



West Windsor-Plainsboro Regional School District

Chinese 5 Honors

Unit 1: Experiencing Arts in Diverse Regions

Content Area: World Language

Course & Grade Level: Chinese 5 Honors, 9-12

Summary and Rationale

Art allows viewers the opportunity to see the world with a new perspective. Art reflects our ever changing culture and has the ability to alter society's values. Art also brings meaning into people's lives and helps preserve the world's culture and societies. It is a manifestation of society and a reflection of people's intricate identities. Art has been an integral part of society since ancient times until today. The lesson is designed to provide an opportunity for students to explore different arts with cultural connections and to have a deeper appreciation of the creative processes involved in arts. Students will learn that art appreciation brings different people together around the world. Different arts cultures help us appreciate each other with values in the world.

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

Interpretive Mode of Communication Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

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.IH.IPRET.1	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
7.1.IH.IPRET.4	Summarize information from oral and written discourse dealing with a variety of topics.
7.1.IH.IPRET.5	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IH.IPRET.6	Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
7.1.IH.IPRET.7	Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
7.1.IH.IPRET.8	Collect, share, and analyze data related to global issues including climate change.

Standard: Interpersonal Mode

Interpersonal Mode of Communication Intermediate High learners exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

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.

CPI #	Cumulative Progress Indicator (CPI)
Strand B	Interpersonal Mode
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7.1.IH.IPERS.2	Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.3	Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
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7.1.IH.IPERS.5	Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
7.1.IH.IPERS.6	Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
Standard: Presentational Mode	
<p>Presentational Mode of Communication Intermediate High learners use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.</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>	
Strand C	Presentational Mode
7.1.IH.PRSNT.1	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
7.1.IH.PRSNT.2	Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
7.1.IH.PRSNT.3	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
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7.1.IH.PRSNT.5	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
7.1.IH.PRSNT.6	Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: 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.
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New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
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	
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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).
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Arts reflect people's personality, interests and values. ● Arts are ways to express cultural values and cultural aspects. ● Through the arts, we can learn how the past choices affect the present in areas such as people's lives, traditions, perspectives, and ways of living. ● Arts play an important role for people to appreciate beauty and nature. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How is art an important part of education? ● How do the arts reflect our culture and people's lives? ● How does life reflect the arts? ● How have arts carried out traditions of cultural practices? ● How do the arts give us historical perspectives? ● How can arts and culture illuminate our inner lives? 	
Objectives	
Students will know:	
<ul style="list-style-type: none"> ● How to use vocabulary words to summarize the main concept and characteristics of Traditional Chinese paintings ● How to identify different varieties of visual arts, such as shahua, tanghua/sugar paintings, shanshuihua, renwuhua, huaniaohua, etc. ● How to express their opinions using idioms, such as yongsedudao, secaixianyan, xuxurusheng, etc. ● How to use "dui.....you shenke yinxiang" (have an impression of...; preferences on one artwork) ● How to use "zai de guli xia" (.....encouraged by someone) 	

- How to use “pingzhe...” (with/based on....)
- How to use “huachu...” (sketched out...)
- How to use “yiweisheng” (making a living by)
- How to use “gongfu bufu youxin ren” (result comes from the efforts)
- How to use “youshijin Cheng” (Where there is a will, there is a way)
- How to use “jushiwenming” (be known to all the world)

Students will be able to:

- Identify Four Treasures of Chinese calligraphy (Chinese brushes, paper, ink and ink stone)
- Identify and discuss main characteristics of different types of traditional Chinese painting styles
- Express personal preferences artist’s painting styles
- Compare and contrast the characteristics of some artists’s artworks in the world
- Compare and contrast different traditional Chinese paintings styles and art pieces
- Analyze and summarize the characteristics of artworks
- Explain and defend personal opinions on how the culture and living environment influence on the artworks
- Make suggestions how art can help save the planet and use our artwork promote care for the environment

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: 齐白石、王羲之、梵高、糖画、沙画、山水画、人物画、花鸟画、油画、抽象画等
- Teacher Created Materials

Unit 2: Exploring Chinese Culinary Art in Diverse Regions

Content Area: World Language

Course & Grade Level: Chinese 5 Honors, 9-12

Summary and Rationale

People from different cultural backgrounds eat different foods. Chinese cuisine is an important part of Chinese culture and includes cuisines originating from China. Exploring the unique features of Chinese culinary arts brings purpose and meaning to the student's study of the language. It serves as a catalyst for students to deepen their understanding of Chinese food culture. These food preferences result in patterns of food choices within a cultural or regional group.

