



West Windsor-Plainsboro Regional School District  
Chinese Grade 7

## Unit 1: My Day with My Family

**Content Area: World Language**

**Course & Grade Level: Chinese, Grade 7**

### Summary and Rationale

7th grade students returning to school will be re-acclimating themselves to their second year of middle school. To further create new social contacts within the classroom setting they will be expanding their ability to communicate information and become acquainted with new peers and a new schedule. In this unit, students will learn to reflect upon their day at home and at school so that they may budget their use of time more wisely academically and socially to make time for family. Students will be able to communicate real world information regarding a new schedule and daily routine, interpersonally through improvisational role-plays and conversations on problem solving, interpretively through the reading of authentic texts, and present orally and through written characters and pinyin.

Teachers and students are striving to reach Novice High proficiency as defined by ACTFL. As such, they develop the ability to speak and write in sentence-level speech, ask as well as answer questions and describe with more detail.

### 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

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

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.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8:	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

**Standard: Interpersonal Mode**

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

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

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Strand B</b>	<b>Interpersonal Mode</b>
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

**Standard: Presentational Mode**

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

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

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Strand C</b>	<b>Presentational Mode</b>
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
<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.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.1.8.CR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.1.8.NI.3	Explain how network security depends on a combination of hardware, software, and practices that control access to data and systems.
<b>Interdisciplinary Standards ( fill-in Science, or SS, or Math, etc..)</b>	
6.2.8.HistoryUP. 3.c	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
6.2.8.GeoPP.3.a	Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Modern schedules in all countries are time dependent.</li> <li>● The choices individuals make about one's daily routine involve and impact members of the family.</li> <li>● There is a relationship between one's abilities and one's preferences and habits that help shape our lives.</li> <li>● Home life routines are both similar and different in Americans and Chinese speaking communities.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How do I use time to manage my day?</li> <li>● How do my obligations to my family affect my daily plans?</li> <li>● What do I do to help my family?</li> <li>● How does one's homelife in Chinese-speaking communities and our multicultural classroom differ among students?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b>	
<ul style="list-style-type: none"> <li>● How to use language items regarding daily routines</li> </ul>	

- How to use proper digits to tell time
- How to use proper digits to indicate military time
- How to state the time of day using “zaoshang”, “zhongwu”, “xiawu”, “wanshang”
- How to quantify the digit ‘two’ using “liang” when stating 2 o’clock
- How to ask for the time using “Ji dian zhong?”
- How to express minutes using “fen”
- How to express the hour using “dian”
- How to express half past using “ban”
- How to use time sequence words
- How to inquire if someone does something often using “changchang... ma?”
- How to use frequency words “meitian/tiantian,” “changchang,” “youshihou,” “henshao”
- How to state how early or late something is completed using “zao + verb” and “wan + verb”
- How to use language items to describe how late or early routine tasks are completed
- How to express wasting time using the expression “langfei shijian”
- How to show when someone has arrive using “dao”
- How to express one’s ability using “hui”
- How to express whether something will/will not be done in the future using “mingtian hui/ bu hui”
- How to indicate a recent past action using “verb + le”
- How to indicate one’s overall past using “guo + le”
- How to distinguish between conjunctions, “he, hai, ye”
- How to express likes and dislikes using degrees of “xihuan”
- How to compare using “bi”
- How to express that two things are the same using “..gen/he..yiyang”
- How to describe something with two adjectives using “you...you...”
- How to show why and because using “weishenme” and “yinwei”
- How to show how well an action is performed using “verb-object-verb+de”
- How to show excessive usage of water using “verb-object-verb+de”
- How to recommend an alternative to wasting items “shao yong...” “langfei + obl”
- How to recommend an alternative to wasting time “langfei shijian”
- How to apply proper word order using “subject-time-place-action”
- How to indicate simultaneous action “yibian... yibian...”

