Department of Accelerated Programs

IB Ab Initio Mandarin SL Curriculum

10.0 Credits
IB LEARNER PROFILE

IB Programs aim to develop internationally minded people who are striving to become:

| Inquirers | Their natural curiosity is nurtured. They acquire the skills necessary to conduct constructive inquiry and research, and become independent active learners. They actively enjoy learning and this love of learning will be sustained throughout their lives. |
| Knowledgeable | They explore concepts, ideas and issues, which have global relevance and importance. In so doing, they acquire, and are able to make use of, a significant body of knowledge across a range of disciplines. |
| Critical thinkers | They exercise initiative in applying thinking skills critically and creatively to approach complex problems and make reasoned decisions. |
| Communicators | They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. |
| Risk-takers | They approach unfamiliar situations with confidence and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe. |
| Principled | They have a sound grasp of the principles of moral reasoning. They have integrity, honesty, a sense of fairness and justice and respect for the dignity of the individual. |
| Caring | They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to action and service to make a positive difference to the environment and to the lives of others. |
| Open-minded | Through an understanding and appreciation of their own culture, they are open to the perspectives, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view. |
| Well-balanced | They understand the importance of physical and mental balance and personal well being for themselves and others. They demonstrate perseverance and self-discipline. |
| Reflective | They give thoughtful consideration to their own learning and personal development. They are able to analyze their strengths and weaknesses in a constructive manner. |
Unit Four

Going Green

Course Description

This is a proficiency-based, experiential world languages course for students who are continuing their study of Chinese. Mandarin II is a continuation of the study of Mandarin I requiring the use of previously learned knowledge. Students will use background knowledge to build fluency by reconsidering some themes and topics already taught in level 1 and adding new material and vocabulary. Mandarin II students will be placed in meaningful, realistic situations where they must use their language skills for authentic communication purposes. They will be given the opportunity to take risks in the target language in simulated, yet realistic situations. Instructional methods and materials provide for diversification across ability levels. Emphasis is placed on hands-on, interactive tasks where students learn by tasting, manipulating, speaking, singing and moving. Cooperative learning and project work are employed regularly. Assessment is ongoing and essentially performance-based. New and formerly learned concepts are spiraled through an increasingly challenging progression of activities. The course is divided into seven themes, each of which is anchored by essential questions and enduring understandings. Cultural practices and products are incorporated routinely so that students may develop a sense of cultural plurality and thereby expand and reconfigure their worldview. Students continue their study and on previous study of the Chinese pronunciation system, the pinyin writing system and Chinese calligraphy. Learners will also hone technology skills in the following ways: conducting research, composing thoughts, sorting and organizing information, developing presentations and following Web quests.
# IB Ab Initio Mandarin

## Pacing Guide

<table>
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<tr>
<th>Unit</th>
<th>Topic</th>
<th>Suggested Timing</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>Getting to Know You and Busy Family</td>
<td>10 Weeks</td>
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<td>Unit 2</td>
<td>School and Daily life</td>
<td>10 Weeks</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Travel, Food and Drink</td>
<td>10 Weeks</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Going Green</td>
<td>10 Weeks</td>
</tr>
</tbody>
</table>
Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and social needs.
Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
Career Ready Practices

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP12. Work productively in teams while using cultural global competence.
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
## Differentiated Instruction

**Strategies to Accommodate Students Based on Individual Needs**

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<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
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<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
</tr>
<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
</tr>
<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote independence</td>
</tr>
<tr>
<td>• Communication system between home and school</td>
<td>• Mini-breaks between tasks</td>
<td>• Provide immediate feedback</td>
<td>• Visual and verbal reminders</td>
</tr>
<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
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<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer/whiteboard</td>
<td>• Extended time</td>
<td>• Consistent daily structured routine</td>
<td>• Individual daily planner</td>
</tr>
<tr>
<td>• Tape recorder</td>
<td>• Study guides</td>
<td>• Simple and clear classroom rules</td>
<td>• Display a written agenda</td>
</tr>
<tr>
<td>• Spell-checker</td>
<td>• Shortened tests</td>
<td>• Frequent feedback</td>
<td>• Note-taking assistance</td>
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<tr>
<td>• Audio-taped books</td>
<td>• Read directions aloud</td>
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<td>• Color code materials</td>
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### Time/General
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- Adjust length of assignment
- Timeline with due dates for reports and projects
- Communication system between home and school
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### Processing
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- Mini-breaks between tasks
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### Comprehension
- Precise step-by-step directions
- Short manageable tasks
- Brief and concrete directions
- Provide immediate feedback
- Small group instruction
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### Recall
- Teacher-made checklist
- Use visual graphic organizers
- Reference resources to promote independence
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- Computer/whiteboard
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- Extended time
- Study guides
- Shortened tests
- Read directions aloud

