



West Windsor-Plainsboro Regional School District

## Chinese 4 Honors

## Unit 1: Experiences Abroad as a Global Citizen

**Content Area: World Language**

**Course & Grade Level: Chinese 4 Honors, 9-12**

### Summary and Rationale

As a high school student in today's world, I continue to develop my identity as a globally aware citizen. My life experiences shape my identity. Developing a global mindset and having an understanding of international practices can give me a leg-up in the expanding global community. Cultural empathy is not a skill developed overnight and it requires that students understand how their own perspectives and identities impact their personal worldview. In this unit, students will learn geographic features in China, learn how they connect with others in the world as a global citizen, and how the environment and geography influences the way people live.

### 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 conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied on their own, and participate in home and global communities.

#### **Standard: Standard for Interpretive Mode**

**Interpretive Mode of communication Intermediate Mid learners** understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts. Interpretive Mode of Communication Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
<b>Standard: Standards for Interpersonal Mode</b>	
<p><b>Interpersonal Mode of Communication Intermediate Mid learners</b> speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives. Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.
<b>Standard: Standards for Presentational Mode</b>	
<p><b>Presentational Mode of Communication Intermediate Mid learners</b> speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.
7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture

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

**Standard: Craft and Structure**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.

**New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.

**New Jersey Student Learning Standards for Computer Science and Design Thinking**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.1.12.AP.4	Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.

**Interdisciplinary Standards: Social Studies**

6.1.12.GeoGI.1.a	Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
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**Instructional Focus**

**Unit Enduring Understandings**

- The environment and geography have a major influence on people’s lives, culture and identity.
- Becoming an active, altruistic global citizen in today’s world is important.
- Personal identity changes over time due to life experiences

**Unit Essential Questions**

- How do life experiences shape a person?
- How can I be a globally aware citizen in today’s world?
- How can I broaden my horizons to have a better understanding of other cultures?
- How do geography and the changing climate influence the way people live?
- How do the environment and geography affect culture and identity?

**Objectives**

**Students will know:**

- The geographic features in China.
- The climate characteristics and terrains in China.
- The characteristics of particular regions of China.
- How to use “shouxian... qici...zuihou... 首先…其次…最后” to give reasons to support their answer.
- How to use “zuizhongyaodeshi 最重要的是…” to emphasize the most important point.
- How to use “bei chengwei 被称为” to express that something is seen and called by its nickname .
- How to use “buru... 不如” to compare the quality of things.
- How to use “meiyou na’me 没有那么” to compare the quality of things.
- How to use “verb+ yi +verb 看一看” to show the brevity or causality of the action.
- How to use “dangshi 当时” to refer past to a specific point in time.
- How to use “gen... dajiaodao 跟...打交道” to talk about people socializing with locals to further understand about their lives.
- How to use “zui...de... jiushi... 最…的…就是” to express greatest degree of a given descriptor.

- How to use “mei...,ye mei...没...也没...” to describe the connection of two negations.

**Students will be able to:**

- Give reasons on preferences about cities or areas when travelling or working in China.
- Describe major cities, climate, terrain and population of areas in China.
- Compare and contrast the major characteristics of different regions in China such as climate, culture, transportation, economic status, working opportunities and travel attractions.
- Express preferences/opinions on the benefits of travelling abroad
- Discuss how geography influences the way people live.
- Discuss the impacts of climate changes to the physical and living environment.
- Discuss how to raise a global citizen and build a world community.
- Express personal preferences and opinions on the different living situations with supporting details.

**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:**

- Online Resources
- Teacher Created Materials

## Unit 2: Experiences Gained from Serving our Overseas Community

**Content Area: World Language**

**Course & Grade Level: Chinese 4 Honors, 9-12**

### Summary and Rationale

As a continuation to the previous unit, high school students will learn to prepare and develop their professional life. Students will discuss the benefits of working abroad, taking on professional responsibilities, reflect on past experiences and express future plans. In this unit, students will see how life experiences will shape them as a global citizen. By working abroad, students can have more opportunities to take on new roles, and build a global network. Developing a global mindset and having an understanding of international practices can give students a leg-up in the expanding global community and contribute both to personal fulfillment and community well-being.

### 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 conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied on their own, and participated in home and global communities.