**Students will be able to:**

- Tell time
- Ask and answer questions about the time
- Indicate what time of a day it is
- Identify daily routines
- Describe one’s daily family routine
- Identify daily routine tasks and activities
- Express preferences for activities
- Describe daily routines
- Ask and respond to questions about when daily routines are completed
- Ask and respond to questions about one’s routine preferences
- Offer excuses and reasons for uncompleted tasks
- Describe how well a task is performed
- Describe to what extent a certain task is performed
- Describe how often a certain task is performed
- Compare and contrast how long family members take to complete a task
- Express family events that will happen in the near future
- Express family events that have already happened
- Compare and contrast daily routines in America with Mandarin speaking regions

<b>Evidence of Learning</b>
<b>Assessment:</b>
<input checked="" type="checkbox"/> <b>Formative Assessments</b> Throughout each unit and lesson, students are continuously self-assessing and reflecting with the use of formative assessments. The data used in these assessments are utilized as a tool to help set individual benchmarks for improved instruction, feedback and self-reflection.
<input checked="" type="checkbox"/> <b>Summative Assessments</b> The three modes of communication provide the organizing principle for describing language performance and proficiency: <u>Interpersonal assessments</u> measure a student’s ability to interact, negotiate, and converse in the target language, either orally or in writing <u>Interpretive assessments</u> measure a student’s ability to understand and process what is read, heard, or viewed in the target language <u>Presentational assessments</u> measure a student’s ability to produce either spoken or written communication in the target language
<input checked="" type="checkbox"/> <b>Alternative Assessment: Modifications and <a href="#">accommodations</a></b> are made for 504 and IEP students depending on individual needs.
<input checked="" type="checkbox"/> <b>Benchmark</b> Benchmark checks are done throughout each unit with use of formative assessments, checklists, and conferences to discuss individual reflections and offer feedback.
<b>Resources</b>
<b>Suggested Resources:</b> <ul style="list-style-type: none"> <li>● Text from: “Genwo Xue Hanyu” by Chen Fu Published by: Renmin Jiaoyu Chubanshi (People’s Education Press)</li> <li>● Online Resources : Days of the Week Clip</li> <li>● Teacher Created Materials, Teacher prepared Google Slide Presentations, activities and worksheets include:               <ul style="list-style-type: none"> <li>○ Text: Authentic Daily Routine Schedule</li> <li>○ Google Slide Notes</li> <li>○ Vocabulary Sheets</li> <li>○ Tasks and Handouts created on SeeSaw, EdPuzzle, WordWall, Quizlet, Blooket, Pear Deck, Google Classroom, Kahoot, Padlet, Flipgrid</li> <li>○ Improvisational Prompts and Scenario Role Plays</li> </ul> </li> </ul>

## Unit 2: Celebrating with My Family

**Content Area: World Language**

**Course & Grade Level: Chinese, Grade 7**

### Summary and Rationale

Celebrations offer insight into family values and customs. Students will identify cultural products used during celebrations such as Chinese New Year and birthdays and explain their significance. Students will communicate real world information about celebrations interpersonally through basic improvisational role-plays and guided conversations, interpretively through the reading of simple authentic texts, and present orally and through written characters and pinyin. Throughout this unit students will be comparing and contrasting their own unique cultures to those of the Mandarin-speaking world.

Teachers and students are striving to reach Novice High proficiency as defined by the American Council on the Teaching of Foreign Languages. As such, they develop the ability to speak and write in sentence-level speech, ask as well as answer questions and describe with more detail.

### 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

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

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.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.

7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8:	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

**Standard: Interpersonal Mode**

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

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

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Strand B</b>	<b>Interpersonal Mode</b>
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

**Standard: Presentational Mode**

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

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

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Strand C</b>	<b>Presentational Mode</b>
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.