### Behavior/Attention
- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

### Organization
- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
### Enrichment

**Strategies Used to Accommodate Based on Students Individual Needs:**

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
## Assessments

### Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Internal and External IB Assessments
## Interdisciplinary Connections

### English Language Arts
- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

### Social Studies
- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

### World Language
- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

### Math
- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry’s impact on the GDP, career opportunities or among of individuals currently occupying careers

### Fine & Performing Arts
- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

### Science
- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields
New Jersey Student Learning Standards

7.1. NM.A.1, Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1. NM.A.2, Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

7.1. NM.A.5, Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

7.1. NM.B.1, Use digital tools to exchange basic information at the word and memorized phrase level related to self and targeted themes.

7.1. NM.B.2, Give and follow simple oral and written directions, commands, and requests when participating in age appropriate classroom and cultural activities.

7.1. NM.B.3, Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1. NM.B.4, Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1. NM.B.5, Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

7.1. NM.C.1, Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

7.1. NM.C.2, Imitate, recites, and/or dramatizes simple poetry, rhymes, songs, and skits.

7.1. NM.C.3, Copy/write words, phrases, or simple guided texts on familiar topics.

7.1. NM.C.4, Present information from age- and level appropriate, culturally authentic materials orally or in writing.

7.1. NM.C.5, Name and label tangible cultural products and imitate cultural practices from the target culture.
American Council on the Teaching of Foreign Languages (ACTFL)

ACTFL Standards:

1.1 Students engage in conversation, provide and obtain information, express feelings and emotions and exchange opinions.

1.2 Students understand and interpret written and spoken language on a variety of topics.

1.3 Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

5.2 Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment
<table>
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<tr>
<th>Course: Ab Initio Mandarin</th>
<th>Unit Overview:</th>
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<tr>
<td><strong>Unit:</strong> 4</td>
<td>➢ Cultural preferences and values determine how families spend their free time.</td>
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<tr>
<td><strong>Grade Level:</strong> 11</td>
<td>➢ Valuing age and wisdom or possessions and youth is a cultural phenomenon.</td>
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**New Jersey Student Learning Standards (NJSLS):**


