

**HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT
HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS
WORLD LANGUAGES CURRICULUM
MANDARIN CHINESE
AUGUST 2021
GRADES 7-8**

Course Overview

During grades seventh (7th) and eighth (8th), students continue their study of the language chosen at Auten Road Intermediate School. This curriculum has been developed to address language skills as outlined by New Jersey Department of Education World Languages Standards and Curriculum Framework. The broad objective of the World Languages Program in the seventh (7th) and eighth (8th) grades is to continue the development of the three modes of communication: interpersonal, interpretive and presentational. Classes are imparted five (5) times a week in a year-long program which allows them to continue to improve their language abilities and be better prepared to enter high school with a higher level of language proficiency. This curriculum is thematic in nature, and allows the teacher flexibility by addressing key grammatical structures through different thematic scenarios which recycle and spiral previously learned material. At this level, teachers implement a *Natural Approach* (Stephen Krashen & Tracy Terrell, 1984) to second language learning where they address the development of all domains of language, while focusing on the development of communicative proficiency and oral production.

Since culture, the total sum of the beliefs and behaviors of a group of people, is best reflected by language, a major emphasis is placed on the appropriate use of the language in culturally authentic situations. This curriculum encompasses a solid cultural and linguistic foundation geared to meet the increasing demand for higher levels of world language proficiency as well as a deep appreciation of cultural values, beliefs and perceptions in today's global marketplace.

Hillsborough Township Public Schools - World Languages Department - 7th to 8th Grade Mandarin Chinese Curriculum Map

Unit	Topic(s)	Pacing	Essential Question(s)	Strand	CPIs	Learning Targets	Formative Assessment	Summative Assessment	Interdisciplinary Connections	21st Century Standards
Let's be friends	classroom and game commands Greetings and - Leaving Taking pinyin system stroke orders for Characters Chinese name for each student age, birthday and other personal information. 7th grade character sets 1-4	7 MP1	-What will help my classmates, my teacher and others understand me better? -How can I talk to someone in another language when I am just starting to learn it? -How do I identify myself? -How can I better understand - when I do not know everything I hear? --How do Chinese people write? --What is unique about Chinese writing brushes? -How are oral and written Chinese? -How do I learn Chinese tones effectively?	Interpretive	7.1.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. 7.1.NM.IPRET.2 Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. 7.1.NM.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.IPERS.2 Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.IPERS.3 Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. 7.1.NM.IPERS.4 Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. 7.1.NM.IPERS.5 Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. 7.1.NM.PRSNT.2 State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.PRSNT.4 Copy/write words, phrases, or simple guided texts on familiar topics.	Use appropriate greetings and leave-taking from the target culture. Ask and give personal information related to name, age and etc. Demonstrate understanding of classroom commands through appropriate physical response. Recognize and identify Chinese characters through authentic text. Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skit in the unit. Present information related to personal information from age- and level-appropriate, culturally authentic materials orally.	Teacher Observation Simple Commands and Comprehension questions Around the World Activity Kahoot/Quizizz/ Socrative/ quizlet live/ flippit/ nearpod/peardeck/ online white board/gimkit Activity log Flyer Swatter Activity Peer Interview Entrance /Exit ticket peardeck activities	daily questions via nearpod daily characters practice Quizzes and Tests Partner skits/dialogues with rubric Project-based (alternative) learning assessment Common Assessment 1 (language specific benchmark assessment) Common Assessment 2 (language specific benchmark assessment)	Literacy: Reading and writing Mathematics: Ordinal Numbers, telling date Social Studies: cultural comparison studies related to the birthday celebration of the target country and the U.S. Technology: Web Quests, PowerPoint presentations, research, peardeck	Standard 8: Technology 8.1.8.A.2 8.1.P.B.1 8.1.2.B.1 8.1.P.C.1 8.1.2.C.1 8.1.8.D.2 8.1.8.D.3 8.1.8.E.1 Standard 9: 21st Century Life & Careers 9.1.8.A.4 9.1.8.B.6 9.2.8.B.4 9.3.12.AR AV.4 9.3.12.AR JB.3 9.3.12.AR PRF.2 9.3.HT.2 9.3.HT REC.11 9.3.HT TT.6 9.3.HT TT.11 9.3.IT WD.2 9.3.IT WD.6 9.3.ST ET.2 9.3.ST SM.2
				Interpersonal		Presentation				

Student Accommodations: Please refer to the [World Languages Student Accommodations Chart](#)

Hillsborough Township Public Schools - World Languages Department - 7th to 8th Grade Mandarin Chinese Curriculum Map

Unit	Topic(s)	Pacing	Essential Question(s)	Strand	CPIs	Learning Targets	Formative Assessment	Summative Assessment	Interdisciplinary Connections	21 st Century Standards
My school day	Time	7 MP2	-Who are the people in my school? -What are the school subjects, and which do I prefer? -How is my school life different from those in China? -How do I express my needs in a classroom in Chinese?	Interpretive	7.1.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. 7.1.NM.IPRET.2 Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. 7.1.NM.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.IPERS.2 Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.IPERS.3 Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. 7.1.NM.IPERS.4 Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. 7.1.NM.IPERS.5 Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. 7.1.NM.PRSNT.4 Copy/write words, phrases, or simple guided texts on familiar topics.	-Ask and give personal information related to school grade level. -Exchange information using words, phrases, and short sentences practiced in class about one's school subjects. -Identify vocabulary associated with school schedules -Express opinions on school subjects taking, teachers and schedule in general -Compare and contrast school objects found in the two cultures. -Compare and contrast daily activities with another classmate -Demonstrate understanding of classroom commands through appropriate physical response. -Imitate appropriate gestures and intonation of the target culture during greetings, leave-takings, and daily interactions with adult in the school	Teacher Observation	daily questions via nearpod	Literacy: Reading/ writing/ typing	Standard 8: Technology 8.1.8.A.2 8.1.P.B.1 8.1.2.B.1 8.1.P.C.1 8.1.2.C.1 8.1.8.D.2 8.1.8.D.3 8.1.8.E.1 Standard 9: 21st Century Life & Careers 9.1.8.A.4 9.1.8.B.6 9.2.8.B.4 9.3.12.AR AV.4 9.3.12.AR JB.3 9.3.12.AR PRF.2 9.3.HT.2 9.3.HT REC.11 9.3.HT TT.6 9.3.HT TT.11 9.3.IT WD.2 9.3.IT WD.6 9.3.ST ET.2 9.3.ST SM.2
	Grade Level			Interpersonal		-Demonstrate understanding of classroom commands through appropriate physical response.	Simple Commands and Comprehension questions	daily characters practice	Mathematics: Ordinal Numbers, telling time/date	
	School Subjects			Presentation		Create a weekly journal log or a technology-rich presentation describing daily schedule activities and routines.	Around the World Activity	Quizzes and Tests	Social Studies: cultural comparison studies related to middle school student schedules and routines of the target country and the U.S.	
	Supplies and Objects					Recognize and identify Chinese characters in a class schedule through authentic text.	Kahoot/Quizizz/ Socrative/ quizlet live/ flippit/ nearpod/peardeck/ online white board/gimkit	Partner skits/dialogues with rubric	Technology: Web Quests, Google slides presentations, research	
	Classroom Passwords & Expressions							Activity log	Project-based (alternative) learning assessment Common Assessment 3 (language specific benchmark assessment)	
	School Personnel							Flyer Swatter Activity	Common Assessment 4 (language specific benchmark assessment)	
	Schedule							Peer Interview		
7th grade characters 5,9				Entrance /Exit ticket						
Unit	Topic(s)	Pacing	Essential Question(s)	Strand	CPIs	Learning Targets	Formative Assessment	Summative Assessment	Interdisciplinary Connections	21 st Century Standards
My	Nuclear	7 MP3	How is	Interpretive	7.1.NM.IPRET.1 Identify familiar	Present information related	Teacher		Literacy:	Standard 8:

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<p>Family and Friends</p>	<p>and Extended family members</p> <p>Traits & Characteristics</p> <p>Occupations</p> <p>Leisure Activities</p> <p>Thematic Cultural Components</p> <p>7th grade characters 6-8,10-16</p>		<p>family structure similar or differ in the target culture?</p> <p>How to I address the people around me?</p> <p>How do I describe the people in my family?</p> <p>What makes up a family?</p> <p>How would you compare and contrast yourself to others?</p> <p>How does each member of the family contribute to the home?</p>	<p>Interpersonal</p> <p>Presentation</p>	<p>spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPERS.2 Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.</p> <p>7.1.NM.IPERS.3 Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.</p> <p>7.1.NM.IPERS.4 Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5 Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p> <p>7.1.NM.PRSNT.4 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<p>to one's family members from age- and level-appropriate, culturally authentic materials orally.</p> <p>Discuss where family members are from while reviewing target culture geography</p> <p>Identify familiar the family member based on simple oral and/or written descriptions on appearance and personality.</p> <p>Identify and use comparisons and contrasts to exchange information about physical and personality traits.</p> <p>Exchange information using words, phrases, and short sentences practiced in class about others' occupation.</p> <p>Recognize the pinyin and characters related to the family unit contained in culturally authentic materials.</p>	<p>Observation</p> <p>Simple Commands and Comprehension questions</p> <p>Around the World Activity</p> <p>Kahoot/Quizizz/ Socrative/ quizlet live/ flippit/ nearpod/peardeck/ online white board/gimkit Activity log Flyer Swatter Activity Peer Interview Find Someone Who...? activity Draw the Described picture</p> <p>Guess Who?</p> <p>Guess 5 Activity</p> <p>Entrance /Exit ticket</p>	<p>Daily questions via nearpod</p> <p>Daily characters practice Digital written or oral Family Photo Album</p> <p>Quizzes and Tests</p> <p>Partner skits/dialogues with rubric</p> <p>Project-based (alternative) learning assessment Common Assessment 5 (language specific benchmark assessment)</p> <p>Common Assessment 6 (language specific benchmark assessment)</p>	<p>Reading and writing</p> <p>Social Studies: cultural studies of the target country</p> <p>Technology: digital presentations, research, Internet</p>	<p>Technology</p> <p>8.1.8.A.2</p> <p>8.1.P.B.1</p> <p>8.1.2.B.1</p> <p>8.1.P.C.1</p> <p>8.1.2.C.1</p> <p>8.1.8.D.2</p> <p>8.1.8.D.3</p> <p>8.1.8.E.1</p> <p>Standard 9: 21st Century Life & Careers</p> <p>9.1.8.A.4</p> <p>9.1.8.B.6</p> <p>9.2.8.B.4</p> <p>9.3.12.AR AV.4</p> <p>9.3.12.AR JB.3</p> <p>9.3.12.AR PRF.2</p> <p>9.3.HT.2</p> <p>9.3.HT REC.11</p> <p>9.3.HT TT.6</p> <p>9.3.HT TT.11</p> <p>9.3.IT WD.2</p> <p>9.3.IT WD.6</p> <p>9.3.ST ET.2</p> <p>9.3.ST SM.2</p>
Unit	Topic(s)	Pacing	Essential Question(s)	Strand	CPIs	Learning Targets	Formative Assessment	Summative Assessment	Interdisciplinary Connections	21st Century Standards
My dress for the weather	Weather and climate Seasons and	7 MP4	How does the weather affect my life? How is the weather pattern	Interpretive	7.1.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. 7.1.NM.IPRET.4 Report on the	Use basic information at the word and memorized-phrase level to create a weather report. Ask and respond to simple questions about the weather	Teacher Observation Around the World Activity	Daily questions via nearpod Daily characters practice Digital weather forecast chart and	Literacy: Reading and writing Social Studies: compare and	Standard 8: Technology 8.1.8.A.2 8.1.P.B.1 8.1.2.B.1 8.1.P.C.1