7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

### Instructional Focus

#### Unit Enduring Understandings

- People have customs and practices that reflect important family values.
- People all around the world celebrate birthdays in ways that reflect their values.
- People of Chinese speaking countries have many important practices when preparing for the Lunar New Year.
- The Lunar New Year represents new beginnings and opportunities for prosperity and luck.
- Practices during the Lunar New Year have deeper meaning that reflect family customs.
- Many sayings and practices are a result of a play on words.

#### Unit Essential Questions

- What are common methods used when celebrating birthdays in Chinese culture?
- How do people from Chinese speaking countries celebrate birthdays?
- How are birthdays celebrated differently among students and people of Chinese speaking countries and our own?
- What preparations are made to prepare for the Lunar New Year?
- How are the customs of Chinese holidays influenced by the perspectives of Chinese culture?
- How are some customs the result of a play on words?

#### Objectives

##### Students will know:

- How to use language items pertaining to common activities done during birthday celebrations
- How to use language items pertaining to common activities done during the Lunar New Year such as “wulong, wushi, changge, tiaowu, gei/na/shou hongbao, liaotian fang bianpao”
- How to express to celebrate using “guo”
- How to name common foods consumed during birthday and Lunar New Year celebrations using “chi”
- How to name common clothing worn during Lunar New Year celebrations using “chuan” or “dai”
- How to show what you plan to do using “dasuan”
- How to show what you do with your family using “gen/he”
- How to show one’s zodiac sign using “shu”
- How to indicate don’t in a preventative way using “bie”, such as, “bie ma ren, bie ku...etc...”
- How to show sweep or clean days prior to the Lunar New Year using “dasao”
- How to conserve and prevent pollution by suggesting you use less “shao yong + bianpao, shui, zhi”
- How to state “so/therefore” using “suoyi”
- How to express ‘if’ using “ruguo”
- How to express ‘when’ using “deshihou”
- How to express ‘to give’ using “gei”
- How to give a present by using “song” use “shou” to show receive
- How to express ‘to take’ using “na”
- How to describe how to wrap dumplings using “bao”
- How to express to cook or make using “zuo”
- How to say nice things during the New Year using “shuo”
- How to express really using “zhende”
- How to describe how lively and bustling the Lunar New Year is “renao”

- How to express excitement using “xingfen”
- How to show happiness using “gaoxing”
- How to express an approximate amount of money using “chabuduo/dayue”
- How to show why and because using “weishenme” and “yinwei”
- How to denote units of measurement using “bai”
- How to apply proper word order using “subject-time-place-action”

**Students will be able to:**

- Identify common foods consumed in birthday celebrations
- Recognize some common practices about Chinese birthday celebrations
- Ask and respond to questions about birthday celebrations
- Compare and contrast Chinese and American birthday celebrations
- Extend an invitation to a birthday party or event
- Converse about how to celebrate events
- Demonstrate proper etiquette when accepting gifts
- Ask and respond to questions about what years are associated with the animal
- Ask and respond to questions about someone’s zodiac animal is to express age
- Imitate appropriate gestures of the target culture during festival interactions
- Identify customs and products used in Lunar New Year celebrations
- List practices that one does to prepare for the new year
- List taboo practices during the Lunar New Year
- Recommend conservation methods
- Identify and name the 12 Chinese Zodiac animals
- Apply cultural practices when responding to and asking for one’s age or zodiac animal
- Talk about when it is appropriate to do things when preparing for the Lunar New Year
- Discuss what to do in hypothetical situations regarding celebrations
- Validate reasons given with detail surrounding celebrations
- Describe the importance of some cultural products and perspectives relating to the lunar new year
- Express gratitude for being invited to a party
- Interpret an invitation
- Occasionally infer the meaning of a few unfamiliar words
- Identify the main ideas of some simple literary or informational texts
- Identify some unique linguistic elements in English and the target language

