



West Windsor-Plainsboro Regional School District

Chinese 3

<b>Unit 1: Healthy Living begins with Me and my Choices</b>	
<b>Content Area: World Language</b>	
<b>Course &amp; Grade Level: Chinese 3</b>	
<b>Summary and Rationale</b>	
<p>Student lifestyles are often changing with new trends. An ongoing trend includes maintaining a healthy lifestyle, however, for students at the high school level it is difficult with their busy schedules. Although it is a challenge for most, changing one’s diet, maintaining an exercise regime, and establishing good daily habits will help students become more conscientious of themselves and of their daily lives. In this unit, students will learn why establishing a healthy lifestyle through proper eating habits, exercise, and good food choices can help make daily life more productive in the long run. Students will be able to examine different food plates from different regions and countries to determine which food choices best fits them. They will also learn to compare and contrast what healthy living looks like.</p>	
<b>Recommended Pacing</b>	
45 days	
<b>New Jersey Student Learning Standards for World Language</b>	
<p><b>Standard 7.1</b> 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 with their own, and participate in home and global communities.</p>	
<p><b>Standard: Interpretive Mode</b></p> <p><b>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.</b></p> <p><b>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</b></p>	
<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.
<p><b>Standard: Interpersonal Mode</b></p> <p><b>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. 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>
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>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. 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>
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>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.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
<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.NI.3	Explain how the needs of users and the sensitivity of data determine the level of security implemented.
<b>Interdisciplinary Standards: Social Studies</b>	
6.1.12.EconET.3.a	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Being healthy requires good decisions.</li> <li>● Different cultures have different ideas and methods of being healthy.</li> <li>● My choices and actions affect my health.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What does it mean to be healthy?</li> <li>● How do cultures vary when taking precautions to protect one's body?</li> <li>● How has the modern lifestyle affected the way we eat foods?</li> <li>● How can a person's decisions and actions change his/her life?</li> <li>● How can I make healthy choices that will positively influence my life?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b> <ul style="list-style-type: none"> <li>● How to use language items to identify healthy living habits and poor living habits</li> <li>● How to use "jianyi" to give advice</li> <li>● How to use "yinggai" to express should</li> <li>● How to use "duan lian" to stay healthy through exercise 'duan lian shenti'</li> <li>● How to use "er" to express opposing thoughts under different conditions</li> <li>● How to use "zhiyao... jiu..." to give feedback on hypothetical situations</li> <li>● How to use "jishi" to express "even though..."</li> <li>● How to use "fouze" to express "...otherwise..."</li> </ul>	

- How to use “anzhao 按照” to express “according to…”
- How to use “yu 与” to express “and”
- How to use “liang shi duan que 粮食短缺” to express food shortages/food insecurity due to climate change

**Students will be able to:**

- Describe what healthy lifestyles mean in different cultures.
- Give advice to others about how to become healthier.
- Determine and give reasons why one is healthy or unhealthy.
- Discuss how unhealthy habits can result in long term illnesses.
- Compare and contrast eating habits of people from different cultures and generations.
- Compare and contrast food guides across cultures.
- Record and analyze data about one’s diet, food intake and times of day one takes meals.
- Ask and respond to questions regarding global food shortages.
- Express one’s opinion about food insecurity.
- Defend one’s opinion on food choices.
- Discuss how food choices affect the environment.
- Discuss how food deserts limit one’s choice in regards to food resources.

**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: The Choices I Make Now Paves my Future

**Content Area: World Language**

**Course & Grade Level: : Chinese 3, 9-12**

### Summary and Rationale

An important part of school life is aspiring to improve oneself and one's outlook on life. At this time, students are more seriously thinking about their own future prospects. In this unit students will look into applying to colleges and universities, what a gap year entails, and comparing and contrasting stresses felt in America and in Chinese-speaking countries. University admittance differs between Chinese-speaking countries and America so students will also take this opportunity to learn about both methods and compare and contrast the pros and cons of each system. Through this process students will examine and reflect upon themselves to determine what lifestyle best suits them.