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her	Calendar		similar or differ in the target culture?	Interpersonal	content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.IPERS.4 Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. 7.1.NM.IPERS.5 Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. 7.1.NM.PRSNT.1 Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. 7.1.NM.PRSNT.4 Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.PRSNT.5 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	in the different seasons at different locations.	Kahoot/Quizizz/ Socrative/ quizlet live/ flippit/ nearpod/peardeck/ online white board/gimkit	bar-gram	contrast what students wear around the world in comparison to Chinese speaking countries	8.1.2.C.1 8.1.8.D.2 8.1.8.D.3 8.1.8.E.1
	Clothing		How do seasons and weather impact my choice of clothing and activities for the day? How does my choice of clothing reflect who I am? How do students around the world dress for school? How do differences in dress code reflect values in America and in Mandarin speaking countries?			Presentation	Exchange information using words, phrases, and short sentences practiced in class about one's choice of clothing. Copy/write pinyin and characters in the weather unit.	Activity log Flyer Swatter Activity Peer Interview record the weather in different cities Entrance /Exit ticket	Quizzes and Tests Partner skits/dialogues with rubric Project-based (alternative) learning assessment Common Assessment 7 (language specific benchmark assessment) Common Assessment 8 (language specific benchmark assessment)	Technology: digital presentations, research, Internet
Unit	Topic(s)	Pacing	Essential Question(s)	Strand	CPIs	Learning Targets	Formative Assessment	Summative Assessment	Interdisciplinary	21st Century Standards

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Hillsborough Township Public Schools - World Languages Department - 7th to 8th Grade Mandarin Chinese Curriculum Map

Unit	Topic(s)	Pacing	Essential Question(s)	Strand	CPIs	Learning Targets	Formative Assessment	Summative Assessment	Interdisciplinary Connections	21st Century Standards
My day	Review of 7th-grade content (100 characters , 100 daily questions, topics) nationality country and language continents school buildings school staff Classroom items 8th grade characters set 1-9	8 MP1	How do I identify myself? Where do I fit in a multicultural classroom? How do I set an atmosphere for a collaborative and self-directed learner? How do I introduce myself by using long sentences? How are school practices in Mandarin speaking countries similar and/or different than my experience in America?	Interpretive Interpersonal Presentational	7.1.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. 7.1.NM.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.IPERS.4 Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. 7.1.NM.IPERS.5 Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. 7.1.NM.PRSNT.1 Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. 7.1.NM.PRSNT.4 Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.PRSNT.5 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	Ask and give personal information related to country, language and nationality. Demonstrate understanding of classroom commands through appropriate physical response. Recognize and identify Chinese characters through authentic text. Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skit in the unit. Present information related to personal information from country, language and nationality, culturally authentic materials orally.	Teacher Observation Simple Commands and Comprehension questions Around the World Activity Kahoot/Quizizz/ Socrative/ quizlet live/ flippit/ nearpod/peardeck/ online white board/gimkit Activity log Flyer Swatter Activity Peer Interview Entrance /Exit ticket peardeck activities	daily questions via nearpod daily characters practice Quizzes and Tests Partner skits/dialogues with rubric Project-based (alternative) learning assessment Common Assessment 1 (language specific benchmark assessment) Common Assessment 2 (language specific benchmark assessment)	Literacy: Reading and writing Mathematics: Ordinal Numbers, telling date Social Studies: cultural comparison studies related to the birthday celebration of the target country and the U.S. Technology: Web Quests, PowerPoint presentations, research, peardeck	Standard 8: Technology 8.1.8.A.2 8.1.P.B.1 8.1.2.B.1 8.1.P.C.1 8.1.2.C.1 8.1.8.D.2 8.1.8.D.3 8.1.8.E.1 Standard 9: 21st Century Life & Careers 9.1.8.A.4 9.1.8.B.6 9.2.8.B.4 9.3.12.AR AV.4 9.3.12.AR JB.3 9.3.12.AR PRF.2 9.3.HT.2 9.3.HT REC.11 9.3.HT TT.6 9.3.HT TT.11 9.3.IT WD.2 9.3.IT WD.6 9.3.ST ET.2 9.3.ST SM.2
		8 MP2	What makes up a community?	Interpretive	7.1.NM.IPRET.1 Identify familiar spoken and written words, phrases, and simple sentences	Identify places in the community based on simple oral and/or written	Teacher Observation	Daily questions via nearpod	Literacy: Reading and comprehension	Standard 8: Technology

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<p>orary Life</p> <p>buildings and places in a community</p> <p>famous places in Beijing</p> <p>Modes of transportation</p> <p>8th grade character sets for set 10</p>	<p>How does a U.S. community compare with communities in the target culture?</p> <p>How does where you live affect how you live, work and play?</p> <p>Why do people travel?</p> <p>What do you need to know before planning a trip?</p> <p>How to give a toup for exchange students from China?</p>	<p>Interpersonal</p> <p>Presentation</p>	<p>contained in culturally authentic materials and other resources related to targeted themes.</p> <p>7.1.NM.IPRET.4 Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.</p> <p>7.1.NM.IPERS.4 Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.</p> <p>7.1.NM.IPERS.5 Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.</p> <p>7.1.NM.PRSNT.4 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.PRSNT.5 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<p>descriptions.</p> <p>Indicate where people go to do certain activities.</p> <p>Identify vocabulary associated with buildings, staff and dream jobs.</p> <p>Copy/write pinyin and characters in this unit.</p> <p>Ask and respond to simple questions about birthday celebrations in different countries.</p> <p>Exchange information using words, phrases, and short sentences practiced in class about map and where to go.</p> <p>Ask for and give directions using informal commands</p> <p>Read a schedule/map</p> <p>Identify steps necessary to plan a trip</p> <p>Give and follow directions from one place to another</p> <p>Identify familiar places based on simple oral and/or written descriptions.</p> <p>Recognize the pinyin and characters related to the public transportation contained in culturally authentic materials.</p>	<p>Simple Commands and Comprehension questions</p> <p>Around the World Activity</p> <p>Kahoot/Quizizz/ Socrative/ quizlet live/ flippit/ nearpod/peardeck/ online white board/gimkit</p> <p>Inside/Outside Circle activity</p> <p>Flyer Swatter Activity</p> <p>Peer Interview</p> <p>Find Someone Who...? activity</p> <p>Draw the Described picture</p> <p>Guess Who? Guess 5 Activity</p> <p>Entrance /Exit ticket</p>	<p>Daily characters practice</p> <p>Digital written or oral Family Photo Album</p> <p>Chinese restaurant menu</p> <p>Give a tour of a real or made up community</p> <p>Quizzes and Tests</p> <p>Partner skits/dialogues with rubric</p> <p>Project-based (alternative) learning assessment</p> <p>Common Assessment 3 (language specific benchmark assessment)</p> <p>Common Assessment 4 (language specific benchmark assessment)</p>	<p>Social Studies: map skills</p> <p>Art: designing a community</p> <p>Technology: Web Quests, digital presentations, research, Internet</p>	<p>8.1.8.A.2</p> <p>8.1.P.B.1</p> <p>8.1.2.B.1</p> <p>8.1.P.C.1</p> <p>8.1.2.C.1</p> <p>8.1.8.D.2</p> <p>8.1.8.D.3</p> <p>8.1.8.E.1</p> <p>Standard 9: 21st Century Life & Careers</p> <p>9.1.8.A.4</p> <p>9.1.8.B.6</p> <p>9.2.8.B.4</p> <p>9.3.12.AR AV.4</p> <p>9.3.12.AR JB.3</p> <p>9.3.12.AR PRF.2</p> <p>9.3.HT.2</p> <p>9.3.HT REC.11</p> <p>9.3.HT TT.6</p> <p>9.3.HT TT.11</p> <p>9.3.IT WD.2</p> <p>9.3.IT WD.6</p> <p>9.3.ST ET.2</p> <p>9.3.ST SM.2</p>		
									Unit	Topic(s)
<p>My Chinese</p>	<p>Rooms of the house</p> <p>Furniture</p>	<p>8 MP3</p>	<p>What defines a "home"?</p> <p>What are the many living options</p>	<p>Interpretive</p> <p>Interpersonal</p>	<p>7.1.NM.IPRET.3 Identify familiar people, places, objects in daily life based on simple oral and written descriptions.</p> <p>7.1.NM.IPERS.3 Express one's own and react to</p>	<p>Identify vocabulary associated with the rooms and furniture in a house.</p> <p>Use basic information at the</p>	<p>Teacher Observation</p> <p>Simple Commands and</p>	<p>Daily questions via nearpod</p> <p>Daily characters practice</p> <p>Digital written</p>	<p>Literacy: Reading and comprehension</p> <p>Social Studies: map skills</p>	<p>Standard 8: Technology</p> <p>8.1.8.A.2</p> <p>8.1.P.B.1</p> <p>8.1.2.B.1</p>

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THEMATIC UNIT 1

THEME	PROFICIENCY	GRADE(S)
Let's Be Friends	Novice-Mid	7

Topics :	<i>Classroom Commands and Game Commands, Greetings and Leaving Taking, Names, Age, birthday, Pinyin and Characters</i>
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Unit Description

<i>Students will learn culturally appropriate language and customs for meeting, greeting, and taking leave of adults and friends. They will learn their friends' names and where their families originated and are able to introduce one friend to another. Further, they begin to understand the teacher's directions and instructions in the target language and respond with meaning.</i>	
<i>Interpretive</i>	<i>They interpret authentic written and video/audio texts such as blogs, online biographies, social network sites, stories and short clips from movies and television that focus on first introductions and personal information.</i>
<i>Interpersonal</i>	<i>They engage in short unrehearsed/unscripted conversations with classmates, the teacher and members of the target language community, in which they ask and answer memorized questions related to personal information.</i>
<i>Presentational</i>	<i>They use lists, chunks of language and memorized phrases to introduce themselves, describe themselves or others while using culturally appropriate gestures and intonations.</i>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> ● Greetings and leave-taking ● Chinese pinyin ● Chinese characters ● Courtesies ● Vocabulary to express age and birthday ● Memorized questions related to name, and age ● Numbers ● Calendar ● 7th grade characters sets 1-4 	<ul style="list-style-type: none"> ● Follow basic classroom and game commands through gestures ● Initiate and respond to basic greetings and leave-taking ● Initiate and respond to questions about one's name, age and birthday. ● Compare and contrast birthday celebration between two cultures ● Explore the tone-meaning relationship in Chinese pronunciation ● Recognize and identify characters for set 1-4 ● Develop a sense of friendship in the classroom ● Enact scenarios based on meeting, greeting, and introductions

World Languages Standard/Proficiency Level/Cumulative Progress Indicators	
7.1.NM.IPRET. 1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET. 2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET. 4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPERS. 2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS. 3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS. 4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS. 5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions
7.1.NM.PRSNT. 2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT. 4	Copy/write words, phrases, or simple guided texts on familiar topics.