**Evidence of Learning**

**Assessment:**

- Formative Assessments**  
Throughout each unit and lesson, students are continuously self-assessing and reflecting with the use of formative assessments. The data used in these assessments are utilized as a tool to help set individual benchmarks for improved instruction, feedback and self-reflection.
- Summative Assessments**  
The three modes of communication provide the organizing principle for describing language performance and proficiency:  
Interpersonal assessments measure a student’s ability to interact, negotiate, and converse in the target language, either orally or in writing  
Interpretive assessments measure a student’s ability to understand and process what is read, heard, or viewed in the target language  
Presentational assessments measure a student’s ability to produce either spoken or written communication in the target language

Alternative Assessment: Modifications and [accommodations](#) are made for 504 and IEP students depending on individual needs.

Benchmark

Benchmark checks are done throughout each unit with use of formative assessments, checklists, and conferences to discuss individual reflections and offer feedback.

### Resources

#### Suggested Resources:

- Text from: “Genwo Xue Hanyu” Book 2, Section 12 by Chen Fu Published by: Renmin Jiaoyu Chubanshi (People’s Education Press)
- Text from: “Chinese for Youth” Level 1 Revised, by Weiling Wu Published by: Far East Book Company
- Rhyme: “新年到” (Xinnian Dao)
- Rhyme: “这就是中国的十二生肖” (These are the 12 Zodiac Animals)
- Online Resources:
  - Authentic Chinese Invitations
  - Story of the 12 Zodiac Animals
- Teacher Created Materials, Teacher prepared Google Slide Presentations, activities and worksheets include:
  - Text: Authentic Daily Routine Schedule
  - Google Slide Notes
  - Vocabulary Sheets
  - Tasks and Handouts created on SeeSaw, EdPuzzle, WordWall, Quizlet, Blooket, Pear Deck, Google Classroom, Kahoot, Padlet, Flipgrid
  - Improvisational Prompts and Scenario Role Plays

## Unit 3: My Pet as a Part of My Family

**Content Area: World Language**

**Course & Grade Level: Chinese, Grade 7**

### Summary and Rationale

In modern day it is customary to treat pets and other animals with the same affection as we treat our family members. In this unit, students will identify common pets, endangered animals, defend individual preferences, and explain what capabilities and characteristics animals share with humans that make them lovable. Animals also hold important symbolic meaning in many Chinese speaking societies in daily life and during important celebrations. Throughout this unit students will be considering how one's actions may affect the feelings of the animal species as a reflection of themselves.

Teachers and students are striving to reach Novice High proficiency as defined by the American Council on the Teaching of Foreign Languages. As such, they develop the ability to speak and write in sentence-level speech, ask as well as answer questions and describe with more detail.

### Recommended Pacing

45 days

### New Jersey Student Learning Standards for World Languages

**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**

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

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.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).

7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8:	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
<p><b>Standard: Interpersonal Mode</b></p> <p>Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.</p> <p>Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.</p>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Strand B</b>	<b>Interpersonal Mode</b>
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
<p><b>Standard: Presentational Mode</b></p> <p>Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.</p> <p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
<b>Strand C</b>	<b>Presentational Mode</b>
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.

7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

### Instructional Focus

#### Unit Enduring Understandings

- Pets, like humans, need to eat appropriate, healthy foods.
- Animals in China can hold symbolic significance.
- Different animals are affected by climate changes
- Different pets have different characteristics that make them a right fit for each household.
- Different pets have different needs that need to be addressed to remain healthy.
- Having a pet requires the owner to take on many responsibilities.

#### Unit Essential Questions

- Why should I feed my pets certain foods?
- What animals have symbolic meaning?
- What animals are affected by climate change?
- What are common pets in China and America?
- How do you know what pet is right for one's household?
- How can I care for my pet?

