



West Windsor-Plainsboro Regional School District

Chinese Grade 6

Unit 1: Acclimating to My New Classroom

Content Area: World Languages

Course & Grade Level: Chinese, Grade 6

Summary and Rationale

As grade 6 students enter middle school they are entry-level language learners trying to acclimate themselves to a new school environment. To create new social contacts within the classroom setting, they will be expanding their ability to communicate information to their teacher and classmates about themselves, about the classroom and about personal possessions. Students will be able to communicate real world information, interpersonally through improvisational role-plays and conversations, interpretively through the reading of authentic texts, and present orally and through written characters and pinyin.

Teachers and students are striving to reach Novice Mid proficiency as defined by the American Council on the Teaching of Foreign Languages. As such, they will develop the ability to communicate at the word level and can use memorized words and phrases independently, respond to learned questions, as well as identify and recognize memorized words and phrases that bring meaning to text.

Recommended Pacing

45 days

New Jersey Student Learning Standards for World Language

Standard 7.1 All students will be able to use a world language in addition to English to engage in meaningful conversations, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Standard: Interpretive Mode:

Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

CPI #	Cumulative Progress Indicator (CPI)
Strand A	Interpretive Mode
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change

Standard: Interpersonal Mode

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

CPI #	Cumulative Progress Indicator (CPI)
Strand B	Interpersonal Mode
7.1.NM.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Standard: Presentational Mode

Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CPI #	Cumulative Progress Indicator (CPI)
Strand C:	Presentational Mode of Communication
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

**New Jersey Student Learning Standards for English Language Arts
Companion Standards**

Standard: Anchor Standards for Reading- Key Ideas and Details

CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Standard: Anchor Standards for Reading- Craft and Structure

CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Standard: Progress Indicators for Reading Literature - Key Ideas and Details

RL.6.1.	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
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New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills

CPI #	Cumulative Progress Indicator (CPI)
9.1.8.PB.5	Identify factors that affect one’s goals, including peers, culture, location, and past experiences.

New Jersey Student Learning Standards for Computer Science and Design Thinking

CPI #	Cumulative Progress Indicator (CPI)
8.1.8.IC.2	Describe issues of bias and accessibility in the design of existing technologies.

Interdisciplinary Standards: Social Studies

6.2.8.GeoPP.3.a	Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
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Instructional Focus

Unit Enduring Understandings

Students should understand that

- in a school setting there are appropriate methods of greeting and addressing adults and peers.
- the ability to express basic personal information is essential for accomplishing routine tasks.
- in order to maximize one’s learning potential students should arrive to class prepared.
- school practices on a daily basis may be similar or different across cultures.
- the Chinese language is a system of symbols representing sounds, characters, words, and ideas. Yet, communication involves much more. It’s not necessary to know all the words, sounds, and characters to interact with native speakers. specific strategies enable communication among people.
- language and culture cannot be separated as culture offers insights into the speakers of the language; how one thinks and how one lives affects the world around them.
- to interact effectively with speakers of the Mandarin, Chinese Language, students need to gain an understanding of the products and practices of the culture.

Unit Essential Questions

- How do I greet my teacher and classmates and briefly introduce myself?
- How do I set an atmosphere for a collaborative and self-directed learner?
- How do I come to class prepared and ready to learn?
- How do we address one another and follow social norms?
- How do I take the initiative to be a practical problem solver?
- How are school practices in Mandarin speaking countries similar and/or different from my experience in America?
- How do our actions affect our environment?

Objectives

Students will know:

- how to properly greet adults using, “Laoshi, nin hao”
- how to distinguish between the formal and informal modes of address (nin vs. ni)
- how to address people in the classroom using proper honorifics
- how to use “Huanying” for teachers to welcome students
- how to use polite phrases such as “xie xie” to thank someone, “duibuqi” to apologize or excuse oneself and respond with “buxie”, “bu keqi”, “meiguanxi”, “meiwenti”
- how to properly respond to an adult greeting, “Tongxue men hao” with “Laoshi, nin hao”
- how to use pronouns “wo, ni, nin, ta, TA” to refer to others by name, as a classmate, and/or as a friend
- how to use plural form, men, as in “wo, ni, ta + men”
- how to make something possessive using “de” (pronoun + de)
- how to respond to the question word “shei” or “shui” to ask ‘who’
- how to identify people in the classroom using “Zhe shi shei? Na shi shei?”
- how to acknowledge one another by name using, “jiao” and “mingzi”.
- how to ask for one’s name using “jiao”
- how to meet and greet one another using “Ni jintian hao ma?” “Ni jintian zenmeyang?”
- how to respond to a greeting using complements, “hen hao, bu hao, hai keyi, hai hao, bucuo, mamahuhu, kaixin, hen lei”
- how to use the word, “renzhen” to stay focused
- how to follow and respond to basic teacher directions, “qing ting, shuo, du, xie, hezuo, xiang...etc.”
- how to identify basic universal classroom issues
- how to ask for permission to use the facilities or go somewhere using the permissibility ‘can’ - “keyi bu keyi...”
- how to recommend alternative usage of drinking water by saying “shao yong pingzhuang shui”
- how to ask for permission to fill a water bottle “keyi bu keyi zhuang shui?”
- how to reduce waste by reminding one another “bu yao langfei...+object”
- how to label “lajitong” “pingzhuang shui” “huishou” “shuiping” “zhi” to show how to reuse or recycle products
- how to differentiate where product waste should be placed by using “hui shou” “la ji tong”
- how to use “zai” to express location
- how to use “zai zheli/zher” to show the directional word for “here”
- how to use “zai nali/nar” to show the directional word for “there”
- how to ask for the location of a person or object using “zai nali/nar?”
- how to negate using “bu”
- how to use “ne?” as a conversation extender
- how to use “you” to express to have
- how to use something using the usage word, “yong”
- how to borrow something using the word “jie”
- how to use the basic elements of languages and major indicators of language skills
- how to recognize and write/copy the Chinese Romanization system

- how to write/copy personal information using the Chinese Romanization system
- how to express tone-consciousness when listening and speaking when giving personal information
- how to converse using simulated classroom scenarios

Students will be able to:

- engage in a meet and greet
- identify the people in the classroom using honorifics
- address people in the classroom by name
- utilize culturally appropriate greetings, leave-taking, and etiquette
- interpret authentic songs using gestures and TPR
- exchange basic information regarding how a person is feeling
- ask and respond to questions regarding how someone is doing socially and emotionally
- initiate and respond to classroom commands and phrases commonly used in a classroom setting
- recognize a few common gestures and practices associated with the classroom culture
- identify language items associated with where waste products should be placed
- exchange basic information regarding how to reduce and recycle waste products
- identify and ask for classroom supplies
- matching classroom supplies auditory and visually to its meaning
- interact and collaborate with classmates to negotiate for meaning
- initiate and respond to permissibility terms to make a request
- express a classroom need
- utilize communicative strategies to express selves and interact with one another
- identify the four tones and neutral tone in pinyin
- identify pinyin initials and finals
- demonstrate tone consciousness on a musical scale
- apply pinyin rules for reading and writing in the target language
- demonstrate comprehension of basic words written using pinyin

Evidence of Learning

Assessment

Throughout each unit and lesson, students are continuously self-assessing and reflecting with the use of formative assessments. By the end of each unit an Integrated Performance Based Assessment (IPA) or Common Assessment is used to assess student proficiency in the target language using the 3 Modes of Communication; Interpretive, Interpersonal and Presentational. The data used in these assessments are utilized as a tool to help set individual benchmarks for improved instruction, feedback and self-reflection.

Resources

Suggestive Resources:

- “Nihao, Zaijian” Song with TPR
- Classroom Etiquette Notes
- Classroom Supplies and Technology
- Role Plays Text, Audio, Visual
- Online Resources
- Teacher Created Materials

Unit 2: How Do I Distinguish Myself in a Multicultural Classroom?

Content Area: World Language

Course & Grade Level: Chinese, Grade 6

Summary and Rationale

Culture defines an individual. Students will expand their language skills by forming and deepening relationships established in the classroom by learning more about one's classmates. Each classmate is unique and has established his/her own culture based on heritage, nationality, personal identity markers, and daily practices. Students will be able to communicate real world information about family, nationality, and origin interpersonally through basic improvisational role-plays and guided conversations, interpretively through the reading of simple authentic texts, and present orally and through written characters and pinyin. Throughout this unit students will be comparing and contrasting their own unique families and nationalities to those of the Mandarin speaking world.

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Instructional Focus

Unit Enduring Understandings

Students should understand that:

- each person is unique and has established his/her own culture based on family, heritage, birth region, nationality and other personal identity markers.
- my family and my family's background is an important part of who I am as an individual.
- every community has its own unique language.
- American and Chinese families differ in their perceptions of what constitutes a nuclear family.
- in the Chinese culture the placement of the surname is in the front in order to represent the family.

Unit Essential Questions

- What is my place in a multi-cultural classroom?
- What influence does my heritage have on my language learning interest?
- How does my family background compare to my classmates?
- How are family structures in Mandarin speaking countries similar or unique from my own?
- How is the process of name giving in Mandarin speaking countries similar and/or different from other countries?