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand A: Technology Operations and Concepts	
Select and use applications effectively and productively.	8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
Strand B: Creativity and Innovation	
Apply existing knowledge to generate new ideas, products, or processes.	8.1.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device.
Create original works as a means of personal or group expression.	8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
Strand C: Communication and Collaboration	
Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.	8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.
Communicate information and	8.1.2.C.1 Engage in a variety of developmentally appropriate learning

<p>ideas to multiple audiences using a variety of media and formats.</p> <p>Develop cultural understanding and global awareness by engaging with learners of other cultures.</p> <p>Contribute to project teams to produce original works or solve problems.</p>	<p>activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p>
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Strand D: Digital Citizenship

<p>Advocate and practice safe, legal, and responsible use of information and technology.</p> <p>Demonstrate personal responsibility for lifelong learning.</p> <p>Exhibit leadership for digital citizenship.</p>	<p>8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</p> <p>8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</p>
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Strand E: Research and Information Fluency

<p>Plan strategies to guide inquiry.</p> <p>Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.</p> <p>Process data and report results.</p>	<p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem.</p>
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**Standard 9: 21st Century Life & Careers
Strands & Standard Statements**

9.1.8.A.4	Relate earning power to quality of life across cultures.
9.1.8.B.6	Evaluate the relationship of cultural traditions and historical influences on

	financial practice.
9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
9.3.12.AR-AV.4	Design an audio, video and/or film production.
9.3.12.AR-JB3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-PRF.2	Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.
9.3.HT.2	Evaluate the nature and scope of the Hospitality & Tourism Career Cluster and the role of hospitality and tourism in society and the economy.
9.3.HT-REC.11	Compare and contrast various types of recreation, amusement and attraction venues.
9.3.HT-TT.6	Use common travel and tourism terminology used to communicate within the industry.
9.3.HT-TT.11	Design promotional packages to effectively market travel and tourism.
9.3.IT.WD.2	Apply the design and development process to produce user focused Web and digital communications solutions.
9.3.IT-WD.6	Design, create and publish a digital communication product based on customer needs.
9.3.ST-ET.2	Display and communicate STEM information.
9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Use appropriate greetings and leave-taking from the target culture.	7.1.NM.IPERS.3
2	Ask and give personal information related to name, age, and birthday.	7.1.NM.IPRET.4 7.1.NM.IPERS.4
3	Demonstrate understanding of classroom commands through appropriate physical response.	7.1.NM.IPRET.2 7.1.NM.IPERS.2
4	Recognize and identify Chinese characters through authentic text.	7.1.NM.IPRET.1
5	Compare and contrast birthday celebration between two cultures.	7.1.NM.IPERS.5
6	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skit in the unit.	7.1.NM.PRSNT.2
7	Present information related to personal information from age- and level-appropriate, culturally authentic materials orally.	7.1.NM.PRSNT.4
8	Exchange information using words, phrases, and short sentences practiced in class on about one's hobbies.	7.1.NM.IPERS.5

STUDENT ACCOMMODATIONS:

Please refer to the [World Languages Student Accommodations Chart](#)

VOCABULARY: 课堂规则用语, 游戏规则用语, 问候词语和句子, 打招呼, 说再见, 你/您, 姓名/名字/贵姓, 礼貌语句, 年龄, 数字, 日期, 月历。

CHARACTERS:

set 1: 今, 明, 昨, 天, 几 set 2: 我, 你, 他, 名, 字 set 3: 生, 日, 月, 号, 岁
set 4: 和, 也, 都, 可, 是

CULTURE:

- Tell how people greet each other in the target cultures.
- Tell how people talk to those who are older/same age/younger.
- Tell how birthday is celebrated in the target culture.
- Tell how the tone-meaning relationship in Chinese pronunciation.
- Tell how Chinese characters evolve and develop.

Suggested Activities

NAME	DESCRIPTION
Fly Swatter Game	Students can use fly swatters to identify vocabulary for family members, physical traits, and personality traits.
Peer Interview	Students can interview each other about their families.
Battleship	Students can use the Battleship game model to practice vocabulary.
TPRS	Teaching Proficiency through Reading and Storytelling - The method works in three steps: in step one the new vocabulary structures to be learned are taught using a combination of translation, gestures, and personalized questions; in step two those structures are used in a spoken class story; and finally, in step three, these same structures are used in a class reading.
Role Play	Students play different roles in greetings and leave taking situations. They can also watch an authentic video and reenact the scenes in the video.
Guess Who	-Write down names of every student in your class on pieces of paper. -Give the names to students. -Ask them to describe the person whose name is on the paper. -After they describe the person, the rest of the class has to guess who the person is.
Toss Lights	Prepare three cards (a green, a yellow, and a red one) with six questions each. The questions on the green card are easy and not personal, and the ones on the red card are more difficult and personal. Each student throws a dice twice. The first time is to decide upon the color of the card (1 or 2 = green card; 3 or 4 = yellow card; 5 or 6 = red card) and the second time is to choose the question.
Question Ball Toss	Use a foam ball for this activity. Ask a question such as <i>What is your name?</i> Or <i>How are you?</i> Throw the ball to a student who knows the answer to the question. After answering the question, that student asks another related question and throws the ball to another student. This continues until all students have asked/answered a question or time

	runs out.
Skits	Using greetings, birthdays, address, telephone numbers and feelings, students will work with partners asking questions using the targeted vocabulary that can be projected on the white board.

EXTENSION ACTIVITIES:

Looking for a friend: Students need to create a video about themselves. In the video, they need to say their name, age, nationality, and hobbies.

Create a Play (this can be an on-going throughout the year): Students can work in groups to create a play, and incorporate scenes on making friends.

INTERDISCIPLINARY CONNECTIONS:

Language Arts: Reading, Writing, Listening

Math: Numbers and date

Social Studies: Map reading and Culture

Music: Songs, chants, rhythms

Art: Cultural Arts and Crafts

Technology: Interactive Games and PowerPoint

FORMATIVE ASSESSMENT:

1. Teacher will walk around and observe the students while they are engaging in simple conversations and/or group activities to check for comprehension and/or mastery of the lesson content.

2. Teacher will conclude each lesson with simple commands and comprehension questions to gauge students' progress with the content.

3. Teacher will ask students simple questions throughout lesson related to the material they learned.

4. Teacher will afford students time to do practice presentations accompanied with teacher and peer feedback.

SUMMATIVE ASSESSMENT:

1. Daily questions via nearpod

2. Digital written or oral Family Photo Album

3. Quizzes and Tests

4. Partner skits/dialogues with rubric

5. Project-based (alternative) learning assessment

6. Common Assessment 1 (language specific benchmark assessment)

7. Common Assessment 2 (language specific benchmark assessment)

THEMATIC UNIT 2

THEME	PROFICIENCY	GRADE(S)
My School Day	Novice-Mid	7

Topics :	Grade Level, School Subject, Activities, Supplies and Objects, School Schedule, Time and Calendar, Classroom Passwords and Expressions
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Unit Description

<i>Students will be in a position to learn about the school life and target culture based on life. They will learn to</i>	
Interpretive	<i>They interpret authentic written and audio/video texts such as educational sites, stories and short clips from movies or televisions that focus on schools in the target culture.</i>
Interpersonal	<i>They engage in short unrehearsed/unscripted conversations and role-play with classmates, teachers, and members of the target language community, in which they ask and answer questions related to school life.</i>
Presentational	<i>They use memorized phrases and chunks of language to introduce and describe their school life. They also use characters and pinyin to present the information.</i>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> • School schedule and periods • Schools subjects and objects • Materials needed for school • Class expressions • Tell time • Ordinal numbers • Like and dislikes • 7th grade characters 5,9 	<ul style="list-style-type: none"> • Describe school schedule in terms of class periods, school subjects, etc. • Ask and respond to memorized questions related to school schedule. • Ask and respond to memorized questions related to preference with respect to school subjects and objects. • Express opinions about school subjects. • Indicate the order and time classes occur. • Compare the target culture and the U.S school grade level allocation • Interpret and identify school levels • Follow basic classroom directions • Address school adults in a culturally appropriate manner • Recognize and identify characters for set 5,9

7.1.NM.IPRET. 1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRET. 2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET. 4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPERS. 2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS. 3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS. 4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPERS. 5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions
7.1.NM.PRSNT. 4	Copy/write words, phrases, or simple guided texts on familiar topics.

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand A: Technology Operations and Concepts

Select and use applications effectively and productively.

8.1.8.A.2

Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Strand B: Creativity and Innovation

Apply existing knowledge to generate new ideas, products, or processes.

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

Create original works as a means of personal or group expression.

8.1.2.B.1

Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Strand C: Communication and Collaboration

Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

Communicate information and ideas to multiple audiences using a variety of media and formats.

8.1.2.C.1

Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Develop cultural understanding

<p>and global awareness by engaging with learners of other cultures.</p> <p>Contribute to project teams to produce original works or solve problems.</p>	
Strand D: Digital Citizenship	
<p>Advocate and practice safe, legal, and responsible use of information and technology.</p> <p>Demonstrate personal responsibility for lifelong learning.</p> <p>Exhibit leadership for digital citizenship.</p>	<p>8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</p> <p>8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</p>
Strand E: Research and Information Fluency	
<p>Plan strategies to guide inquiry.</p> <p>Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.</p> <p>Process data and report results.</p>	<p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem.</p>

**Standard 9: 21st Century Life & Careers
Strands & Standard Statements**

9.1.8.A.4	Relate earning power to quality of life across cultures.
9.1.8.B.6	Evaluate the relationship of cultural traditions and historical influences on financial practice.
9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally,

	nationally, and globally.
9.3.12.AR-AV.4	Design an audio, video and/or film production.
9.3.12.AR-JB3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-PRF.2	Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.
9.3.HT.2	Evaluate the nature and scope of the Hospitality & Tourism Career Cluster and the role of hospitality and tourism in society and the economy.
9.3.HT-REC.11	Compare and contrast various types of recreation, amusement and attraction venues.
9.3.HT-TT.6	Use common travel and tourism terminology used to communicate within the industry.
9.3.HT-TT.11	Design promotional packages to effectively market travel and tourism.
9.3.IT.WD.2	Apply the design and development process to produce user focused Web and digital communications solutions.
9.3.IT-WD.6	Design, create and publish a digital communication product based on customer needs.
9.3.ST-ET.2	Display and communicate STEM information.
9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Identify vocabulary associated with school schedules and subjects..	7.1.NM.IPRET.1 7.1.NM.IPER.4
1	Ask and give personal information related to name, age and school grade level.	7.1.NM.IPRET.4 7.1.NM.IPER.4
2	Describe sequence of events using connectors of sequence words and ordinal numbers.	7.1.NM.IPRET.1 7.1.NM.IPER.1
3	Create a weekly journal log or a technology-rich presentation describing school schedule and activities.	7.1.NM.PRSNT.1 7.1.NM.PRSNT.2 7.1.NM.PRSNT.3 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5
4	Compare and contrast middle school student school and home schedules of the target culture and the U.S.	7.1.NM.IPRET.1 7.1.NM.IPRET.3 7.1.NM.IPER.5 7.1.NM.PRSNT.5
5	Demonstrate understanding of classroom commands through appropriate physical response.	7.1.NM.IPRET.2 7.1.NM.IPER.2

6	Comprehend, analyze and describe one's personal schedule and schedules of others.	7.1.NM.IPRET.1 7.1.NM.IPERS.3 7.1.NM.IPERS.4
7	Recognize and identify Chinese characters in a class schedule through authentic text.	7.1.NM.IPRET.1

STUDENT ACCOMMODATIONS:

Please refer to the [World Languages Student Accommodations Chart](#)

VOCABULARY: 小学, 中学, 高中, 年级, 学校科目 (音乐, 美术, 外语, 体育, 阅读, 英语, 等), 校园活动, 文具, 课室教学工具, 第...节课, 时间等

CHARACTERS:

set 5: 没, 有, 中, 文, 课 set9: 小, 学, 初, 年, 级

CULTURE:

- Tell how grades are divided in the target culture.
- Compare and contrast schedules and daily routines of middle school students of target cultures and countries and the U.S.
- Tell what a typical school day looks like in the target culture
- Tell the school personnel found in target culture

Suggested Activities

NAME	DESCRIPTION
Target Culture Project	Students can create a PowerPoint presentation, iMovie, etc. to compare and contrast the lives of middle school students in the target culture and the U.S. with respect to school subjects.
Skits	Students can discuss their school schedule and activities.
Daily/Weekly Schedule Log	Students can create a daily/weekly schedule log to describe to the class school schedule.