#### Standard: Interpretive Mode

**Interpretive Mode of Communication Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.**

**Interpretive Mode of Communication Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.**

CPI #	Cumulative Progress Indicator (CPI)
<b>Strand A</b>	<b>Interpretive Mode</b>
7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
<b>Standard: Interpersonal Mode</b>	
<p><b>Interpersonal Mode of Communication Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.</b></p> <p><b>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</b></p> <p><b>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</b></p>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Strand B</b>	<b>Interpersonal Mode</b>
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
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7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.
<b>Standard: Presentational Mode</b>	
<p><b>Presentational Mode of Communication Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.</b></p> <p><b>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b></p> <p><b>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</b></p>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Strand C</b>	<b>Presentational Mode</b>
7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.

7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.
7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard: Craft and Structure</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.1.12.AP.4	Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.
<b>Interdisciplinary Standards (Social Studies)</b>	
6.1.12.GeoGI.1.a	Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• There is more to being a 21 century citizen than academics; there are many professional skills that can be developed through experience.</li> <li>• Bringing skills from previous experiences can make us a valuable team member and a problem solver.</li> <li>• Responsibility develops independence and further our skills as a professional.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• How do my values impact my goals and decisions?</li> <li>• How can life experiences shape a person?</li> <li>• How do professional communities help me develop and achieve my life goals?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b>	
<ul style="list-style-type: none"> <li>• Words often used for interviews and cover letters.</li> <li>• Characteristics of a 21st century citizen.</li> <li>• How to use “yikaishi...yiwei...keshi houlai...一开始...以为, 可是...后来...” to compare initial feelings about something with later feelings.</li> </ul>	

- How to use “youqishi...尤其是” to emphasize on a specific point in a topic.
- How to use “bushi...jiushi...不是...就是...” express “If not ... then.”
- How to use “muqian...目前” to express “currently.”
- How to use “(mei)...guo没有...过” to express something that you have or have not done before in the past.
- How to use “dui... youhendade bangzhu对...有很大的帮助” to express the benefit received by something or someone for someone.
- How to use “zhiqian...之前” to express something that happened in the past as a time indicator.
- How to use “chuciyiwai...除此以外” to express “Aside from that...”
- How to use “tongshi同时” to express simultaneous status.
- How to use “jinguan尽管” to express “even though.”
- How to use “weiyi唯一” to express “the only one.”
- How to use “li... geng jin/yuan yixie离...更近/远一些” to compare the distance of places.
- How to use “gengzhongyaodeshi...更重要的是” to compare the difference in importance.
- How to use “benlai...本来” to express an original thought.
- How to apply for a job on a job application.

**Students will be able to:**

- Discuss the importance of goal-setting.
- Set goals and action plans.
- Discuss reasons why it is important to follow my dreams.
- Discuss the impact of values on decisions.
- Emphasize personal strengths when applying and interviewing for a job.
- Give and defend reasons why I am suitable for a job or internship.
- Express personal goals and dreams, past and present experiences.
- Give and defend reasons why people work abroad
- Express reasons/possitive effects on working abroad
- Give suggestions to someone about why they work abroad with supporting details.
- Compare and contrast the differences between village and city life

**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:**

- Online Resources: 大卫在中国教英文、面试、实习
- Teacher Created Materials

### Unit 3: Experiences of the Heart

**Content Area: World Language**

**Course & Grade Level: Chinese 4 Honors, 9-12**

#### Summary and Rationale

Many studies have proven that family relationships greatly impact people throughout their life, especially the relationships formed during early childhood. Family relationships play a central role in shaping an individual's well-being across the life course. In this unit, students will be introduced to a traditional legendary story, "The Cowherd and the Weaver Girl." Through the discussion and analysis of the legendary story, students will learn about how people express and receive love in different ways.

#### 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 conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied on their own, and participate in home and global communities.

#### Standard: Interpretive Mode

**Interpretive Mode of Communication Intermediate** Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.

**Interpretive Mode of Communication 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.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
<p><b>Standard: Interpersonal Mode</b></p> <p><b>Interpersonal Mode of Communication Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.</b></p> <p><b>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</b></p> <p><b>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</b></p>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Strand B</b>	<b>Interpersonal Mode</b>
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
7.1.IM.IPERS 6	Exchange information from a variety of resources with classmates about global issues, including climate change.
<p><b>Standard: Presentational Mode</b></p> <p><b>Presentational Mode of Communication Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.</b></p> <p><b>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b></p> <p><b>Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</b></p>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Strand C</b>	<b>Presentational Mode</b>
7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.