### 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 with their own, and participate in home and global communities.

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7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

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<p><b>Standard: Interpersonal Mode</b></p> <p>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.</p> <p>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>	
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<b>Strand B</b>	<b>Interpersonal Mode</b>
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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>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.</p> <p>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>
<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.
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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>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Graduating from high school depends on one's ability to meet certain requirements.</li> <li>● Certain study skills will help them excel in academic courses.</li> <li>● There are differences and similarities among high school students around the world.</li> <li>● Prioritizing and organizing their life is a sign of growing up and maturity.</li> <li>● Effectively balancing their lives will help them meet their own expectations as well as the expectations of others.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How can I develop skills that will help me refine my strengths and improve my weaknesses in school?</li> <li>● How do the similarities and differences among high school students around the world bring us closer together or make us unique?</li> <li>● How can I balance the aspects of my life to fulfill my needs as well as the needs of others?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● How to use ...dui... laishuo... to express opinions.</li> <li>● How to use ...yi...jiu...to indicate events in quick succession.</li> <li>● How to use qishi... to express a different opinion towards a previous statement.</li> <li>● How to use yigong to indicate the total amount.</li> <li>● How to use ...bei... structure to express passive voice.</li> <li>● How to use jinguo... to convey experiences.</li> <li>● How to use ...bushi...ershi... structure to express one statement over the other statement.</li> <li>● How to use ... rang... to express the result of a previous topic.</li> <li>● How to use yuanyuanbuzhi to indicate beyond the expectation.</li> <li>● How to use shouxian...qici...zuihou... to describe a sequence in doing something.</li> <li>● How to use tai... to express extremes.</li> <li>● How to use ..., ciwai... to indicate in addition to.</li> <li>● How to connect two features by using ji...ye...</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Describe one's school life experiences.</li> <li>● Describe one's daily study habits.</li> <li>● Compare and contrast school lives in the US and China.</li> <li>● Give advice on how to be successful in school.</li> <li>● Explain events that cause stress for high school students.</li> <li>● Express opinions regarding classmates and teachers.</li> </ul>	
<b>Evidence of Learning</b>	
<b>Assessment</b>	
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 3: My Interpersonal Relationships with the People around Me

**Content Area: World Language**

**Course & Grade Level: Chinese 3, 9-12**

#### Summary and Rationale

Building interpersonal relationships at the high school level is challenging at many levels. It is through the relationships formed and created that students will begin to shape themselves socially and emotionally. In this unit, students will gain perspective on what forming relationships entails and focus on developing the interpersonal skills required to develop and maintain positive relationships to identify their best ‘friend-making’ skills and how those skills can foster stronger relationships with friends, peers, staff members and family members.

#### 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 with their own, and participate in home and global communities.

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

**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.**

**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</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**

**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**

**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>
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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.

### Instructional Focus

#### Unit Enduring Understandings

- Developing interpersonal relationships is essential to personal growth.
- Knowing how to resolve conflicts within a relationship is vital in order to maintain a healthy relationship.
- Relationships vary according to our needs and the circumstances from which they are formed.
- Relationships reflect culture and traditions.

#### Unit Essential Questions

- What kind of relationships do we really need in our lives and why?
- Why are relationships important and how do they affect my life?
- What qualities are important in a friend?
- How can conflict resolution in a friendship transfer to other relationships in my life?
- How can I communicate my feelings to others effectively and why is it important to do so?
- How do my values differ from my parents/teachers?