Flyer Swatter Game	Students can use flyswatters to practice vocabulary associated with school.
Digital Scrapbook	Students can create a digital scrapbook of their school schedule with pictures and/or drawings of their activities. These can be made into a Google Draw or Presentation, and then shared with the class.
Gouin Series	Teacher presents series to the class orally, accompanying words with pantomime and props. Class pantomimes series as teacher repeats orally without actions. Individuals pantomime series next.

EXTENSION ACTIVITIES:

Post Cards: Students can contact peers in target culture to have a post card exchange in respect to school schedules.

INTERDISCIPLINARY CONNECTIONS:

Language Arts: Reading, writing, connectors of sequence

Mathematics: Ordinal Numbers

Social Studies: cultural comparison studies related to middle school student schedules and routines of the target country and the U.S.

Technology: Web Quests, PowerPoint presentations, research, blog posts

FORMATIVE ASSESSMENT:

1. Teacher will walk around and observe the students while they are engaging in simple conversations and/or group activities to check for comprehension and/or mastery of the lesson content.
2. Teacher will conclude each lesson with simple commands and comprehension questions to gauge students' progress with the content.
3. Teacher will ask students simple questions throughout lesson related to the material they learned.
4. Teacher will afford students time to do practice presentations accompanied with teacher and peer feedback.

SUMMATIVE ASSESSMENT:

1. Daily questions via nearpod
2. Digital written or oral Family Photo Album
3. Quizzes and Tests
4. Partner skits/dialogues with rubric
5. Project-based (alternative) learning assessment
6. Common Assessment 3 (language specific benchmark assessment)
7. Common Assessment 4 (language specific benchmark assessment)

THEMATIC UNIT 3

THEME	PROFICIENCY	GRADE(S)
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My Family and Friends	Novice-Mid	7
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Topics :	<i>Family, Physical & Personality Traits, Occupations and Leisure Activities</i>
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Unit Description

<i>Students will compare and contrast different aspects of family in the target culture and</i>	
Interpretive	<i>They interpret authentic written and audio/video texts such as educational sites, stories and short clips from movies or televisions that focus on family in the target culture.</i>
Interpersonal	<i>They engage in short unrehearsed/unscripted conversations and role-play with classmates, teachers, and members of the target language community, in which they ask and answer questions related to family life.</i>
Presentational	<i>They use memorized phrases and chunks of language to introduce and describe their family members. They also use characters and pinyin to present the information.</i>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> • Name family members and relationships • Describe appearances and personalities • Measure words when describing occupations (<i>ge, wei, etc...</i>) • Forms of address for different people • Ask for confirmation using <i>shi/bushi</i> • 7th grade characters 6-8,10-16 	<ul style="list-style-type: none"> • Identify and name immediate and extended family members • Appropriately address family relationship • Address people of different generations in a culturally appropriate manner • Present information about self and others using physical and personality traits. • Ask and respond to memorized questions about familial relationships and traits. • Compare and contrast traits of two or more people. • Express what activities people in the family do (not professions). • State occupations of their family members • Ask and answer questions about occupations • Recognize and identify characters for set 6-8,10-16

World Languages Standard/Proficiency Level/Cumulative Progress Indicators	
7.1.NM.IPRE T.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRE	Report on the content of short messages that they hear, view, and read in

T.4	predictable culturally authentic materials.
7.1.NM.IPER S.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPER S.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPER S.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPER S.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.PRSN T.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSN T.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand A: Technology Operations and Concepts

Select and use applications effectively and productively.

8.1.8.A.2

Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Strand B: Creativity and Innovation

Apply existing knowledge to generate new ideas, products, or processes.

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

Create original works as a means of personal or group expression.

8.1.2.B.1

Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Strand C: Communication and Collaboration

Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

Communicate information and ideas to multiple audiences using a variety of media and formats.

8.1.2.C.1

Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Develop cultural understanding and global awareness by engaging with learners of other cultures.

Contribute to project teams to

produce original works or solve problems.	
Strand D: Digital Citizenship	
Advocate and practice safe, legal, and responsible use of information and technology.	8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.
Demonstrate personal responsibility for lifelong learning.	8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
Exhibit leadership for digital citizenship.	
Strand E: Research and Information Fluency	
Plan strategies to guide inquiry.	8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem.
Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.	
Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.	
Process data and report results.	

**Standard 9: 21st Century Life & Careers
Strands & Standard Statements**

9.1.8.A.4	Relate earning power to quality of life across cultures.
9.1.8.B.6	Evaluate the relationship of cultural traditions and historical influences on financial practice.
9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
9.3.12.AR-AV.4	Design an audio, video and/or film production.

9.3.12.AR-JB3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-PRF.2	Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.
9.3.HT.2	Evaluate the nature and scope of the Hospitality & Tourism Career Cluster and the role of hospitality and tourism in society and the economy.
9.3.HT-REC.11	Compare and contrast various types of recreation, amusement and attraction venues.
9.3.HT-TT.6	Use common travel and tourism terminology used to communicate within the industry.
9.3.HT-TT.11	Design promotional packages to effectively market travel and tourism.
9.3.IT.WD.2	Apply the design and development process to produce user focused Web and digital communications solutions.
9.3.IT-WD.6	Design, create and publish a digital communication product based on customer needs.
9.3.ST-ET.2	Display and communicate STEM information.
9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Identify vocabulary and phrases associated with family.	7.1.NM.IPRET.1 7.1.NM.IPERS.1 7.1.NM.IPERS.2
2	Use the proper forms of address when interacting with different people.	7.1.NM.IPERS.3
3	Identify and use comparisons and contrasts to exchange information about physical and personality traits.	7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPERS.4
4	Ask and respond to questions regarding how people are related to you, what they do and what they are like.	7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPERS.5 7.1.NM.PRSNT.3
5	Exchange information using words, phrases, and short sentences practiced in class about others' occupation.	7.1.NM.IPERS.5
6	Present information related to one's family members from age- and level-appropriate, culturally authentic materials orally.	7.1.NM.PRSNT.4
7	Recognize the pinyin and characters related to the family unit contained in culturally authentic materials.	7.1.NM.IPRET.1

STUDENT ACCOMMODATIONS:

Please refer to the [World Languages Student Accommodations Chart](#)

VOCABULARY: 家人名称 (爸爸, 妈妈, 兄弟姐妹, 爷爷, 奶奶, 外公, 外婆, 等), 外表形容词 (大, 小, 高, 矮, 瘦, 胖, 等...), 性格形容词 (开朗, 内/外向, 好脾气, 等), 职业 (医生, 护士, 电脑工程师, 飞行员, 歌唱家等) 称呼 (先生, 小姐, 女士, 阿姨, 叔叔, 等...

CHARACTERS:

set 6: 爸, 妈, 哥, 姐, 妹 set 7: 叔, 伯, 舅, 家, 人 set 8: 兄, 弟, 姑, 阿, 姨 set 10: 老, 师, 医, 护 士 set 11: 谁, 公, 婆, 女, 男 set 12: 工, 作, 高, 大, 的 set 13: 胖, 瘦, 漂, 亮, 好 set 14: 喜, 欢, 唱, 歌, 跳 set 15: 听, 音, 乐, 看, 书 set 16: 打, 球, 星, 期, 玩

CULTURE:

- Tell how family structure is similar and/or different between one's culture and the target culture.
- Tell how different appearances and personalities are being evaluated in the target culture.
- Tell how one's occupation affects one's status in the target culture.
- Tell how people address strangers in the target culture.

Suggested Activities

NAME	DESCRIPTION
Fly Swatter Game	Students can use fly swatters to identify vocabulary for family members, physical traits, and personality traits.
Peer Interview	Students can interview each other about their families.
Battleship	Students can use the Battleship game model to practice vocabulary.
Family Tree	Students can create a family tree or album with descriptions of each member.
Family Interview	Students interview a family member.
Guess Who	-Write down name of every student in your class on pieces of paper. -Give the names to students. -Ask them to describe the person whose name is on the paper. -After they describe the person, the rest of the class has to guess who the person is.
Traffic Lights	Prepare three cards (a green, a yellow, and a red one) with six questions each. The questions on the green card are easy and not personal, and the ones on the red card are more difficult and personal. Each student throws a dice twice. The first time is to decide upon the color of the card (1 or 2 = green card; 3 or 4 = yellow card; 5 or 6 = red card) and the second time is to choose the question.

EXTENSION ACTIVITIES:

Pen-pal Letters: Students can get pen pals from target culture to learn more about their families.

Interview the Future You: Students pretend they are going to time travel to see their future self. When they meet their future self, the students will their future self questions about their current life (occupation, family, house, etc...).

INTERDISCIPLINARY CONNECTIONS:

Language Arts: Reading, writing, poems

Social Studies: cultural studies, current events of the target country and historical events of the target country

Technology: Google slides, Blog posts, research

FORMATIVE ASSESSMENT:

1. Teacher will walk around and observe the students while they are engaging in simple conversations and/or group activities to check for comprehension and/or mastery of the lesson content.
2. Teacher will conclude each lesson with simple commands and comprehension questions to gauge students' progress with the content.
3. Teacher will ask students simple questions throughout lesson related to the material they learned.
4. Teacher will afford students time to do practice presentations accompanied with teacher and peer feedback.

SUMMATIVE ASSESSMENT:

1. Daily questions via nearpod
2. Digital written or oral Family Photo Album
3. Quizzes and Tests
4. Partner skits/dialogues with rubric
5. Project-based (alternative) learning assessment
6. Common Assessment 5 (language specific benchmark assessment)
7. Common Assessment 6 (language specific benchmark assessment)

THEMATIC UNIT 4

THEME	PROFICIENCY	GRADE(S)
My Dress for the Weather	Novice-Mid	7

Topics :	<i>Weather and Climate, Seasons and Calendar, Clothing</i>
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Unit Description

Students will examine how different weather patterns affects people in the target culture, and	
Interpretive	<i>They interpret authentic written and audio/video texts such as educational sites, stories and short clips from movies or televisions that focus on weather patterns in the target culture.</i>
Interpersonal	<i>They engage in short unrehearsed/unscripted conversations and role-play with classmates, teachers, and members of the target language community, in which they ask and answer questions</i>

	<i>related to the weather.</i>
Presentational	<i>They use memorized phrases and chunks of language to describe the weather. They also use characters and pinyin to present the information.</i>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> • Weather Patterns • Calendar and Seasons • Clothing • Measure Words • Past and Present Tense (<i>le</i>) • 7th grade characters 17-20 	<ul style="list-style-type: none"> • Read and relay information from a Chinese weather website • Compare weather in different seasons and places • Explain the impact of weather on people's clothing choice • Give a weather report • Describe clothing in terms of style, color, comfort, attractiveness and expense • Recognize and identify characters for set 17-20

World Languages Standard/Proficiency Level/Cumulative Progress Indicators	
7.1.NM.IPRE T.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRE T.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPER S.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPER S.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.PRSN T.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSN T.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSN T.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand A: Technology Operations and Concepts

Select and use applications effectively and productively.