#### Objectives

##### Students will know:

- How to use language items to identify animals and animal abilities
- How to identify endangered species using “animal + binweiludi dongwu
- How to refer to climate change using “qihou bianhua”
- How to use language items to name body parts or people and animals such as “tou”, “toufa”, “jiao”, “tui”, “gebo”, “duzi”, “shou”, “xin”, “erduo”, “zui”, “yanjing”, “chibang”, “yachi”, “bizi”, “weiba”, “yumao”, “mao”
- How to express ‘to have’ using “you”
- How to negate ‘to have’ with “meiyou”
- How to use correct measure words for animals using “zhi”, “tiao”, “tou”, “pi”
- How to use language items to describe people and animals
- How to use degrees and superlatives to state an animal's appearance “hen”, “zhen”, “tebie”, “zui”, “bu”, “feichang”
- How to show a current action “zai”
- How to distinguish between the use of “zai” as location and “zai” as statement of current action
- How to indicate ability “hui”
- How to distinguish between “hui”, “neng” and “keyi” which all mean ‘can’
- How to express a need to/want to using “yao”
- How to use the conjunction, ‘in addition to,’ using “hai hui”
- How to use and distinguish between conjunctions “he” “hai” and “ye”
- How to show an allergy (to an animal) using “guomin”
- How to show why and because using “weishenme” and “yinwei”
- How to compare abilities using “bi”
- How to express to ‘bring someone or something somewhere’ using “dai”
- How to show a want to do something using “xiang”
- How to use “shao + yong” to conserve
- How to indicate a recent past action using “v + le”
- How to indicate casual movement “...lai... qu”
- How to use basic direction words “shang”, “xia”, “zuo”, “you”, “qian”, “hou”, “zhong”
- How to show having experienced something at least once using “guo”

- How to express opinion using “juede”
- How to show how well an action is performed using “verb-object-verb+de”
- How to apply proper word order using “subject-time-place-action”
- How to indicate to feed someone or and animal using “wei”
- How to indicate caring for someone using “zhaogu”
- How to express positions using prepositions “shang”, “xia”, “qian”, “hou”, “zhongjian”, “bian/mian”

**Students will be able to:**

- Identify pets
- Identify endangered animals due to climate change
- Quantify animals
- Identify body parts
- State the location of body parts
- Describe an animal’s physical characteristics
- Give information on what animals can do
- Describe to what extent an animal can perform an ability
- Ask and answer questions about how well a task is performed
- Name common foods consumed by animals and pets
- Express food preferences and opinions
- Describe human responsibilities for animal care
- Offer advice on how to keep one’s pet healthy
- Offer advice on animal care
- Respond appropriately to simple, short postings
- Express one’s preference
- Ask and respond to questions regarding pet preferences
- Defend one’s reason for pet preferences
- Initiate and respond to questions about animals and their appearance

**Evidence of Learning**

**Assessment**

- Formative Assessments**  
Throughout each unit and lesson, students are continuously self-assessing and reflecting with the use of formative assessments. The data used in these assessments are utilized as a tool to help set individual benchmarks for improved instruction, feedback and self-reflection.
- Summative Assessments**  
The three modes of communication provide the organizing principle for describing language performance and proficiency:  
Interpersonal assessments measure a student’s ability to interact, negotiate, and converse in the target language, either orally or in writing  
Interpretive assessments measure a student’s ability to understand and process what is read, heard, or viewed in the target language  
Presentational assessments measure a student’s ability to produce either spoken or written communication in the target language
- Alternative Assessment: Modifications and [accommodations](#)** are made for 504 and IEP students depending on individual needs.
- Benchmark**  
Benchmark checks are done throughout each unit with use of formative assessments, checklists, and conferences to discuss individual reflections and offer feedback.