**American Council on the Teaching of Foreign Languages (ACTFL):**

**ACTFL Standards:**

1. Students engage in conversation, provide and obtain information, express feelings and emotions and exchange opinions.
2. Students understand and interpret written and spoken language on a variety of topics.
3. Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.
4. Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
5. Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
6. Students reinforce and further their knowledge of other disciplines through the foreign language.
7. Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
8. Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
9. Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.
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<th><strong>Essential Questions</strong></th>
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| Identify all possible categories of recycling. | What is the impact of recycling on the environment? Why do we care about our earth? How is recycling different around the globe? | • Language Notes  
• Vocabulary  
• Grammar  
• Language practice  
• Culture highlights | **Role play:** How to recycle various used items at school.  
**Poem/Song:** In groups of 2-4 write an original song or poem to remember the categories of recycling.  
**Classification Activity:** The instructor will bring in large plastic containers for students to pick recyclables for deposit in the appropriate receptacle. The class will write a Gouin series about what they observe.  
**Posters:** Create a recycling plan for the school and post the English and Mandarin (Simplified Chinese) Posters around the school.  
**Children’s Book:** As a group create Storybook for educational use for young children.  
**Reading Exam (70min)** | Scientific American China Recycles: http://www.scientificamerican.com/article/china-recycles-plastic/  
China’s Recycling Cleanup Jolts Global Industry: http://www.businessweek.com/ap/2013-10-03/china-recycling-clean-up-jolts-global-industry  
Environmental Issues: http://www.learnnc.org/lp/editions/mandarin4/1.0 |
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<td>oral and written directions, commands and requests through appropriate physical response. <strong>NJSLS: 7.1.NH.C.2</strong> Create and present brief messages, poems, rhymes, songs, short plays, or role plays using familiar vocabulary orally or in writing.</td>
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| Examine harmful pollutants that permanently destroy the earth, soil, and ground water. **NJSLS: 7.1.NH.C.2** Create and present brief messages, poems, rhymes, songs, short plays or role plays using familiar vocabulary orally or in writing. **NJSLS: 7.1.NM.B.5** | How does pollution impact life in China? What is the cultural impact of pollution? How has pollution introduced new characters into the Chinese language? | • Language Notes  
• Vocabulary  
• Grammar  
• Language practice  
Culture highlights | **Photo Essay:** In groups of 4-5 students will be assigned air, water, soil, wildlife. Each group will compose a PowerPoint of 10 slides depicting the pollution in China and annotate each slide using their existing Mandarin vocabulary.  
**Poster:** Create posters warning the public about pollution and its effect on | **Water Pollution Lesson:** [http://www.chineseclass101.com/2011/05/10/lower-intermediate-lesson-10-water-pollution-in-china/](http://www.chineseclass101.com/2011/05/10/lower-intermediate-lesson-10-water-pollution-in-china/)  
**BBC One Fifth of China’s** |
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<td>Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.</td>
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<td>human, animal, and plant life. Present your poster to the class. <strong>Scenario:</strong> working in pairs, students take turns posing scenarios with recycling implications and suggesting the course of action to be taken. Reading Exam (70min) 35% Writing Exam (70 min) 40% Speaking Exam (10 min) 25%</td>
<td></td>
<td><strong>Soil Polluted:</strong> <a href="http://www.bbc.com/news/world-asia-china-27076645">http://www.bbc.com/news/world-asia-china-27076645</a> <strong>The Guardian China says more than half of its groundwater is polluted:</strong> <a href="http://www.theguardian.com/environment/2014/apr/23/china-half-groundwater-polluted">http://www.theguardian.com/environment/2014/apr/23/china-half-groundwater-polluted</a></td>
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<td><strong>NJSLS: 7.1.NM.C.3</strong> Copy/write words, phrases or simple guided texts on familiar topics.</td>
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<td><strong>NJSLS: 7.1.NH.A.6</strong> Identify the main idea and other significant ideas in readings from age and level appropriate, culturally authentic materials.</td>