8.1.8.A.2

Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Strand B: Creativity and Innovation

Apply existing knowledge to generate new ideas, products, or processes.

8.1.P.B.1
Create a story about a picture taken by the student on a digital camera or mobile device.

Create original works as a means of personal or group expression.

8.1.2.B.1
Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Strand C: Communication and Collaboration

Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

8.1.P.C.1
Collaborate with peers by participating in interactive digital games or activities.

Communicate information and ideas to multiple audiences using a variety of media and formats.

8.1.2.C.1
Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Develop cultural understanding and global awareness by engaging with learners of other cultures.

Contribute to project teams to produce original works or solve problems.

Strand D: Digital Citizenship

Advocate and practice safe, legal, and responsible use of information and technology.

8.1.8.D.2
Demonstrate the application of appropriate citations to digital content.

Demonstrate personal responsibility for lifelong learning.

8.1.8.D.3
Demonstrate an understanding of fair use and Creative Commons to intellectual property.

Exhibit leadership for digital citizenship.

Strand E: Research and Information Fluency

Plan strategies to guide inquiry.

8.1.8.E.1
Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem.

Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Evaluate and select information

sources and digital tools based on the appropriateness for specific tasks.

Process data and report results.

**Standard 9: 21st Century Life & Careers
Strands & Standard Statements**

9.1.8.A.4	Relate earning power to quality of life across cultures.
9.1.8.B.6	Evaluate the relationship of cultural traditions and historical influences on financial practice.
9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
9.3.12.AR-AV.4	Design an audio, video and/or film production.
9.3.12.AR-JB3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-PRF.2	Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.
9.3.HT.2	Evaluate the nature and scope of the Hospitality & Tourism Career Cluster and the role of hospitality and tourism in society and the economy.
9.3.HT-REC.11	Compare and contrast various types of recreation, amusement and attraction venues.
9.3.HT-TT.6	Use common travel and tourism terminology used to communicate within the industry.
9.3.HT-TT.11	Design promotional packages to effectively market travel and tourism.
9.3.IT.WD.2	Apply the design and development process to produce user focused Web and digital communications solutions.
9.3.IT-WD.6	Design, create and publish a digital communication product based on customer needs.
9.3.ST-ET.2	Display and communicate STEM information.
9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Use basic information at the word and memorized-phrase level to create a weather report.	7.1.NM.PRSNT.1
2	Identify familiar places based on simple oral and/or written descriptions.	7.1.NM.IPRET.4
3	Ask and respond to simple questions about the weather in the different seasons at different locations.	7.1.NM.IPERS.4
4	Exchange information using words, phrases, and short sentences practiced in class about one's choice of clothing.	7.1.NM.IPERS.5
5	Copy/write pinyin and characters in the weather unit.	7.1.NM.PRSNT.3

STUDENT ACCOMMODATIONS:

Please refer to the [World Languages Student Accommodations Chart](#)

VOCABULARY: 天气 (阴天, 晴天, 多云, 下雨, 闪电, 雷阵雨, 暴风雪等), 东南西北, 南半球, 北半球, 春夏秋冬, 衣服 (长袖, 短袖, 裤子, 裙子, 帽子, 等, 长, 短, 太贵了, 便宜点, 打折), 颜色

CHARACTERS:

set 17: 游泳, 用, 下, 雨 set18: 春, 夏, 秋, 冬, 季节 set19: 多, 云, 暖, 晴, 雷 set20: 热, 刮, 风, 雪, 冷

CULTURE:

- Tell how the weather in the target culture affects the way people dress.
- Tell what the weather is like in different seasons in the target culture
- Tell what type of clothing is considered popular in the target culture
- Tell what color clothing is appropriate in different occasions in the target culture.

Suggested Activities

NAME	DESCRIPTION
Jeopardy	Create different categories (recommend 5-6) related to the unit, and under each category, create five questions. The questions should differ in difficulties. The easiest question is worth 100 points, while the hardest question will be worth 500 points. The other three questions in between. Students can work in groups to try to get the most points by answering the questions correctly. Make sure students reveal everything, you can make them answer the lower point questions first before they can answer the higher points questions. For example, if a group wants to answer a 400 question in category One, then the 100, 200, and 300 questions must be answered first (by this or other groups).
Modified Tic Tac Toe	Divide the class into two groups. Draw a grid of nine squares on the board and write a number on each square (from 1 to 9). Prepare nine questions and set one question for each number. The groups call out the numbers and if they answer the question correctly, they get the point. The goal of the game is to make a line (either horizontal, vertical or diagonal).
Video Scavenger Hunt	Choose a movie, a series of TV commercials or any other video-taped resource that you like or that learners are familiar with and compile lists of things for viewers or listeners to find. It is also possible to prepare a library of films and allow the players to search the tapes. Each team gets a different list. If only one machine is available, a time limit may

	<p>be set and the team that finds the most in the allotted time wins. It is also possible to assign this as a week long hunt (on student's own time). In such a case, one tape or many tapes can be used.</p> <p>Here are some suggested categories: Information: Ask players to find specific facts or figures. These facts may be verbal or visual. Information found on charts, graphs and in the closing credits of a film are good sources.</p> <p>Counts: Count the number of times a certain word is said in a clip. Count the number of people or objects of a certain quality (eg. people who are male, or people wearing blue, or objects made of wood). Count the number of people doing a particular activity (eg. people who talk to a particular character, people sleeping in class, people boarding a train). Count the number of times a particular action is performed (eg. number of times a character goes up and down stairs, crosses a bridge, lights a cigarette).</p> <p>Scenes: Find a particular scene (eg. a love scene), location (eg. a river, Paris), view or social activity (eg. a picnic, a speech).</p> <p>Speech Acts: Find an example of a speech act. (eg. inviting, refusing, requesting, making an introduction, apologizing).</p>
Prove it	<p>Give your students one or more statements to prove or disprove. The statements can tie in with the topic or the grammar point of the class. Examples: Nobody in this class likes winter. Everyone here owns a red shirt. Students talk to as many other students as possible to prove/disprove the statements. Then they give feedback to the class: 'This statement is not true. There are at least 5 people in this class who like winter.</p>
Twenty Questions	<p>First one member of the class chooses an object, an occupation, or an action which ever you decide. Then members of the class try to discover what it is by asking questions which can be answered by "yes" or "no" For example, if the subject is "occupations" then the questions might be like these. Do you work in the evenings? Do you work alone? Do you work outside?</p>
StrikeBully	<ol style="list-style-type: none"> 1. Place a buzz or bell inside a waste basket (a clean one, of course). 2. Get a light ball that fits into the basket. 3. The student will make a shot with the ball. If the student scores the bell will ring (saved by the bell), if the student fails, then the students will have to answer a question by the teacher or prepared by the class. 4. In advance, prepare as many cards with indiscreet questions as possible. You can also have everyone in the class come up with a question related to the unit.
Variation of Bingo	<p>Instead of making the cards yourself, have your students make them.</p> <ul style="list-style-type: none"> • Get a set of review questions from your classes text book or trivia type stuff that they should know. Make sure the questions cover a variety of grammar points that you have studied. • Give each student a blank bingo grid. • Get the students to fill in the bingo grid with the proper answers to the questions. • Go over the answers just to make sure everyone has got it right etc... • Now start the bingo game, except instead of reading off the answers, read the questions. This gets them thinking listening and writing/reading
The Miming Game	<p>Divide the students into groups of two people (there may be two groups or more). Give each group a sentence that includes grammar and/ or vocabulary already practiced, and underline the words that should be guessed exactly. One of the students in the group has to mime the sentence and the other has to</p>

	guess. Of course the other groups will also be allowed to guess, which will create competition.
Think Fast!	<p>A game for revision (review). It also works well for the last 5 minutes of class. The teacher prepares a list of items for revision e.g. word fields, grammar, facts. In class he/she explains the procedure. Three to five volunteers leave the classroom and wait till their turn has come. The teacher appoints a student to take the exact time and another to take down a tick for every correct answer. No repetitions! (Set up or negotiate rules on pronunciation.) Then the first player is called in.</p> <ul style="list-style-type: none"> • Teacher: You have 20 second to name as many things as come to your mind. • Your topic: Anything in the unit. • Ready, steady, go <p>Once all volunteers have done their bit, award a small prize (e.g. a sticker) to the winner of the round. Then ask the class for additions before you pick the next item. Then pick the next item.</p> <p>Allow more time (30 or 40 seconds) for longer answers: What have you done so far today? / What did you do last weekend? / School rules: What do students have to do? What are they not allowed to do? / etc.</p> <p>If this game is played in groups, they should be evenly balanced.</p>

EXTENSION ACTIVITIES:

Newscast: The class will work together to create a newscast. Each group is responsible for creating a segment of the newscast including a weather report.

Create a Play (this can be an on-going throughout the year): Students can work in groups to create a play, and incorporate scenes on daily life in China.

INTERDISCIPLINARY CONNECTIONS:

Language Arts: Reading, Writing, Listening

Math: Time and calendar

Social Studies: Culture and Geography

Music: Chants, rhythms

Art: Cultural Arts and Crafts

Technology: Interactive Games and PowerPoint

FORMATIVE ASSESSMENT:

1. Teacher will walk around and observe the students while they are engaging in simple conversations and/or group activities to check for comprehension and/or mastery of the lesson content.

2. Teacher will conclude each lesson with simple commands and comprehension questions to gauge students' progress with the content.

3. Teacher will ask students simple questions throughout lesson related to the material they learned.

4. Teacher will afford students time to do practice presentations accompanied with teacher and peer feedback.

SUMMATIVE ASSESSMENT:

1. Daily questions via nearpod

2. Digital written or oral Family Photo Album

3. Quizzes and Tests
4. Partner skits/dialogues with rubric
5. Project-based (alternative) learning assessment
6. Common Assessment 7 (language specific benchmark assessment)
7. Common Assessment 8 (language specific benchmark assessment)

THEMATIC UNIT 5

THEME	PROFICIENCY	GRADE(S)
My Day	Novice-Mid	8

Topics :	<i>Review of 7th grade content (Daily questions and daily characters), Nationality, Country and Language, Continents</i>
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Unit Description

Students will target their own daily schedules and routines and compare their habits	
<i>Interpretive</i>	<i>They interpret authentic written and audio/video texts such as educational sites, stories and short clips from movies or televisions that focus on daily routines in the target culture.</i>
<i>Interpersonal</i>	<i>They engage in short unrehearsed/unscripted conversations and role-play with classmates, teachers, and members of the target language community, in which they ask and answer questions related to daily routines.</i>
<i>Presentational</i>	<i>They use memorized phrases and chunks of language to introduce and describe their daily routines. They also use characters and pinyin to present the information.</i>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> ● 100 Daily Characters ● 100 Daily questions ● Nationality ● Country and language ● Geography and Location ● Continents ● School buildings ● School staff ● Classroom items 	<ul style="list-style-type: none"> ● Initiate and respond to questions about one's language and nationality ● State what languages are spoken in different countries ● Initiate and respond to questions about one's language spoken ● Ask and answer questions about a classmate's nationality and family ● Copy 100 Chinese characters with proper