Objectives

Students will know:

- how to name immediate and a few extended family members
- how to use “ji” a number measure to ask how many family members and quantifying less than or equal to 10
- how to use “liang” to show a quantity of two when quantifying
- how to use “kou” as a measure word for family
- how to use “ge” as a measure word for people
- how to use “you” to express to have
- how to use “mei” to negate “you”
- how to use “ye” to express also
- how to use “dou” to express both or all
- how to use “he” to list
- how to show in addition to using “hai”
- how to show only using “zhi”
- how to express preferences using “xihuan”
- how to express love but using, “ai”
- how to use “keshi” to juxtapose opposite adjectives
- how to negate using “bu”
- how to negate ‘to have’ with “mei”
- how to use “xing and gui xing” when appropriate to ask for someone’s surname casually or politely
- how to use “jiao and xing” to give and properly inquire someone’s name in a culturally appropriate manner
- how to identify countries on a world map
- how to use “zai” to express location
- how to use “zai zheli/zher” to show the directional word for “here”
- how to use “zai nali/nar” to show the directional word for “there”
- how to ask for the location of a person or object using “zai nali/nar?”
- how to state what languages are spoken in different countries using “wen”
- how to read generic written terms for personal information
- how to use the stative verb, “shi”, to indicate one’s state of being
- how to use questions particle “ma” to turn a statement into a question
- how to use “hui” to indicate language ability
- how to use “(you) yidianr” to show a little bit
- how to use “zhuang yidianr shui” to show to add a bit of water
- how to use “zhuang shui” to show what countries reuse water bottles “congfu shiyong”
- how to use “bu yao langfei...+object” to make suggestions to family members about reducing wasteful habits

- how to label “lajitong” “pingzhuang shui” “huishou” ”shuiping” “zhi” to help family members sort
- how to differentiate where waste goes by using “hui shou” “la ji tong” “congfu shiyong”
- how to recommend alternative usage of drinking water by saying “shao yong pingzhuang shui”
- how to apply numbers to state the date
- how to use “ji” a number measure to ask for and give ages and basic dates
- how to distinguish between “ji” and “duo shao/da” to indicate quantities lower and higher than 10
- how to identify and write characters using proper stroke order
- how to memorize and recite stroke order rhyme for character writing
- how to apply stroke order rules to character writing
- how to write/copy numbers 1 to 4 in characters

Students will be able to:

- identify stroke order writing rules
- express quantities in characters (numbers 1-10)
- copy quantities in characters (numbers 1-10)
- imitate, recite, attempt to create and/or dramatize a simple rap utilizing numbers
- identify family members including basic extended family
- describe family members’ appearance and personalities
- compare and contrast family members and state the relationships among the individuals
- identify how age affects how you refer to and call the people around you using family honorifics
- ask and respond to questions about age
- ask and answer questions about dates and birthdays
- produce a family tree that reflects proper birth order
- recognize and geographically locate some countries around the world
- label a map
- initiate and respond to questions about one’s nationality
- state what languages are spoken in different countries.
- initiate and respond to questions about one’s language spoken
- ask and answer questions about a classmate’s nationality and family
- compare and contrast name sequence in Mandarin speaking countries and in America
- compare and contrast how names are given in Mandarin speaking countries and in America
- initiate and respond to questions regarding one’s proper Chinese name
- ask for and request a classmate’s full Chinese name
- introduce oneself in a culturally appropriate way
- compare and contrast how family life affects values in reducing waste
- exchange basic information regarding how to reduce waste

Evidence of Learning

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Resources

Suggestive Resources

- Numbers 1-7 Where is my Friend? Rhyme (Wode Pengyou Zai Nali?)
- Zhao Pengyou Song
- Chinese Calendar
- Families and Family Trees
- Authentic Texts
- World Map
- Teacher Created Materials

Unit 3: Acclimating Myself to My School

Content Area: World Language

Course & Grade Level: Chinese, Grade 6

Summary and Rationale

American and Mandarin-speaking school life has a number of similarities and differences. School comprises a large portion of a middle school students' day, and as such, they begin to form a number of opinions that need to be expressed. In this unit, students will learn to communicate about individual preferences for events that occur in their daily lives at school. Students will be able to basically exchange information interpersonally through guided improvisational role-plays and conversations, interpretively through the reading of basic authentic texts, and present orally and through some written characters and pinyin.