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| Compare and contrast environmental protection throughout Chinese history (deforestation, water contamination and | How has the political history of China impacted the environment? | • Language Notes  
• Vocabulary  
• Grammar  
• Language practice | **Poem:** write and recite a poem illustrating the history of environmental protection by comparing modern China and one of the dynasties | **Shaping China’s Green Laws:** [https://www.chinadialogue.net/article/show/single/en/4](https://www.chinadialogue.net/article/show/single/en/4) |
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<td>endangered animals in different historical periods</td>
<td>government in environmental protection?</td>
<td>Culture highlights</td>
<td>(Ming, Yuan, Song, Qing, Han, or Tang) <strong>PowerPoint or Oral Presentation:</strong> Create a presentation on one of China’s endangered animals (ie Giant Panda) Identify the habitat of the animal, why it is endangered, and what China is doing to ensure its survival. <strong>Story/Art:</strong> Create an imaginary animal that will survive the 21st century. Take into account pollutants, industry, technology, and the environment. <strong>Reading Exam (70min)</strong> 35% <strong>Writing Exam (70 min)</strong> 40% <strong>Speaking Exam (10 min)</strong> 25%</td>
<td>425-Shaping-China-s-green-laws <strong>China’s Endangered Animals:</strong> <a href="http://www.china.org.cn/top10/2010-11/18/content_21370085.htm">http://www.china.org.cn/top10/2010-11/18/content_21370085.htm</a> <strong>Common Animal Vocabulary:</strong> <a href="http://www.chineseclass101.com/2010/01/08/video-s2-1-everyday-characters-1-common-animals/">http://www.chineseclass101.com/2010/01/08/video-s2-1-everyday-characters-1-common-animals/</a> <strong>Build Your Wild Self:</strong> <a href="http://www.buildyourwildself.com">www.buildyourwildself.com</a> <strong>National Tree Planting Day:</strong> <a href="http://www.chineseclass101.com/2014/02/14/video-culture-class-chinese-holidays-16-national-tree-planting-day/">http://www.chineseclass101.com/2014/02/14/video-culture-class-chinese-holidays-16-national-tree-planting-day/</a> <strong>University of Glasgow Lesson Plan:</strong> China’s environment <a href="http://www.gla.ac.uk/media/media_287071_en.pdf">http://www.gla.ac.uk/media/media_287071_en.pdf</a></td>
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<td><strong>NJSLS: 7.1.NM.A.3</strong>&lt;br&gt;Recognize a few common gestures and cultural practices associated with the target culture.</td>
<td>What is the role of technology in recycling? How has recycling impacted the environment in China?</td>
<td>• Language Notes&lt;br&gt;• Vocabulary&lt;br&gt;• Grammar&lt;br&gt;• Language practice&lt;br&gt;Culture highlights</td>
<td>Public Service Announcement: In groups of 4 students will create a short video 3-5 minutes describing why we recycle. (In Target Language)&lt;br&gt;Oral Presentation: Present a business proposal in the form of a brochure using Microsoft Publisher. Emphasize the cost effectiveness of recycling and the impact on future generations.&lt;br&gt;Chart/Graph: Create a chart comparing and contrasting the cost of recycling in China and the US.</td>
<td>Chinese Symbols for Recycling: <a href="http://www.words-chinese.com/symbols/_recycle.htm">http://www.words-chinese.com/symbols/_recycle.htm</a>&lt;br&gt;The World’s Deepest Bin: <a href="http://www.thefuntheory.com">www.thefuntheory.com</a></td>
</tr>
<tr>
<td>Student Learning Objectives (SLOs)</td>
<td>Essential Questions</td>
<td>Content</td>
<td>Activities &amp; Assessments</td>
<td>Resources</td>
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</tbody>
</table>
| basic information by recombining memorized words, phrases and sentences on topics related to self and targeted themes. **NJSLS: 7.1.NM.C.4** | Why do we recycle? How has recycling impacted the environment in China? | • Language Notes  
• Vocabulary  
• Grammar  
• Language practice Culture highlights | Recycling Exam (70min)  
35%  
Writing Exam (70 min)  
40%  
Speaking Exam (10 min)  
25% | Recycling in China and the US.  
**Going Green in China:** Group presentation on going green from a particular geographical region of China. Include weather to daily practice in the community  
**Posters/Signs:** Create signs identifying natural and renewable resources.  
**Beach Cleanup Brochure:** As |
<table>
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<th>Resources</th>
</tr>
</thead>
</table>
| Suggest best recycling strategies for the future. | How can we effectively protect our living areas? Why are conservation and green initiatives important in China? | • Language Notes  
• Vocabulary  
• Grammar  
• Language practice  
Culture highlights | a class create a virtual brochure for the school blog and invite the school to participate in beach cleanup sponsored by the Mandarin Club.  
Reading Exam (70min)  
35%  
Writing Exam (70 min)  
40%  
Speaking Exam (10 min)  
25% | 