<ul style="list-style-type: none"> 8th grade characters set 1-9 	<p>stroke order</p> <ul style="list-style-type: none"> Give and express a need for certain classroom items Identify and ask for classroom supplies Identify commonly seen people in the school Memorize and recite stroke order rhyme for character writing Recognize and geographically locate some countries around the world Label a map Recognize and identify 8th grade characters for set 1-9
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World Languages Standard/Proficiency Level/Cumulative Progress Indicators (Strands: Interpretive = A, Interpersonal = B, Presentational = C)	
7.1.NM.IPRE T.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
7.1.NM.IPRE T.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPER S.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPER S.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.PRSN T.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSN T.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand A: Technology Operations and Concepts	
Select and use applications effectively and productively.	8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
Strand B: Creativity and Innovation	
Apply existing knowledge to generate new ideas, products, or processes.	8.1.P.B.1 Create a story about a picture taken by the student on a digital camera or mobile device.
Create original works as a means of personal or group expression.	8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple

	digital tools and resources.
Strand C: Communication and Collaboration	
<p>Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.</p> <p>Communicate information and ideas to multiple audiences using a variety of media and formats.</p> <p>Develop cultural understanding and global awareness by engaging with learners of other cultures.</p> <p>Contribute to project teams to produce original works or solve problems.</p>	<p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p>
Strand D: Digital Citizenship	
<p>Advocate and practice safe, legal, and responsible use of information and technology.</p> <p>Demonstrate personal responsibility for lifelong learning.</p> <p>Exhibit leadership for digital citizenship.</p>	<p>8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.</p> <p>8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</p>
Strand E: Research and Information Fluency	
<p>Plan strategies to guide inquiry.</p> <p>Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.</p> <p>Process data and report results.</p>	<p>8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem.</p>

**Standard 9: 21st Century Life & Careers
Strands & Standard Statements**

9.1.8.A.4	Relate earning power to quality of life across cultures.
9.1.8.B.6	Evaluate the relationship of cultural traditions and historical influences on financial practice.
9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
9.3.12.AR-AV.4	Design an audio, video and/or film production.
9.3.12.AR-JB3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-PRF.2	Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.
9.3.HT.2	Evaluate the nature and scope of the Hospitality & Tourism Career Cluster and the role of hospitality and tourism in society and the economy.
9.3.HT-REC.11	Compare and contrast various types of recreation, amusement and attraction venues.
9.3.HT-TT.6	Use common travel and tourism terminology used to communicate within the industry.
9.3.HT-TT.11	Design promotional packages to effectively market travel and tourism.
9.3.IT.WD.2	Apply the design and development process to produce user focused Web and digital communications solutions.
9.3.IT-WD.6	Design, create and publish a digital communication product based on customer needs.
9.3.ST-ET.2	Display and communicate STEM information.
9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Ask and give information in regards to one's language and nationality..	7.1.NM.IPERS.4
2	Name and label school buildings in the target culture.	7.1.NM.PRSNT.5
3	Exchange information using words, phrases, and short sentences	7.1.NM.IPERS.5

	practiced in class about one's dream jobs..	
4	Recognize the pinyin and characters related to the school buildings and school staff contained in culturally authentic materials.	7.1.NM.IPRET.1
5	Present information related to one's nationality from age- and level-appropriate, culturally authentic materials orally.	7.1.NM.PRSNT.4
6	Identify countries around the world y based on simple oral and/or written descriptions.	7.1.NM.IPRET.4

STUDENT ACCOMMODATIONS:

Please refer to the World Languages Student Accomodations Chart

VOCABULARY: 年月日, 星期, 点, 分, 国家 (中国, 美国, 加拿大, 英国, 法国, 德国, 意大利, 西班牙等), 语言 (中文, 英文, 德文, 意大利文, 西班牙文等) 七大洲 (北美洲, 南美洲, 亚洲, 欧洲, 非洲, 大洋洲, 南极洲), 学校建筑 (教室, 运动场, 体育馆, 餐厅, 礼堂, 电脑室, 体育馆等), 学校工作人员 (校长, 副校长, 护士, 学生辅导员, 餐厅服务员, 校车司机, 保管员, 教练等)

CHARACTERS:

set 1: 美, 英, 加, 拿, 国 set 2: 印, 度, 台, 湾, 德 set 3: 法, 西, 班, 牙, 意 set 4: 校, 长, 副, 秘, 书 set 5: 辅, 导, 员, 司 机 set 6: 餐, 厅, 服, 务, 车 set 7: 图, 保, 管, 教, 练 set 8: 馆, 室, 体, 育, 场 set 9: 办, 公, 运, 动, 礼, 堂

CULTURE:

- Class offerings in China and in the United States share similarities and differences
- Different cultures have different protocols on how to greet and address school personnel
- school life in China and in the United States share similarities but also have significant differences

Suggested Activities

NAME	DESCRIPTION
Saved By the Bell	<ol style="list-style-type: none"> 1. Place a buzz or bell inside a waste basket (a clean one, of course). 2. Get a light ball that fits into the basket. 3. The student will make a shot with the ball. If the student scores the bell will ring (saved by the bell), if the student fails, then the students will have to answer a question by the teacher or prepared by the class. 4. In advance, prepare as many cards with indiscreet questions as possible. You can also have everyone in the class come up with a question related to the unit.
Variation of Bingo	<p>Instead of making the cards yourself, have your students make them.</p> <ul style="list-style-type: none"> • Get a set of review questions from your classes text book or trivia type stuff that they should know. Make sure the questions cover a variety of grammar points that you have studied. • Give each student a blank bingo grid. • Get the students to fill in the bingo grid with the proper answers to the questions. • Go over the answers just to make sure everyone has got it right etc... • Now start the bingo game, except instead of reading off the answers, read

	the questions. This gets them thinking listening and writing/reading
The Miming Game	Divide the students into groups of two people (there may be two groups or more). Give each group a sentence that includes grammar and/ or vocabulary already practiced, and underline the words that should be guessed exactly. One of the students in the group has to mime the sentence and the other has to guess. Of course the other groups will also be allowed to guess, which will create competition.
Name the Place	First prepare a list of places about 20 on separate pieces of paper and then divide the students into groups of 4-6. One member of the group chooses a piece of paper and between the group they prepare a dialogue or mini-theatre based on their place. When all the groups have prepared their work they take it in turns to read or play them out and the other students have to guess the name of the place it is taking place. A time limit can be based on the level of the students
Think Fast!	<p>A game for revision (review). It also works well for the last 5 minutes of class. The teacher prepares a list of items for revision e.g. word fields, grammar, facts. In class he/she explains the procedure. Three to five volunteers leave the classroom and wait till their turn has come. The teacher appoints a student to take the exact time and another to take down a tick for every correct answer. No repetitions! (Set up or negotiate rules on pronunciation.) Then the first player is called in.</p> <ul style="list-style-type: none"> • Teacher: You have 20 second to name as many things as come to your mind. • Your topic: Anything in the unit. • Ready, steady, go <p>Once all volunteers have done their bit, award a small prize (e.g. a sticker) to the winner of the round. Then ask the class for additions before you pick the next item. Then pick the next item.</p> <p>Allow more time (30 or 40 seconds) for longer answers: What have you done so far today? / What did you do last weekend? / School rules: What do students have to do? What are they not allowed to do? / etc.</p> <p>If this game is played in groups, they should be evenly balanced.</p>
What's the Question?	<p>Form two teams. Explain the game, with a few examples of answers in search of questions. Ask, 'What's the question?', and get students to correctly say the corresponding questions for your answer.</p> <p>Have two players--one from each team--come to the front. Style it like a game show if you like, with the students standing side-by-side. If you have access to bells or buzzers, it's even more fun.</p> <p>Next, read an answer to a question and say, 'What's the question?' The fastest player to respond wins a point for her/his team. New contestants come to the front for a new round.</p>
Paper Airplane	Draw a target (with points - like a dart board) on the white board or use a cardboard box in the middle of the room. Then, students make paper airplanes and launch them after they answer your question in the form of a sentence.
Fly Swatter	Begin by dividing the class into two teams. Have each team form a line facing the board. Arrange vocabulary picture cards on the board and have the class read the words out loud to review one more time before playing. Give the first player on each team a fly swatter. When teacher says a word or phrase, the players have to hit the correct corresponding card. The player who hits the correct word first gets a point for their team.
TPRS	Teaching Proficiency through Reading and Storytelling - The method works in three steps: in step one the new vocabulary structures to be learned are taught using a combination of translation, gestures, and personalized questions; in step two those structures are used in a spoken class story; and finally, in step three, these same structures are used in a class reading.

EXTENSION ACTIVITIES:

Foreign Exchange Counselor: Students pretend to be a foreign exchange counselor, and they will need to create a school map for foreign exchange students coming from China.

Create a Play (this can be an on-going throughout the year): Students can work in groups to create a play, and incorporate scenes on daily life in China.

INTERDISCIPLINARY CONNECTIONS:

Language Arts: Reading, Writing, Listening

Math: Time and calendar

Social Studies: Map reading and Culture

Music: Chants, rhythms

Art: Cultural Arts and Crafts

Technology: Interactive Games and PowerPoint

FORMATIVE ASSESSMENT:

1. Teacher will walk around and observe the students while they are engaging in simple conversations and/or group activities to check for comprehension and/or mastery of the lesson content.
2. Teacher will conclude each lesson with simple commands and comprehension questions to gauge students' progress with the content.
3. Teacher will ask students simple questions throughout lesson related to the material they learned.
4. Teacher will afford students time to do practice presentations accompanied with teacher and peer feedback.

SUMMATIVE ASSESSMENT:

1. Daily questions via nearpod
2. Digital written or oral Family Photo Album
3. Quizzes and Tests
4. Partner skits/dialogues with rubric
5. Project-based (alternative) learning assessment
6. Common Assessment 1 (language specific benchmark assessment)
7. Common Assessment 2 (language specific benchmark assessment)

THEMATIC UNIT 6

THEME	PROFICIENCY	GRADE(S)
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My Contemporary Life	Novice-Mid	8
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Topics :	<i>Typical Buildings and Places In a Community, Dream Jobs, Address and Map, Modes of transportation</i>
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Unit Description

<i>Students will be able to describe how to shop for a product of their target culture. They will learn to</i>	
<i>Interpretive</i>	<i>They interpret authentic written and audio/video texts such as educational sites, stories and short clips from movies or televisions that focus on product advertisements.</i>
<i>Interpersonal</i>	<i>They engage in short unrehearsed/unscripted conversations and role-play with classmates, teachers, and members of the target language community, in which they ask and answer questions about buying and selling things.</i>
<i>Presentational</i>	<i>They use memorized phrases and chunks of language to present information on consumer products in the target culture. They also use characters and pinyin to present the information.</i>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> ● Places in the community ● Nouns for modes of transportation ● Measure words to quantify modes of transportation ● Directional words ● Famous places in Beijing ● Proper expressions for giving direction ● Geography and location ● Address and map ● Modes of transportation and action verb ● 8th grade characters for set 10 	<ul style="list-style-type: none"> ● Identify places in the community in which businesses are conducted ● Interpret relative distance between two places ● Sequence and plan out directions to a destination on a map ● Follow basic directions to a destination ● Identify and describe different modes of transportation ● Compare and contrast the speed and comfort of vehicles ● Talk about which mode of transportation is best used when getting from one place to another ● Identify common modes of transportation used in Beijing ● Ask and respond to questions about transportation efficiency ● Recognize and identify 8th grade characters for set 10

7.1.NM.IPRE T.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRE T.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPER S.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.PRSN T.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSN T.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSN T.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand A: Technology Operations and Concepts

Select and use applications effectively and productively.