**Resources**

**Suggested Resources:**

- Text from: “Genwo Xue Hanyu” Book 2, Section 12 by Chen Fu Published by: Renmin Jiaoyu Chubanshi (People’s Education Press)
- Text from: “Chinese for Youth” Level 1 Revised, by Weiling Wu Published by: Far East Book Company
- Poem/Song: Two Tigers 两只老虎 I am a Little Bird 我是只小小鸟 Rock Paper Scissors Rabbit “剪刀石头布”
- Online Resources: Clip- 马马虎虎 (Mama Huhu) <https://www.youtube.com/watch?v=6JIRJmarZ0U>
- Text: Missing Pet Flyer
- Teacher Created Materials, Teacher prepared Google Slide Presentations, activities and worksheets include:
  - Text: Authentic Daily Routine Schedule
  - Google Slide Notes
  - Vocabulary Sheets
  - Tasks and Handouts created on SeeSaw, EdPuzzle, WordWall, Quizlet, Blooket, Pear Deck, Google Classroom, Kahoot, Padlet, Flipgrid
  - Improvisational Prompts and Scenario Role Plays



## Unit 4: Caring for My Family

**Content Area: World Language**

**Course & Grade Level: Chinese, Grade 7**

### Summary and Rationale

Developing awareness of healthy lifestyles and practices is a critical factor in preparing today's youth for living well in the 21<sup>st</sup> century. Maintaining a healthy body and being able to recognize symptoms to help care for and diagnose our family members are important to both humans and animals. In this unit, students will explore the importance of overall hygiene and oral hygiene through the story of a crocodile with a toothache to reflect upon personal habits and examine American and Chinese views on healthy living.

Teachers and students are striving to reach Novice High proficiency as defined by the American Council on the Teaching of Foreign Languages. As such, they develop the ability to speak and write in sentence-level speech, ask as well as answer questions, and describe with more detail.

### Recommended Pacing

45 days

### New Jersey Student Learning Standards for World Languages

**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**

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

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.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).

7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8:	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

**Standard: Interpersonal Mode**

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

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

CPI #	Cumulative Progress Indicator (CPI)
<b>Strand B</b>	<b>Interpersonal Mode</b>
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

**Standard: Presentational Mode**

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

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

CPI #	Cumulative Progress Indicator (CPI)
<b>Strand C</b>	<b>Presentational Mode</b>
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Taking actions of prevention help avoid sickness, other problems or visiting a doctor.</li> <li>● Healthy habits benefit individuals and the people in one’s family</li> <li>● Oral hygiene is crucial to overall health.</li> <li>● The choices individuals make about wellness have life-long benefits and risks.</li> <li>● Coping skills can help people deal with conflict and with stressful situations they encounter daily.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How do I describe a health problem to a doctor or a dentist?</li> <li>● What can I do to develop healthy hygiene habits?</li> <li>● How can I improve my health and care of myself and others?</li> <li>● What should I avoid and what should I do to maintain my oral hygiene?</li> <li>● What can I do when I feel scared and worried? How can I cope with these situations?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● How to identify one’s basic anatomy</li> <li>● How to use “zai” + preposition to show where something hurts</li> <li>● How to use expressions to describe illness or pain such as “teng”, “tong”, “ganmao”, “fashao”, “kesou”, “shoushang”, “tu”, “laduzi”, “dapenti”</li> <li>● How to use language items for remedies such as “chiyao”, “xiuxi”, “baohu”, “duo he shui”</li> <li>● How to identify healthy living practices such as exercise, fitness, eating habits, sleep habits</li> <li>● How to use expressions for emotions such as “nanguo,” “haipa,” “yonggan,” “kuaile,” “gaoxing”, “shengqi”</li> <li>● How to show comfort or discomfort in response to “Ni nar bu shufu” using “shufu” and “bushufu”</li> <li>● How to show when an activity will be performed using “deshihou”</li> <li>● How to use language items terms to maintain dental hygiene with language items: “shuaya, yong yagao, yong yaxian, yong shukoushui shukou, kan yayi”</li> <li>● How to use language items for dental visits such as, “yisheng, yayi, bingren, (da) mazuiyao,xiya, buya, yatao, zhuya, dazhen”</li> <li>● How to show how one does not have a choice in doing something “...fei...buke”</li> <li>● How to state “must” using “dei”</li> <li>● How to indicate must as in “yiding yao, yiding dei” using “yiding”</li> <li>● How to show a need to be as in “yao yonggan” using “yao”</li> <li>● How to express one’s forgetfulness using “wangji”</li> <li>● How to refer to a period of time using “jiu”</li> <li>● How to use the exclamatory remark, “Aiyou!”</li> <li>● How to show the completion of action using result complement “hao” as in “Zuo hao” “wan” or “wanle”</li> <li>● How to quantify situations using the measure word “jian”</li> <li>● How to modify an object using “shi...de”</li> <li>● How to express to plan using “dasuan”</li> <li>● How to indicate the next meeting or to make an appointment using “time + jian”</li> <li>● How to show increased degree of using “duome”</li> <li>● How to give advice using “shao + V” to do something less</li> <li>● How to indicate a situation using “shi”</li> <li>● How to express should using “yinggai”</li> <li>● How to care and protect a family member or one’s teeth using “baohu”</li> <li>● How to protect endangered animals using “baohu bin lin jue zhong de dongwu”</li> <li>● How to use sequence words such as “xian... ranhou...” to show first... and then...</li> </ul>	