7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
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<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard:</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
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.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.1.12.AP.4	Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.
<b>Interdisciplinary Standards (Social Studies)</b>	
6.1.12.GeoGI.1.a	Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● People express love in different ways.</li> <li>● Every person receives love differently.</li> <li>● It is important to care about people's feelings.</li> <li>● Family, friends and love play a major influence on a person's life.</li> <li>● Family relationships play a central role in shaping an individual's well-being across the life course</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Why are legendary stories important in culture?</li> <li>● How can I take care of my feelings?</li> <li>● How do 5 love languages affect relationships?</li> <li>● Why is it important to care about people's feelings?</li> <li>● Why is family and friendship important?</li> <li>● How can I support my family and friends?</li> <li>● How can I express my emotions and feelings in a healthy way?</li> <li>● How do different cultures and generations express love and feelings?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b>	
<ul style="list-style-type: none"> <li>● The legendary story of "The Cowherd and the Weaver Girl" .</li> <li>● How to use common greeting words used for Chinese cards with different purposes.</li> </ul>	

- The symbolism used on Chinese greeting cards.
- The Web sites for Chinese greeting cards.
- Traditions and customs for Valentine’s Day in Chinese-speaking societies.
- The values impact on decisions about gift choices.
- How to use verbal phrases such as ... verb + cheng, ... verb + hao 做成, 做好了 .
- How to use rhetorical questions to indicate reproaches, e.g.: wanyi...zenmeban? 万一…怎么办？
- How to differentiate words that appear similar, yet express different meanings, e.g.; banfa 办法 and fangfa 方法.
- How to use “A bei B chaisanle ... A被B拆散了...” to often used to describe the negative impact A has on B.
- How to use complicated sentence structures such as Meiyou ..., jiu meiyou ... 没有...就没有..., ... bu zhishi 不只是 ..., hai还 ..., ... buzhidao ...shenme caihao 不知道.....什么才好？

**Students will be able to:**

- Identify the 5 love languages.
- Identify and discuss the words and different ways to express feelings and emotions in a healthy way.
- Express loving care to people
- Describe features and characteristics of the 5 love languages.
- Analyze characters in the legendary story.
- Compare and contrast the differences between peoples’ love languages in my life.
- Create and perform the story of Niu Lang and Zhinu that reflects cultural perspectives on love associated with ancient China.
- Ask and respond to questions on what they view as important in their lives.
- Present and defend personal views on what they view as the most important thing in the world.
- Explain and compare how American teenagers select gifts based on the situation and their interpretation of the 5 love languages
- Interpret the meaning underlying the greeting words and symbolism of pictures on Chinese cards.
- Use digital resources to select culturally appropriate cards in Chinese for different occasions.
- Express congratulations and gratitude in written discourse that reflects cultural understanding.
- Compare and contrast the greetings used in China and in the U.S.

**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:**

- Online Resources: 爱的语言、牛郎织女
- Teacher Created Materials

**Unit 4: Experiencing the Night Market and its Regional Diversity in the City**

**Content Area: World Language**

**Course & Grade Level: Chinese 4 Honors, 9-12**

**Summary and Rationale**

Food is an important part of daily life for Chinese people. Chinese not only enjoy eating but believe eating good food can bring harmony and closeness to the family and relationships. Shopping daily for fresh food is essential for all Chinese cooking. In this unit, students will have a better understanding of night markets and culture identity. The unique cultural characteristics of night markets are not only for enjoying the local food, but also for gathering, public activity and socialization.

**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 conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied on their own, and participate in home and global communities.

**Standard: Interpretive Mode**

**Interpretive Mode of Communication Intermediate Mid learners understand and communicate at the sentence level and use strings of sentences independently to accomplish the following tasks: identify the main idea and some supporting details when reading, understand the gist and some supporting details of conversations dealing with everyday life, infer the meaning of some unfamiliar words when used in familiar contexts.**

**Interpretive Mode of Communication Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Strand A</b>	<b>Interpretive Mode</b>
7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

**Standard: Interpersonal Mode**

**Interpersonal Mode of Communication Intermediate Mid learners speak and write using sentences and strings of sentences when exchanging preferences, feelings, opinions, and basic advice on familiar topics. They ask original questions and a variety of follow-up questions as they participate in spontaneous spoken and written conversations. Intermediate Mid learners engage in short social interactions in everyday situations. They create original sentences and questions that allow them to usually say what they want to say about self and their everyday lives.**

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

**Speakers and writers gain confidence and competence as they progress along the proficiency continuum.**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Strand B</b>	<b>Interpersonal Mode</b>
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.