8.1.8.A.2
Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Strand B: Creativity and Innovation

Apply existing knowledge to generate new ideas, products, or processes.

8.1.P.B.1
Create a story about a picture taken by the student on a digital camera or mobile device.

Create original works as a means of personal or group expression.

8.1.2.B.1
Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Strand C: Communication and Collaboration

Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

8.1.P.C.1
Collaborate with peers by participating in interactive digital games or activities.

Communicate information and ideas to multiple audiences using a variety of media and formats.

8.1.2.C.1
Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Develop cultural understanding and global awareness by engaging with learners of other cultures.

Contribute to project teams to produce original works or solve problems.

Strand D: Digital Citizenship	
Advocate and practice safe, legal, and responsible use of information and technology.	8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.
Demonstrate personal responsibility for lifelong learning.	8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
Exhibit leadership for digital citizenship.	
Strand E: Research and Information Fluency	
Plan strategies to guide inquiry.	8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem.
Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.	
Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.	
Process data and report results.	

**Standard 9: 21st Century Life & Careers
Strands & Standard Statements**

9.1.8.A.4	Relate earning power to quality of life across cultures.
9.1.8.B.6	Evaluate the relationship of cultural traditions and historical influences on financial practice.
9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
9.3.12.AR-AV.4	Design an audio, video and/or film production.
9.3.12.AR-JB3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).

9.3.12.AR-PRF.2	Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.
9.3.HT.2	Evaluate the nature and scope of the Hospitality & Tourism Career Cluster and the role of hospitality and tourism in society and the economy.
9.3.HT-REC.11	Compare and contrast various types of recreation, amusement and attraction venues.
9.3.HT-TT.6	Use common travel and tourism terminology used to communicate within the industry.
9.3.HT-TT.11	Design promotional packages to effectively market travel and tourism.
9.3.IT.WD.2	Apply the design and development process to produce user focused Web and digital communications solutions.
9.3.IT-WD.6	Design, create and publish a digital communication product based on customer needs.
9.3.ST-ET.2	Display and communicate STEM information.
9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.

STUDENT ACCOMMODATIONS:

Please refer to the [World Languages Student Accommodations Chart](#)

VOCABULARY: 社区场所 (餐馆 , 饭店 , 图书馆 , 警察局 , 公园 , 医院 , 学校 , 邮局 , 火车站等) , 交通工具(自行车 , 公共汽车 , 巴士 , 出租车 , 校车等) , 去...怎么走 , 先 , 再 , 然后 , 向左转 , 向右转 , 向前直走 , 等等。

CHARACTERS:

set 10: 上 , 下 , 左 , 右 , 前 , 后

CULTURE:

- Tell how people in the target culture commute from one location to another
- Tell how students around the world have different means of getting to and from school based on differences in terrain and levels of independence
- Tell how measurement of distance, near and far, differs between America and Mandarin speaking countries

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Identify vocabulary associated with places in the community in which business is conducted based on simple oral and /or written descriptions. .	7.1.NM.IPRET.1 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.2
2	Demonstrate comprehension of the speed of vehicles.	7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPERS.5 7.1.NM.PRSNT.3

3	Ask and respond to questions about transportation efficiency	7.1.NM.IPRET.2 7.1.NM.IPRET.4 7.1.NM.IPERS.4 7.1.NM.PRSNT.1
4	Use basic information at the word and memorized-phrase level to create a map of places in the community to be shared with the target language audience.	7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPERS.5 7.1.NM.PRSNT.3
5	Name and label measure words to quantify modes of transportation	7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPRET.5 7.1.NM.PRSNT.3

Suggested Activities

NAME	DESCRIPTION
Zondle	Students can use this website to review familiar topics and play interactive games as a reward when they answer the questions correctly. A good source for vocabulary review. https://www.zondle.com/publicPages/welcome.aspx
Voicethread: Cultural Products	Students will use VoiceThread to create a short audiovisual presentation for a map of community in target culture.
Character and PinYin Bingo	Students can create their own board by filling the board with pinyin and characters they are required to recognize. Then the teacher shows the character, and students with those the character's pinyin have to shout them out. Only the first one to shout gets to cover the square.
Word Grab with Songs	Choose a song that the students have or have not heard before. Choose 10-15 pieces of vocabulary from the song and write them on separate pieces of paper. With lower level groups you may want to pronounce the words with the students first. Stick each word to the board. Put the students into two teams each one in a line before the board. Play the song. When the two students at the front of their line hear a word in the song that is on the board they must race each other to grab that word from the board (this can get quite violent!). They then go to the back of the line and it's up to the next pair. The team with the most words wins. You can usually play the song a couple of times until they get all the words.
Vocabulary Games	Flyswatter game, Kahoot, Quizziz, Vocabulary Bingo, What's Missing, etc.
Skit	In groups of two or three, express food preferences, places in the community, transportation
Drawing	Following oral instructions, draw a description of a mode of transportation or place
"Going on a Picnic"	Each person repeats what previous people have said
Skit	groups of two or three, create a skit centered on places in a community

EXTENSION ACTIVITIES:

Design Hillsborough's new town center and describe what should be included and where it should be located.

Create a Play (this can be an on-going throughout the year): Students can work in groups to create a play, and incorporate scenes on daily life in China.

INTERDISCIPLINARY CONNECTIONS:

Language Arts: Reading, Writing, Listening
Math: Time, calendar, and currency
Social Studies: Culture and Geography
Music: Chants, rhythms
Art: Cultural Arts and Crafts
Technology: Interactive Games and PowerPoint

FORMATIVE ASSESSMENT:

1. Teacher will walk around and observe the students while they are engaging in simple conversations and/or group activities to check for comprehension and/or mastery of the lesson content.
2. Teacher will conclude each lesson with simple commands and comprehension questions to gauge students' progress with the content.
3. Teacher will ask students simple questions throughout lesson related to the material they learned.
4. Teacher will afford students time to do practice presentations accompanied with teacher and peer feedback.

SUMMATIVE ASSESSMENT:

1. Daily questions via nearpod
2. Digital written or oral Family Photo Album
3. Quizzes and Tests
4. Partner skits/dialogues with rubric
5. Project-based (alternative) learning assessment
6. Common Assessment 3 (language specific benchmark assessment)
7. Common Assessment 4 (language specific benchmark assessment)

THEMATIC UNIT 7

THEME	PROFICIENCY	GRADE(S)
My Chinese New Year Celebration At Home	Novice-Mid	8

Topics :	<i>Rooms of the house, Furniture and appliance, , Zodiac Animals, Chinese new year Food, Celebration Traditions and birthdays, Holiday Activities, phone invitation</i>
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Unit Description

Students will be able to do: <i>Students will be able to do different New Year traditions and activities. They will explore how New Year is celebrated in different cultures.</i>	
Interpretive	<i>They interpret authentic written and audio/video texts such as educational sites, stories and short clips from movies or televisions that focus on Chinese New Year celebration.</i>
Interpersonal	<i>They engage in short unrehearsed/unscripted conversations and role-play with classmates, teachers, and members of the target language community, in which they ask and answer questions about Chinese New Year.</i>
Presentational	<i>They use memorized phrases and chunks of language to present information on Chinese New Year. They also use characters and pinyin to present the information.</i>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> • What needs to be done around the house • Rooms and furniture in a house • Holidays • Calendar • Greetings and Sayings • Animals • Food • Cultural Traditions and Activities • phone invitation • Methods of declining an invitation • 8th grade characters 11-20 	<ul style="list-style-type: none"> • Compare and contrast holidays in the students culture and the target culture • Explain Chinese New Year greetings and sayings • Identify the 12 Chinese zodiac animals • Interpret the lunar calendar • Identify Chinese New Year tradition and activities • List food items associated with the holidays • Apply excuses to turn down an invitation • Describe how the food presented to me tastes • Identify popular beverages in America and in Mandarin speaking countries • Ask and answer questions about the colors of different fruits • Ask and answer when an event is taking place • Ask simple questions about when and where the event will take place • Ask and express reasons why one cannot consume certain foods • Describe rooms in the house • Express where objects are located using prepositions • Recognize and identify 8th grade characters for set 11-20

World Languages Standard/Proficiency Level/Cumulative Progress Indicators	
7.1.NM.IPRE T.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPER S.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are

	supported by gestures and visuals.
7.1.NM.IPER S.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.PRSN T.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSN T.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSN T.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand A: Technology Operations and Concepts

Select and use applications effectively and productively.

8.1.8.A.2

Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Strand B: Creativity and Innovation

Apply existing knowledge to generate new ideas, products, or processes.

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

Create original works as a means of personal or group expression.

8.1.2.B.1

Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Strand C: Communication and Collaboration

Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

Communicate information and ideas to multiple audiences using a variety of media and formats.

8.1.2.C.1

Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Develop cultural understanding and global awareness by engaging with learners of other cultures.

Contribute to project teams to produce original works or solve problems.

Strand D: Digital Citizenship

Advocate and practice safe, legal, and responsible use of information and technology.	8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.
Demonstrate personal responsibility for lifelong learning.	8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
Exhibit leadership for digital citizenship.	
Strand E: Research and Information Fluency	
Plan strategies to guide inquiry.	8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem.
Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.	
Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.	
Process data and report results.	

**Standard 9: 21st Century Life & Careers
Strands & Standard Statements**

9.1.8.A.4	Relate earning power to quality of life across cultures.
9.1.8.B.6	Evaluate the relationship of cultural traditions and historical influences on financial practice.
9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
9.3.12.AR-AV.4	Design an audio, video and/or film production.
9.3.12.AR-JB3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-PRF.2	Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.
9.3.HT.2	Evaluate the nature and scope of the Hospitality & Tourism Career Cluster

	and the role of hospitality and tourism in society and the economy.
9.3.HT-REC.11	Compare and contrast various types of recreation, amusement and attraction venues.
9.3.HT-TT.6	Use common travel and tourism terminology used to communicate within the industry.
9.3.HT-TT.11	Design promotional packages to effectively market travel and tourism.
9.3.IT.WD.2	Apply the design and development process to produce user focused Web and digital communications solutions.
9.3.IT-WD.6	Design, create and publish a digital communication product based on customer needs.
9.3.ST-ET.2	Display and communicate STEM information.
9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on Chinese holidays.	7.1.NM.PRSNT.1
2	Imitate appropriate gestures and intonation of the target culture during greetings, leave-takings, and daily interactions for Chinese New Year.	7.1.NM.IPERS.3
3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits about the 12 Zodiac Animals.	7.1.NM.PRSNT.2
4	Name and label food items associated with the holidays in the target culture.	7.1.NM.PRSNT.5
5	Recognize a few common cultural traditions and practices during Chinese New Year.	7.1.NM.IPRET.3
6	Ask and respond to simple questions about the activities associated with different holidays in the target culture.	7.1.NM.IPERS.4

STUDENT ACCOMMODATIONS:

Please refer to the [World Languages Student Accommodations Chart](#)

VOCABULARY: 中美节日 (新年, 中秋, 端午, 感恩节, 圣诞节, 等...), 新年贺语 (新年快乐, 恭喜发财, 学业进步, 等...), 十二生肖和其他动物, 节日食品, 节日传统, 节日活动, 房间 (卧室, 餐厅, 起居室, 客厅, 厨房, 浴室, 卫生间, 车库, 洗衣房等) 家具 (冰箱, 烤箱, 微波炉, 电视, 沙发, 茶几等)