Recommended Pacing

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Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Cuisine plays various roles in our daily life, beliefs, and socioeconomics. ● Food is a people connector and highlights cultural characteristics. ● Food as a cultural product shapes people's lifestyles, perspectives and traditions. ● Geography and climate variations have the influence on the cultures that develop people's dietary habits, lives, values, personalities, and customs. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What are the varied characteristics of Chinese cuisines? ● How does geography affect food culture? ● How does food culture reflect people's characteristics in different regions? ● How do geography and climate variations affect the cultures that develop people's dietary habits, lives, values, personalities, and customs? 	
Objectives	
Students will know:	
<ul style="list-style-type: none"> ● How to use "yi wenming, ... yinci you ... de meiyu" (something is famous for..., and has a name of...) ● How to use "dichu..." (located) ● How to use "bujin... erqie..." (not only..., but also...) ● How to use "wuhuabamen, semeiwexian, caishifengfu" to describe a variety of cuisine ● How to use "... zhanyou...de diwei" (take a position of...) ● How to use "...you ...de meichen" (... is known for...) ● How to use "jingming nenggan, reqing haoke, you limao" to describe people's characteristics. ● How to use "...yiweizhe" to express the purpose of doing something 	

- How to use “yinci” (Therefore...因此...)

Students will be able to:

- Identify and distinguish the special features of four/eight major Chinese Cuisines
- Describe the relationship between food and social behavior
- Compare and contrast major distinct styles of cooking, ingredients and specialty of Chinese cuisine in Chinese speaking areas/societies
- Synthesize the information about Chinese Cuisine
- Identify and describe diverse cultural practices, products, and perspectives around cuisine
- Describe aspects of Chinese culture and make comparisons with other cuisines in the world

Evidence of Learning

Assessment

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Resources

Suggested Resources:

- Online Resources
- Teacher Created Materials

Unit 3: Possible Challenges We Might Encounter in Diverse Regions

Content Area: World Language

Course & Grade Level: Chinese 5 Honors, 9-12

Summary and Rationale

Food is medicine. For most patients eating properly is more important than any medication our doctor will prescribe. Eat whole foods as nature made them without artificial additives and preservatives. Traditional Chinese medicine and acupuncture have been practiced for several thousand years and these natural remedies are fascinating to many people within and outside of China. By comparing and contrasting Chinese medicine with Western medicine, students will gain some concepts of Traditional Chinese Medicine and Western medical treatments. Also, it is important for high students to know that environmental pollutants can cause health problems like respiratory diseases, heart disease, and some types of cancer. People with low incomes are more likely to live in polluted areas and have unsafe drinking water. And children and pregnant women are at higher risk of health problems related to pollution. In this unit, students will learn some methods of medical treatments that are influenced by culture and the one's surrounding environment.

Recommended Pacing

45 days

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Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● There are different types of natural remedies in the world. ● Yin and Yang is one of the main concepts of Traditional Chinese Medicine. It is the concept that opposing forces are actually complimentary, essential, and need to exist in balance and harmony for optimal health. ● Traditional Chinese Medicine aims to restore the body's balance and harmony between the natural opposing forces of yin and yang, which can block qi and cause disease. Traditional Chinese medicine includes acupuncture, diet, herbal therapy, meditation, physical exercise, and massage. ● Medical treatments and natural remedies might differ from different regions and countries. ● There are cultural beliefs that influence choices in medical treatments. ● In Chinese culture, natural remedies are often utilized to treat common ailments. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● Why has Chinese medicine stayed in practice for thousands of years? ● How does acupuncture help with certain illnesses? ● How do Chinese medicine and Western medicine differ? ● How do natural remedies play an important role for illness prevention and recovery? ● How does my choice in natural foods influence my health? 	
Objectives	
Students will know:	

- How to identify the signs for different departments in a hospital.
- How to describe symptoms of medical problems.
- How the main concepts and philosophies of Chinese acupuncture and Traditional Chinese Medicine reflect people's life and food choices.
- How to use “guo 过, yijing 已经, and cai 才” to indicate different time frames
- How to use dui ... verbal phrases (e.g.: ... dui ... hen youxiao、dui..henyouyong对.....很有用)
- How to use complicated sentence structures such as “xinkui 幸亏..., fouze 否则... ; ... ningke 宁可..., yebu 也不 ..., ... xuyao 需要 ... cai 才...”
- How to use “zhuni zaori kangfu 祝你早日康复” to express “wish you recover soon”.
- How to use “yong...lai zhibing用.....来治病” (use... to treat...)
- How to use “dui...youxiao对.....有效” (...is effective for...)

Students will be able to:

- Give, respond to, and ask for clarification concerning medical needs.
- Make a doctor's appointment.
- Use the past time frame to tell a personal experience concerning a medical need.
- Interpret directions for taking medication
- Compare and contrast Western medicine with Chinese medicine and explain cultural perspectives related to Chinese medicine.
- Ask and respond to questions as part of a group discussion or debate concerning preferences for Western medicine or Chinese medicine Express opinions concerning the effectiveness of medicine treatments.
- Discuss how climate change can disrupt food availability, reduce access to food, and affect food quality.