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Instructional Focus

Unit Enduring Understandings

Students should understand that:

- class offerings in China and in the United States share similarities and differences
- student opinions will vary towards school classes, teachers and hobbies as the year progresses
- different cultures have different protocols on how to greet and address school personnel
- activities that students choose reflect aspects of their personality and are affected by their cultural influences
- school life in China and in the United States share similarities but also have significant differences

Unit Essential Questions

- What subjects are offered in my school?
- How do I address people I interact with the most in my school?
- How do I express preferences for subject areas?
- How is the school structure in a Mandarin speaking country different from an American school?
- What are common extracurricular activities in my school?

Objectives

Students will know:

- how to identify subject area classes
- how to properly address commonly seen people in my school
- how to express preferences using “xihuan/bu xihuan”
- how to ask for preferences using “xihuan bu xihuan” and “...ma?”
- how to give basic opinions using “juede”
- how to use “weishenme” to ask for clarification
- how to use “yinwei” in the context of supporting opinions
- how to use “di # jieke” to state class periods
- how to use “xingqi ji” to ask which days of the week
- how to use “jidian” to ask what time
- how to say morning exercises using “zaocao”
- how to use “zaoshang”, “zhongwu”, “xiawu” to express time of day
- how to compare using ‘bi’
- how to follow up basic opinions with some feedback using “hen”
- how to describe subject areas using “haowan”, “youyisi”, “meiyisi”, “nan”, “rongyi”, “jiandan”, “wuliao”...
- how to express a little bit by using “(you) yi dianr”
- how to use “keshi” to juxtapose opposite adjectives
- how to use “ye” to express and
- how to use “dou” to express both or all
- how to use “he” to list
- how to show in addition to using “hai”
- how to show only using “zhi”
- how to identify hobbies and extracurricular activities
- how to join extracurricular activities using “canjia kewai huodong”
- how to join an environmental extracurricular club using “canjia huanbao she”
- how to state one’s hobbies activities using “aihao”
- how to compare and contrast hobbies in Chinese speaking countries and American speaking countries
- how to express opinions about hobbies

Students will be able to:

- identify commonly seen people in the school
- name and list classes offered in school
- ask and answer questions about which days certain classes are held
- ask and answer questions about what time of day classes are held
- ask and answer questions about what periods one have certain classes

- interpret written class schedules
- compare written class schedules
- express basic opinions about a subject area with reasons
- express very basic descriptions about a subject area
- tell someone about one’s class schedule
- compare and contrast morning routine in America from Chinese-speaking questions
- express preferences for subjects and hobbies with reasons
- identify extracurricular activities
- identify hobbies
- initiate and respond to questions about preferences about one’s hobbies
- basically compare and contrast popular hobbies
- interpret level appropriate spoken exchanges about school life
- imitate culturally common exercises performed in most schools in China

Evidence of Learning

Assessment

Throughout each unit and lesson, students are continuously self-assessing and reflecting with the use of formative assessments. By the end of each unit an Integrated Performance Based Assessment (IPA) or Common Assessment is used to assess student proficiency in the target language using the 3 Modes of Communication; Interpretive, Interpersonal and Presentational. The data used in these assessments are utilized as a tool to help set individual benchmarks for improved instruction, feedback and self-reflection.

Resources

Suggested Resources:

- Authentic Student Class Schedule
- School Map
- Clip from, “Please Vote for Me”
- Happy Chinese CD-Rom
- Teacher Created Materials

Unit 4: Let's Hang Out!

Content Area: World Language

Course & Grade Level: Chinese, Chinese 6

Summary and Rationale

In order to form deeper bonds with classmates and spend more leisure time with friends, students will want to invite friends and classmates over to his/her home to get acquainted. Upon entering a home of a Mandarin speaking family there are certain protocols that may be different or similar than one is accustomed to. In this unit the students will be able to spiral previously learned material and apply prior knowledge including school, family and culture in terms of proper greetings, forms of addressing people, and honorifics.

Teachers and students are striving to reach Novice Mid proficiency as defined by the American Council on the Teaching of Foreign Languages. As such, they develop the ability to communicate at the word level and can use memorized words and phrases independently, respond to learned questions, as well as identify and recognize memorized words and phrases that bring meaning to text.