**Students will be able to:**

- Identify body ailments and remedies
- Ask and answer questions about one’s medical condition
- Describe a health problem to a doctor or dentist so that the ailment may be diagnosed
- Give suggestions to someone when they do not feel well
- Interpret authentic texts and videos
- Ask and respond to questions regarding one’s health
- Exchange information about ways to stay healthy and provide advice to peers
- Give reasons for why one should see the doctor or dentist
- Defend one’s reasons for seeking medical help as opposed to home remedies
- Identify the main ideas and some details of a literary text
- Identify dental terms
- Name dental ailments and remedies
- Express basic emotions and feelings
- Infer the meaning of a few unfamiliar words
- Identify the main ideas of literary or informational texts
- Narrate a story in their own words
- State intentions for future ailment prevention
- Make recommendations to others about healthy habits
- Make recommendations to others about family and animal protection
- Ask and answer questions about one’s hygiene

**Evidence of Learning**

**Assessment**

Formative Assessments

Throughout each unit and lesson, students are continuously self-assessing and reflecting with the use of formative assessments. The data used in these assessments are utilized as a tool to help set individual benchmarks for improved instruction, feedback and self-reflection.

Summative Assessments

The three modes of communication provide the organizing principle for describing language performance and proficiency:

Interpersonal assessments measure a student’s ability to interact, negotiate, and converse in the target language, either orally or in writing

Interpretive assessments measure a student’s ability to understand and process what is read, heard, or viewed in the target language

Presentational assessments measure a student’s ability to produce either spoken or written communication in the target language

Alternative Assessment: Modifications and [accommodations](#) are made for 504 and IEP students depending on individual needs.

Benchmark

Benchmark checks are done throughout each unit with use of formative assessments, checklists, and conferences to discuss individual reflections and offer feedback.

**Resources**

**Suggested Resources:**

- Text from “Genwo Xue Hanyu” Book 1 Units 6 Section 31, 32 by Chen Fu Published by: Renmin Jiaoyu Chubanshi People’s Education Press
- Book: The Crocodile and Dentist 鳄鱼怕怕牙医怕怕
- Fable: The Frog in the Well

- Online Resources
- Teacher prepared presentations, activities and worksheets
- Teacher Created Materials, Teacher prepared Google Slide Presentations, activities and worksheets include:
  - Text: Authentic Daily Routine Schedule
  - Google Slide Notes
  - Vocabulary Sheets
  - Tasks and Handouts created on SeeSaw, EdPuzzle, WordWall, Quizlet, Blooket, Pear Deck, Google Classroom, Kahoot, Padlet, Flipgrid
  - Improvisational Prompts and Scenario Role Plays