Evidence of Learning

Assessment

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Resources

Suggested Resources:

- Online Resources such as 人体穴位图、脚底按摩图、中医预防和治疗花粉过敏症
- Teacher Created Materials

Unit 4: Global Challenges: The Environment

Content Area: World Language

Course & Grade Level: Chinese 5 Honors, 9-12

Summary and Rationale

As world citizens, students need to be aware of environmental issues that surround our communities. The study of another language and culture deepens understanding of where and how people live and why events occur. As citizens of a global society, we must be aware of the interactions between humans and the world around us, living and non-living. During this unit of study, students will learn to recognize, assess, understand, and make informed decisions about humans' impact on the environment. Further, they will examine their own daily choices and the ways those decisions reflect their culture and lifestyle.

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

Interpretive Mode of Communication Intermediate High learners understand, with ease and confidence, sentence-length speech in basic personal and social contexts. Devise substantial meaning from some connected texts typically understood by advanced-level listeners and readers. They show evidence of the ability to make inferences about texts by identifying key details of spoken, viewed, and written materials.

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.IH.IPRET.1	Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.
7.1.IH.IPRET.2	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
7.1.IH.IPRET.4	Summarize information from oral and written discourse dealing with a variety of topics.
7.1.IH.IPRET.5	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IH.IPRET.6	Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
7.1.IH.IPRET.7	Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
7.1.IH.IPRET.8	Collect, share, and analyze data related to global issues including climate change.

Standard: Interpersonal Mode

Interpersonal Mode of Communication Intermediate High learners exchange information in spontaneous spoken or written conversations and some discussions on a variety of familiar and some concrete topics that they have researched, using connected sentences that may form paragraphs and asking a variety of questions, often across various time frames.

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.

CPI #	Cumulative Progress Indicator (CPI)
Strand B	Interpersonal Mode
7.1.IH.IPERS.1	Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.2	Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
7.1.IH.IPERS.3	Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
7.1.IH.IPERS.4	Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
7.1.IH.IPERS.5	Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
7.1.IH.IPERS.6	Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

Standard: Presentational Mode

Presentational Mode of Communication Intermediate High learners use connected sentences and some paragraph level language independently to communicate information, make presentations, and express thoughts about familiar and some unfamiliar topics. They use increasingly complex vocabulary and structures, compare points of view and perspectives, and write or speak original pieces such as essays, stories, and poems. Intermediate High learners demonstrate evidence of Advanced Low proficiency but lack consistency in maintaining the advanced level.

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.

CPI #	Cumulative Progress Indicator (CPI)
Strand C	Presentational Mode
7.1.IH.PRSNT.1	Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
7.1.IH.PRSNT.2	Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
7.1.IH.PRSNT.3	Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
7.1.IH.PRSNT.4	Use language creatively in writing for a variety of purposes.

7.1.IH.PRSNT.5	Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
7.1.IH.PRSNT.6	Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: 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.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
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	
CPI #	Cumulative Progress Indicator (CPI)
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).
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Climate change and pollution issues are becoming increasingly important issues. ● Environmental issues are becoming more and more serious, and we need to monitor these issues. ● It is everyone's responsibility to protect our environment. ● It is urgent to take actions to protect the environment on a daily basis. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What are the global challenges and environmental problems we are facing today? ● How environmental issues affect our lives? ● What can we, as young adults, do to protect our environment? ● How to initiate an action plan of "Go Green" for our local community? 	
Objectives	
Students will know:	
<ul style="list-style-type: none"> ● How to use complicated sentence structures to provide suggestions and give advice, such as "ruguo ... dehua..., women yinggai..." ● How to use various expressions to describe pollution, global warming, environmental issues and solutions, etc. Efforts around the world to protect the environment. ● How to use "duo... shao..." to provide suggestions (do more of ..., do less of ...) ● How to use "baohu huanjing, renren youze" (everyone has the responsibility to protect environment) How to use "duo yifen lvse, duo yifen jiankang" (the more natural environment we live in, the healthier life we live) ● How to use expressions "...yanzhong de yingxiang le..." to describe "... seriously affects our ...". ● How to use news language, such as "shuju xianshi...", "diaocha baogao xianshi...", etc. 	

Students will be able to:

- Identify the challenges and the problems that people are facing today regarding the environmental issues. Express appreciation for and the value of our natural resources.
- Provide suggestions and solutions to specific problems.
- Compare and contrast environmental issues around the world.
- Design and present a multimedia project to enhance the awareness of the importance of “Go Green”.

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