Chinese dining etiquette and American dining etiquette, and the influence of the geographical environment, climates, history and culture exerted on the cuisines in different regions, etc.) • Exit slips • Typing and selecting correct Chinese characters **Summative Assessments, Projects, and Celebrations:** • Unit exam testing students' interpretive (listening and reading comprehension), interpersonal (conversation and email response) and presentational (story narration and 2-minute

- WordWall.net
- Liveworksheets
- ChromeBook

Media Literacy Integration

- Students will explore, analyze and interpret information from authentic video, audio and print resources to develop their communicative proficiency skills.

Global Perspectives

- Compare the differences and similarities between Chinese and American food.
- Compare the differences and similarities between Chinese dining etiquette and American dining etiquette.
- Explore the influence of the geographical environment, climates, history and culture on cuisines in different regions or countries.
- Investigate how the types and preferences of food in different regions are changing as the result of the increasing changes and interconnection of today's world.

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

cultural presentation) modes of communication in the related topics.

- Write an email response to a Chinese student to exchange information about your favorite cuisine(s), your dining experience in restaurants, and the dining etiquette in your country.

- 2-minute oral presentation: Introduce a Chinese cuisine that you like the most and explain its significance in Chinese food culture.

- Narrate stories based on given pictures related to the topic using cohesive devices and transitional expressions.

- Project: Cooking Chinese Food. 1) Write a recipe of a Chinese dish you are cooking and the features of the dish. 2) Video record your cooking and explanation of your cooking steps.

		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:

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- Chinese Link
- Chinese Language and Culture: An Intermediate Reader
- National Taiwan Normal University: Practical Audio-Visual Chinese.
- Teng, Shou-Hsin, and Yuehua Liu: *Short Chinese TV Plays*.
- *Common Knowledge about Chinese History* 中国历史常识
- *Common Knowledge about Chinese Geography* 中国地理常识
- *Common Knowledge about Chinese Culture* 中国文化常识
- Chinese movies, videos, and DVDs/VCDs.
- **http://zhongwen.com/**
- **https://www.chinese-tools.com/**

- http://baike.baidu.com/item/百度百科
- http://zh.wikipedia.org/wiki/Wikipedia:%E9%A6%96%E9%A1%B5
- Chinese Reading World (Collects readings from elementary to advanced levels along with accompanying audio.) http://www.uiowa.edu/~chnsrdng
- 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 (Voice of America: Chinese News Page) www.voanews.com/chinese/index.cfm
- Youtube www.youtube.com
- Youku 优酷网 www.youku.com
- 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