Recommended Pacing

45 days

New Jersey Student Learning Standards for World Language

Standard 7.1 All students will be able to use a world language in addition to English to engage in meaningful conversations, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Standard: Interpretive Mode:

Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

CPI #	Cumulative Progress Indicator (CPI)
Strand A	Interpretive Mode
7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change

Standard: Interpersonal Mode

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, places, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

CPI #	Cumulative Progress Indicator (CPI)
Strand B	Interpersonal Mode
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Standard: Presentational Mode

Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CPI #	Cumulative Progress Indicator (CPI)
Strand C	Presentational Mode
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

Instructional Focus

Unit Enduring Understandings

Students should understand that:

- invitations, whether formal or casual, include certain verbal and written protocols
- cultural protocols are expected as a guest in a Mandarin speaking home
- cultural protocols are expected from a host of a Mandarin speaking household
- certain protocols are expected with different forms of address with use of proper honorifics
- methods of declining an invitation in Mandarin speaking countries may be similar or different than my own
- snacks are similar and different around the world
- proper protocols exist when expressing one's opinions towards particular foods

Unit Essential Questions

- How do I casually invite my friend/classmate over to my house to properly host my friend/classmate by offering food and beverages?
- What are proper protocols for being a guest?
- What are proper terms of address when meeting adults?
- What are some common snacks consumed in Mandarin speaking countries and in America?
- How do I simply describe how the food presented to me tastes?
- How is hosting a friend in a Mandarin speaking country different from my own?
- How is refusing an offering in a Mandarin speaking country similar or different from my own?

Objectives

Students will know:

- how to use “date+qing ni lai wojia wan, haoma?” to politely invite someone over one's home
- how to ask when an event is taking place using “Shenme shihou”, “jiyuejihao”, “xingqiji” and “jidian”
- how to welcome someone using “huanying”
- how to invite someone in using “qingjin”
- how to properly serve someone using “qing he”, “qing chi”
- how to apply structure, STPV to daily conversation
- how to use “dailai” to express what they will bring
- how to identify fruits and snacks commonly eaten in America and Mandarin speaking countries
- how to identify popular beverages in America and in Mandarin speaking countries
- how to identify food items using “Zhe shi, Na shi”
- how to ask what something is by using “Zhe shi shenme?”
- how to negate “zhidao” using “bu”
- how to differentiate between the usages of “keyi”, “neng” and “hui”
- how to decline the consumption of something one's allergic to by using “dui +obj+guoming”
- how to basically describe how something tastes
- how to, in basic terms, discern how flavor of fruits taste based on condition
- how to ask and answer questions about the colors of different fruits using “shi shenme yanse de?/shi...de.”
- how to express preferences using “xihuan, bu xihuan”
- how to ask for preferences using “xihuan ...ma?”
- how to reuse the waste to compost using “ba + food waste+ zuocheng youji feiliao”
- how to use “ye” to express also
- how to use “dou” to express both or all
- how to give basic opinions using “juede”
- how to follow up basic opinions with some feedback using “hen”
- how to use degree of descriptive using “hen, hao, zhen, feichang”
- how to express especially using “tebie”
- how to use superlatives using “zui”
- how to describe how food tastes using “haochi, nanchi, tian, xian, suan, la, ku, xiang”
- how to ask “weishenme” to ask for clarification

- how to use “yinwei” to give reasons
- how to compare and contrast using “keshi”
- how to bid farewell using “zaijian”

Students will be able to:

- orally invite friends/classmates to one’s home
- ask and answer when an event is taking place
- ask simple questions about when and where the event will take place
- respond to a simple question about where someone lives
- properly address a friend’s parents using proper honorifics
- appropriately accept or decline an invitation
- meet and greet guests at the door in a culturally appropriate way
- give reasons for their preference
- name fruits, other snack items and beverages often consumed when hosting
- distinguish between common fruits and snacks offered in Mandarin and in American speaking countries
- describe colors of items to determine freshness
- give opinions and simply describe how certain food items look and taste
- simply and properly decline and refuse foods offered
- ask and express reasons why one has certain preferences
- ask and give reasons why one cannot consume certain foods
- ask and give suggestions on what to do with leftover food to reduce waste
- interpret clips from authentic exchanges between a guest and a host
- simply compare and contrast how hosting a friend differs in Mandarin speaking countries

Evidence of Learning

Assessment

Throughout each unit and lesson, students are continuously self-assessing and reflecting with the use of formative assessments. By the end of each unit an Integrated Performance Based Assessment (IPA) or Common Assessment is used to assess student proficiency in the target language using the 3 Modes of Communication; Interpretive, Interpersonal and Presentational. The data used in these assessments are utilized as a tool to help set individual benchmarks for improved instruction, feedback and self-reflection.

Resources

Suggested Resources:

- Invitations
- Role plays
- Chinese Snacks and Desserts
- Fruit Rhyme (红红的苹果黄香蕉, 绿绿的梨子很好吃, 紫色的葡萄, 橙色的橙子, 酸酸的柠檬, 不太好吃, 可是很好喝)
- Let’s Eat Fruit Story to teach authentic fruits and colors
- Teacher Created Materials
- Authentic Clips of Cultural Extracurricular Activities and Audio Recordings