CHARACTERS:

set 11: 门, 窗, 灯, 桌, 椅 set 12: 面, 张, 把, 台, 块 set 13: 卧, 厨房, 厕所 set 14: 客地, 库, 洗, 衣 set 15: 鼠, 牛, 虎, 兔, 龙, 蛇 set 16: 马, 羊, 猴, 鸡, 狗, 猪 set 17: 过, 新, 聚会, 吃 set 18: 蛋糕, 饭店, 礼 set 19: 红, 包, 物, 邀请 set 20: 电话发邀请

CULTURE:

- Tell how Chinese New Year is celebrated in comparison to own
- Tell what the 12 Chinese Zodiac Animals are
- Tell what type of traditions and activities are associated with the holiday
- Tell what common snacks consumed in Mandarin speaking countries and in America

Suggested Activities

NAME	DESCRIPTION
Chinese New Year Arts and Crafts	Create arts and crafts related to Chinese New Year Online Resource: http://www.activityvillage.co.uk/chinese-new-year-crafts
Story of the 12 Zodiac Animals	Share stories and songs of the 12 zodiac animals with the class, and let the students react the stories or create their own version of the story.
Character Bingo	Students can create their own board by filling the board with pinyin characters they are required to recognize. Then the teacher shows the character, and students with those the character's pinyin have to shout them out. Only the first one to shout gets to cover the square.
Word Grab with Songs	Choose a song that the students have or have not heard before. Choose 10-15 pieces of vocabulary from the song and write them on separate pieces of paper. With lower level groups you may want to pronounce the words with the students first. Stick each word to the board. Put the students into two teams each one in a line before the board. Play the song. When the two students at the front of their line hear a word in the song that is on the board they must race each other to grab that word from the board (this can get quite violent!). They then go to the back of the line and it's up to the next pair. The team with the most words wins. You can usually play the song a couple of times until they get all the words.
Jeopardy	Create different categories (recommend 5-6) related to the unit, and under each category, create five questions. The questions should differ in difficulties. The easiest question is worth 100 points, while the hardest question will be worth 500 points. The other three questions in between. Students can work in groups to try to get the most points by answering the questions correctly. The make sure students reveals everything, you can make them answer the lower point questions first before they can answer the higher points questions. For example, if a group wants to answer a 400 question in category One, then the 100, 200, and 300 questions must be answered first (by this or other groups).
Vocabulary Games	Flyswatter game, Kahoot, Quizziz, Vocabulary Bingo, etc.
Survey	Ask and answer questions relating to chores done around the house
Chore Log	Create and log chores that you do around the house
Sequencing	Place the steps needed to complete a chore in the correct order
Pair Share	Working in groups of two, exchange information based on where things are located in the house.

EXTENSION ACTIVITIES:

Chinese New Year Celebration: The students can work in groups to create different activities as part of the Chinese New Year celebration for the whole school to enjoy. Activities can be decided by the teacher and the students.

Create a Play (this can be an on-going throughout the year): Students can work in groups to create a play about the story of the Chinese Zodiac and present it virtually with the target culture audience.

INTERDISCIPLINARY CONNECTIONS:

Language Arts: Reading, Writing, Listening

Math: Time and calendar

Social Studies: Culture and Geography

Music: Chants, rhythms

Art: Cultural Arts and Crafts

Technology: Interactive Games and PowerPoint

FORMATIVE ASSESSMENT:

1. Teacher will walk around and observe the students while they are engaging in simple conversations and/or group activities to check for comprehension and/or mastery of the lesson content.
2. Teacher will conclude each lesson with simple commands and comprehension questions to gauge students' progress with the content.
3. Teacher will ask students simple questions throughout lesson related to the material they learned.
4. Teacher will afford students time to do practice presentations accompanied with teacher and peer feedback.

SUMMATIVE ASSESSMENT:

1. Daily questions via nearpod
2. Digital written or oral Family Photo Album
3. Quizzes and Tests
4. Partner skits/dialogues with rubric
5. Project-based (alternative) learning assessment
6. Common Assessment 5 (language specific benchmark assessment)
7. Common Assessment 6 (language specific benchmark assessment)

THEMATIC UNIT 8

THEME	PROFICIENCY	GRADE(S)
My Healthy Lifestyle	Novice-Mid	8

Topics :	<i>Daily Routine, Body Parts, Healthy Habits, At the Doctor's office, Nutrition</i>
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Unit Description

Students will plan their own dialogues in the target culture. They will also identify	
Interpretive	<i>They interpret authentic written and audio/video texts such as</i>

	<i>educational sites, stories and short clips from movies or televisions that focus on traveling in the target culture.</i>
Interpersonal	<i>They engage in short unrehearsed/unscripted conversations and role-play with classmates, teachers, and members of the target language community, in which they ask and answer questions about their planned trip.</i>
Presentational	<i>They use memorized phrases and chunks of language to introduce and describe their planned trip. They also use characters and pinyin to present the information.</i>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> • Daily routine • Body parts • Healthy habits • Doctor's visit • Proper nutrition • Illnesses and remedies • 8th grade characters 21-23 	<ul style="list-style-type: none"> • Identify vocabulary related to daily routine • Describe the daily routine of self- and others • Identify parts of the body • Describe symptoms of an illness or injury • Ask and respond to questions about illnesses and injuries • Give advice about healthy living • Recognize and identify 8th grade characters for set 21-23

World Languages Standard/Proficiency Level/Cumulative Progress Indicators (Strands: Interpretive = A, Interpersonal = B, Presentational = C)	
7.1.NM.IPRE T.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRE T.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPER S.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
7.1.NM.IPER S.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.PRSN T.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSN T.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	
Strand A: Technology Operations and Concepts	
Select and use applications effectively and productively.	8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Strand B: Creativity and Innovation

Apply existing knowledge to generate new ideas, products, or processes.

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

Create original works as a means of personal or group expression.

8.1.2.B.1

Illustrate and communicate original ideas and stories using multiple digital tools and resources.

Strand C: Communication and Collaboration

Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

Communicate information and ideas to multiple audiences using a variety of media and formats.

8.1.2.C.1

Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

Develop cultural understanding and global awareness by engaging with learners of other cultures.

Contribute to project teams to produce original works or solve problems.

Strand D: Digital Citizenship

Advocate and practice safe, legal, and responsible use of information and technology.

8.1.8.D.2

Demonstrate the application of appropriate citations to digital content.

Demonstrate personal responsibility for lifelong learning.

8.1.8.D.3

Demonstrate an understanding of fair use and Creative Commons to intellectual property.

Exhibit leadership for digital citizenship.

Strand E: Research and Information Fluency

Plan strategies to guide inquiry.

8.1.8.E.1

Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem.

Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Evaluate and select information

sources and digital tools based on the appropriateness for specific tasks.

Process data and report results.

**Standard 9: 21st Century Life & Careers
Strands & Standard Statements**

9.1.8.A.4	Relate earning power to quality of life across cultures.
9.1.8.B.6	Evaluate the relationship of cultural traditions and historical influences on financial practice.
9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
9.3.12.AR-AV.4	Design an audio, video and/or film production.
9.3.12.AR-JB3	Plan and deliver a media production (e.g., broadcast, video, Internet and mobile).
9.3.12.AR-PRF.2	Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.
9.3.HT.2	Evaluate the nature and scope of the Hospitality & Tourism Career Cluster and the role of hospitality and tourism in society and the economy.
9.3.HT-REC.11	Compare and contrast various types of recreation, amusement and attraction venues.
9.3.HT-TT.6	Use common travel and tourism terminology used to communicate within the industry.
9.3.HT-TT.11	Design promotional packages to effectively market travel and tourism.
9.3.IT.WD.2	Apply the design and development process to produce user focused Web and digital communications solutions.
9.3.IT-WD.6	Design, create and publish a digital communication product based on customer needs.
9.3.ST-ET.2	Display and communicate STEM information.
9.3.ST-SM.2	Apply science and mathematics concepts to the development of plans, processes and projects that address real world problems.

#	LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Identify vocabulary related to chores and home	7.1.NM.IPRET.1 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.2
2	Identify vocabulary relating to illnesses	7.1.NM.IPRET.1 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.2
3	Describe symptoms relating to an illness or injury	7.1.NM.IPRET.1 7.1.NM.IPRET.4 7.1.NM.IPERS.3 7.1.NM.IPERS.5 7.1.NM.PRSNT.5
4	Relate an event using the present and past tense	7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPERS.5 7.1.NM.PRSNT.3
5	Give advice about healthy living	7.1.NM.IPRET.1 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.PRSNT.2
6	Ask and respond to questions regarding health	7.1.NM.IPRET.1 7.1.NM.IPRET.4 7.1.NM.IPERS.1 7.1.NM.IPERS.2 7.1.NM.PRSNT.2

STUDENT ACCOMMODATIONS:

Please refer to the [World Languages Student Accommodations Chart](#)

VOCABULARY: 身体部位（头，肩膀，膝盖，脚，脚趾头，手，手指头，胳膊，腿，腰，脖子，脸，鼻子，嘴巴，耳朵，眼睛等）日常生活起居（起床，洗脸，刷牙，梳头，吃早饭，上学，吃午饭，上课，下课，吃完饭，做功课，睡觉），看医生（头疼，牙疼，感冒，流鼻涕，发烧，肚子疼，骨折，腰疼等）

CHARACTERS:

set 21: 身体头发眼睛 set 22: 眉毛脚耳朵嘴 set 23: 肩膀膝盖鼻牙

CULTURE:

- Tell what are the popular tourist attractions in the target culture
- Tell how people travel to places in the target culture
- Tell the common weather pattern found in different regions of the target culture
- Tell what are the popular recreational activities in the target culture

Suggested Activities

NAME	DESCRIPTION
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Vocabulary Games	Flyswatter game, Kahoot, Quizziz, Vocabulary Bingo, etc.
Sequencing Cards	Students will arrange a series of cards that indicate actions that need to be performed in a specific order
“Fortune Teller”	Students will use a “fortune teller” to ask and answer questions about chores and/or daily routine
Dice Game	Students roll different colored dice to indicate subjects and verbs to be used to create sentences
Battleship	Students can use the Battleship game model to practice vocabulary and/or grammar
Compare and Contrast	Students will be shown a series of pictures and will then be asked to create a sentence indicating a comparison or a superlative relationship.

Comic Book—students can create a comic book either using a digital tool or by drawing pictures. They will create captions relating to daily routine for each picture.

INTERDISCIPLINARY CONNECTIONS:

Language Arts: Reading, Writing, Listening

Math: Time and calendar

Social Studies: Map reading and Culture

Music: Chants, rhythms

Art: Cultural Arts and Crafts

Technology: Interactive Games and PowerPoint

FORMATIVE ASSESSMENT:

1. Teacher will walk around and observe the students while they are engaging in simple conversations and/or group activities to check for comprehension and/or mastery of the lesson content.
2. Teacher will conclude each lesson with simple commands and comprehension questions to gauge students' progress with the content.
3. Teacher will ask students simple questions throughout lesson related to the material they learned.
4. Teacher will afford students time to do practice presentations accompanied with teacher and peer feedback.

SUMMATIVE ASSESSMENT:

1. Daily questions via nearpod
2. Digital written or oral Family Photo Album
3. Quizzes and Tests
4. Partner skits/dialogues with rubric
5. Project-based (alternative) learning assessment
6. Common Assessment 7 (language specific benchmark assessment)

7. Common Assessment 8 (language specific benchmark assessment)