**NJSLS: 7.1.NM.B.5**  
Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.  

**NJSLS: 7.1.NH.C.1**  
Use basic information at the word and memorized phrase level to create a multimedia- | 

**Skype Activity:** E-mail exchange or Skype video conference to exchange information with Chinese peers about where they live, the types of recycling strategies they use for daily life.  
**Art/Painting/Poster/Sculpture/Film:** Create an original work of art using your knowledge of Chinese characters, language, and culture to create the recycling campaign of the | 

**To Bag of Not to Bag:**  
https://chinesepod.com/lessons/to-bag-or-not-to-bag  
**New Yorker Is China Going Green?**  
http://www.newyorker.com/news/john-cassidy/can-china-really-go-green |
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</thead>
<tbody>
<tr>
<td>rich</td>
<td></td>
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<td>future in the world’s most populous country.</td>
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<td></td>
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<td></td>
<td>Reading Exam (70min)</td>
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<td>Speaking Exam (10 min)</td>
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</table>
# Unit 4 Vocabulary

<table>
<thead>
<tr>
<th>English</th>
<th>Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td>水 (shuǐ)</td>
</tr>
<tr>
<td>Pollution</td>
<td>污染 (wūrǎn)</td>
</tr>
<tr>
<td>Fire</td>
<td>火 (huǒ)</td>
</tr>
<tr>
<td>Environment</td>
<td>环境 (Huánjìng)</td>
</tr>
<tr>
<td>Air</td>
<td>空气 (Kōngqì)</td>
</tr>
<tr>
<td>Recycling Industry</td>
<td>再造业 (zàizào)</td>
</tr>
<tr>
<td>Recycling</td>
<td>回收 (Huíshōu)</td>
</tr>
<tr>
<td>Outsource</td>
<td>外包 (Wàibāo)</td>
</tr>
<tr>
<td>Textile</td>
<td>纺织品 (Fāngzhīpǐn)</td>
</tr>
<tr>
<td>Industry</td>
<td>工业 (gōngyè)</td>
</tr>
<tr>
<td>Electricity</td>
<td>电力 (Diànlì)</td>
</tr>
<tr>
<td>Fossil Fuel</td>
<td>化石燃料 (Huàshí ránliào)</td>
</tr>
<tr>
<td>The Earth</td>
<td>土 (Tǔ)</td>
</tr>
<tr>
<td>Gas Mask</td>
<td>防毒面具 (fángdūmiànjà)</td>
</tr>
<tr>
<td>Solar Power</td>
<td>太阳能发电 (Tāiyángrénèng fādiàn)</td>
</tr>
<tr>
<td>Mine</td>
<td>矿 (kuàngchǎng)</td>
</tr>
<tr>
<td>Waste</td>
<td>废物 (fèiwù)</td>
</tr>
<tr>
<td>Sun</td>
<td>日 (rì)</td>
</tr>
<tr>
<td>Moon</td>
<td>月 (yuè)</td>
</tr>
<tr>
<td>Ocean</td>
<td>海洋 (Hǎiyáng)</td>
</tr>
<tr>
<td>Can</td>
<td>可以 (Kěyǐ)</td>
</tr>
<tr>
<td>Paper</td>
<td>纸 (Zhǐ)</td>
</tr>
<tr>
<td>Glass</td>
<td>玻璃 (Bōlǐ)</td>
</tr>
<tr>
<td>Cardboard</td>
<td>纸板 (Zhībǎn)</td>
</tr>
<tr>
<td>Battery</td>
<td>电池 (Diànchí)</td>
</tr>
<tr>
<td>Conservation</td>
<td>保护 (Bǎohù)</td>
</tr>
<tr>
<td>Endangered Species</td>
<td>濒危物种 (Bīnwēi wūzhī)</td>
</tr>
<tr>
<td>Carcinogen</td>
<td>致癌物 (Zhì’ái wù)</td>
</tr>
<tr>
<td>Factory</td>
<td>工厂 (gōngchǎng)</td>
</tr>
<tr>
<td>Forest</td>
<td>林 (lín)</td>
</tr>
<tr>
<td>Home</td>
<td>家 (jiā)</td>
</tr>
<tr>
<td>Rain</td>
<td>雨 (Yǔ)</td>
</tr>
<tr>
<td>Cloud</td>
<td>云 (yún)</td>
</tr>
<tr>
<td>Sky</td>
<td>天 (tiān)</td>
</tr>
<tr>
<td>Natural Resources</td>
<td>自然资源 (Zírán zīyuán)</td>
</tr>
</tbody>
</table>
## TOK Connections

Compare and contrast the environmental policies of China and the United States.

- What is the environmental, social, and cultural impact of China going green?
- Why are renewable resources such as Bamboo important to the Chinese economy?
- How has outsourcing impacted the environment in China?
- How can we effectively protect our living areas?
- Why are conservation and green initiatives important in China?
- What is the role of technology in recycling? How has recycling impacted the environment in China?
- What is the role of government in environmental protection?
- How has the political history of China impacted the environment?
- How does pollution impact life in China? What is the cultural impact of pollution? How has pollution introduced new characters into the Chinese language?
- What is the impact of recycling on the environment?
### Contribution to the Development of Students’ Approached to Learning Skills

Students will be able to develop self-management, research, and communication skills through the study of Going Green. Students will need to set personal goals and monitor their progress on research they will be conducting for papers and projects in class. Lastly, students will develop social skills by collaborating with their peers and by participating in a field trip to China. This will allow the students to immerse themselves in a culture apart from their own.

1. **Self-management** - Students will set personalized learning goals. Students will self-monitor the effectiveness of their learning and will reflect on their achievement and make appropriate adjustments.

2. **Research** - Students will generate and develop their own sets of critical thinking questions, assess and annotate primary and secondary resources, and reflect on the value and limitations of the resources they chose.

3. **Social** - Students will participate in a field trip to China. Students will interact with local guides and wildlife and develop cooperative learning skills. Students will also initiate and maintain positive social relationships with each other and the community. Students will understand that other people, with their differences, can also be right.

4. **Communicators** - Collaborate effectively and listening carefully to the perspectives of other individuals and groups.
### Contributions to the Development of the Attribute(s) of the Learner Profile

| | By curiously exploring the media of advertising they are inquiring; by exploring new concepts and ideas they are becoming more knowledgeable; by applying their thinking skills critically they are becoming better thinkers; by seeking and evaluating a range of point of views they are becoming more open-minded; by giving thoughtful consideration to their own experience they are being reflective. |

### Contribution to the Development of International Mindedness

| | Through the study of the varying cultures of China, students will become compassionate members of the global community. They will use the experience with new points of view to analyze their own beliefs and motivations, and to better understand those of others. Students will leave this course well prepared to promote peace and understanding in the world around them. Learning about these topics will help students become integrated into Chinese culture, whether here or abroad, more quickly and easily. Being able to share meals and celebrate social and religious events easily and comfortably will certainly be a source from which to grow friendships and life-long community relationships. |

**Resources:**

Also use of textbooks, field trips to local Chinatown, trip to China, sharing my own experience.