#### Objectives

##### Students will know:

- How to use ... li bu kai...; ... fen bu kai... to indicate a close relationship.
- How to use ...dui... zhongyao/ bu zhongyao... to describe the importance to someone.
- How to use complex sentence structures ..., qishi...; ....shenzi...
- How to use ...yizhi... to describe a stable condition.
- How to use erqie..., gengzhongyaodeshi... to express transition words (...in addition, the more important...)
- How to use huan wei si kao to express different perspectives
- How to use ... zongzhi 总之... to conclude a consistent status of something or someone.
- How to use complex sentence structure zai...de guo cheng zhong... to indicate during a period of time.
- How to use ...jiushi... to emphasize the previous statement.
- How to use cong...de jiaodu... to indicate someone's opinions from a certain perspective.

##### Students will be able to:

- Indicate different types of relationships in a community.
- Express various emotions in a relationship.
- Build up positive relationships in school, outside of school and with family.
- Handle conflicts with learned techniques and solutions.
- Give examples to show what a successful relationship is like.
- Communicate effectively with teachers, parents, classmates and friends.

### 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 4: The Hero In and Around Me

**Content Area: World Language**

**Course & Grade Level: : Chinese 3, 9-12**

### Summary and Rationale

As high school students gain more confidence building relationships and becoming more conscientious about social-emotional learning over the course of the year they may have moments and circumstances where they may have a choice to act heroically. Over the course of this unit the question of why people act heroically will be discussed. Specifically, people acting heroically because of a moral conviction, a need to help others, or a desire to spare themselves from the regret of not helping. Real-life examples of people who acted heroically will be discussed and by the end of the unit we are hoping to see students feel a sense of growth as they think about what kind of a real-life hero they hope to resemble to be a self-motivated citizen.

### Recommended Pacing

45 days

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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>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. 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.
<b>Standard: Presentational Mode</b>	
<p><b>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. 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.

### Instructional Focus

#### Unit Enduring Understandings

- Although there are certain characteristics that heroes, leaders and idols share they are not one and the same.
- Diverse cultures define heroes in different ways.
- There are certain notable figures in the Chinese Speaking World that have made significant contributions to society.
- Although these notable figures represent different cultures, there are certain universal qualities that define them as heroes, leaders and idols.
- There are heroes, leaders and idols in our real-life community.
- Anyone who, in the opinion of others, has special achievements, abilities, or personal qualities can be regarded as a role model or idol.

#### Unit Essential Questions

- How do we define heroes, leaders and idols?
- Why do people act heroically?
- What qualities and acts make a person heroic and why do we need heroes in our society?
- How do different cultures define heroes?
- How are heroes in different cultures similar?
- How have heroes of legends and literary works impacted our modern society?

#### Objectives

##### Students will know:

- How to use the adjectives to describe essential qualities of heroes, leaders and idols.
- How to use likai... laidao... to describe the change of someone's location.
- How to use the Verb yi Verb pattern to indicate the action is brief and quick.
- How to use ...houlai... to express the subsequent activity.
- How to use biru to give examples of a topic.
- How to use meidang... jiu... to express "whenever... happens, will happen."
- How to use ..., hai... to express "in addition to."
- How to use shenzhi... to express "even..."
- How to use Adjective+ yidian to indicate a little less or a little more.
- How to use Na.....as a transition word to continue the conversation.
- How to use you de ren renwei... ..., you de renrenwei ... ..., dan wo renwei... ... to express my opinion.
- How to use xiang ... .. yiyang + verb phrase to express similar qualities, achievements, behaviors.
- How to use yexu ... .. to describe possibility.
- How to use A ye hao, B ye hao, dou + qualities of heroes... .. to express the same quality of two subjects.
- How to use nandao Subject bu ..... to start a rhetorical question.
- How to use buguan ... .. dou..... to express "regardless of."

##### Students will be able to:

- Introduce personal background of heroes, leaders and idols.

- Describe essential qualities and actions of heroes, leaders and idols.
- Describe important events in the lives of heroes that shape their character.
- Compare and contrast heroes, leaders and idols of different cultures.
- Relate ourselves to heroism, our abilities, and courage to be a better person.
- Distinguish characteristics and actions of heroes with supporting evidence.
- Defend and persuade why a person is worthy of being seen as a hero.

#### **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