**Standard: Presentational Mode**

**Presentational Mode of Communication Intermediate Mid learners speak and write using sentences and strings of sentences when expressing preferences, feelings, opinions, and basic advice on familiar topics. They can create original sentences that allow them to usually say what they want to say about self and their everyday lives.**

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

**Speakers and writers gain confidence and competence as they progress along the proficiency continuum.**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Strand C</b>	<b>Presentational Mode</b>
7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.
7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard:</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJLSA.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.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.1.12.AP.4	Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.
<b>Interdisciplinary Standards: Social Studies</b>	
6.1.12.GeoGl.1.a	Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Night markets are a display of the most popular things in culture and serve as a gathering point for many people.</li> <li>● Night markets have a variety of different cultures and foods that people can experience.</li> <li>● Food is one of the most important components of the Chinese language and culture. The word “eat(吃)” is commonly used in many Chinese phrases.</li> <li>● Night markets are important because they serve as a place for public activity and socialization.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Why is food important in culture?</li> <li>● What is the purpose of the night market?</li> <li>● What are the characteristics of night markets?</li> <li>● How can I experience the diversity of night markets?</li> <li>● How does the emphasis on gastronomy affect leisure time and language?</li> <li>● How do people spend leisure time to bond with others?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b>	
<ul style="list-style-type: none"> <li>● Vocabulary related to local food at night markets</li> <li>● Vocabulary related to ingredients and sauces</li> <li>● Vocabulary related to signs on the food stands</li> <li>● The popular Chinese snack food, deserts and soft drinks such as 盐酥鸡、香鸡排、臭豆腐、大肠包小肠、生煎包、卤肉饭、牛肉面、珍珠奶茶、木瓜牛奶、鸡蛋糕、红豆冰, etc.</li> </ul>	

- How to use idiomatic expressions as a metaphor in everyday conversation.
- How to use idioms or proverbs to describe how delicious the food is
- How to use Chinese phrases with the word “eat” such as 吃醋、吃穿用度、吃苦耐劳、大吃一惊、吃里爬外、吃喝玩乐。
- The significance of Food Culture in Chinese-speaking societies.
- The unique characteristics of night markets in Chinese speaking societies
- How to use vocabulary to describe how crispy and how tender the food is
- The leisure activities can be done at Night Markets.
- How to use “songgei送给... yi fen liwu一份礼物” to express gifting a present to someone.
- Duplicate words in order to express the brevity of an action.
- How to use “pei配...” to accompany someone to do something.
- How to use “jiu就..” to express promptness of action.
- How to use “cai才...” to express that something is less than expected.
- How to use “gen... dazhaohu跟...打招呼” express who you are greeting.
- How to use “A shoudao B de yingxiang henda A 受到B的影响很大” to express A is greatly affected by B.

**Students will be able to:**

- Describe personal preferences on food choices and flavors/tastes. e.g., cooking ways, side dishes, sauces, etc.
- Interpret authentic oral, written and digital materials related to night markets.
- Apply four-word phrases/idioms/proverbs in the conversations.
- Interpret the meaning of various Chinese phrases (chengyu 成语) and its figurative meaning.
- Express opinion and preference on local foods at night markets with supporting reasons.
- Compare and contrast the differences between Dachang Bao Xiaochang大肠包小肠 with hotdogs
- Compare and contrast the differences between oysters omeletes 蚵仔煎 with omelets
- Compare and contrast the differences between doughnuts and Youtiao 油条
- Compare and contrast the differences between pizzas and scallion pancake葱油饼
- Compare and contrast the differences and similarities of night markets in Chinese speaking societies and others in another communities
- Compare and contrast the differences and similarities of the night markets, farmers markets, flea markets and carnivals around the world.

**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:**

- Online Resources: 夜市文化
- Teacher Created Materials