PATERSON PUBLIC SCHOOLS
Preparing All Children for College and Career

World Languages Curriculum

Mandarin II: Unit VII

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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 Webquests.

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Pacing Chart		
Unit 1	**The Chinese Writing System Characters** - Pinyin 拼音 - Tones 语调 Stroke Order Level 2 Characters - Forms of address 称谓	6 weeks
Unit 2	**School** 学校 - Transportation (China is the nation of the bicycle) 交通 - Public versus private schools 公立学校和私立学校 - Classroom Articles 学习科目 - Confucius 孔子 - Time 时间	6 weeks
Unit 3	**Daily life** 日常生活 - Teen culture 青少年文化 - Routines 日常作息 - Pastimes 休闲生活 - Tea culture 茶文化 - Holidays 假日	6 weeks
Unit 4	**Busy Family** 家 - Nuclear vs. Extended Families 核心家庭 VS 传统大家庭 - Popular Jobs 工作 - Family Traditions 家庭傳统 - Aging 老化 - Concept of honor , respect 忠孝仁義	6 weeks
Unit 5	**Travel to China** 到中国旅游 - Geography of China, Hong Kong and Taiwan 大中国地理 - Tourist attractions 旅游胜地 - Giving directions 认路 - Map skills 地图	6 weeks
Unit 6	**Shopping and Eating Out** 逛街和外食 - Bargaining 讨价还价 - Currency YUEN 元/圆 - Clothing preferences 衣服	6 weeks

Pacing Chart		
	- Favorite snacks 小吃 - Night market 夜市	
Unit 7	**Going Green** 绿化 - Renewable resources 再生资源 - Recycling 回收 - Pollution 污染 - Outsourcing 外包 - Environmental Products 环境产品 - China and the Environment　中国环境	6 weeks

Educational Technology Standards

8.1.12.A.1, 8.1.12.A.2, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.3, 8.1.12.E.1, 8.1.12.F.1

➢ **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 or 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.

Career Ready Practices

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.

Career Ready Practices
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

Accommodate Based on Students Individual Needs: Strategies

Time/General	Processing	Comprehension	Recall
• Extra time for assigned tasks	• Extra Response time	• Precise step-by-step directions	• Teacher-made checklist
• Adjust length of assignment	• Have students verbalize steps	• Short manageable tasks	• Use visual graphic organizers
• Timeline with due dates for reports and projects	• Repeat, clarify or reword directions	• Brief and concrete directions	• Reference resources to promote independence
• Communication system between home and school	• Mini-breaks between tasks	• Provide immediate feedback	• Visual and verbal reminders
• Provide lecture notes/outline	• Provide a warning for transitions	• Small group instruction	• Graphic organizers
	• Reading partners	• Emphasize multi-sensory learning	

Assistive Technology	Tests/Quizzes/Grading	Behavior/Attention	Organization
• Computer/whiteboard	• Extended time	• Consistent daily structured routine	• Individual daily planner
• Tape recorder	• Study guides	• Simple and clear classroom rules	• Display a written agenda
• Spell-checker	• Shortened tests	• Frequent feedback	• Note-taking assistance
• Audio-taped books	• Read directions aloud		• Color code materials

Enrichment

Accommodate Based on Students individual Needs: Strategies

- 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

- Unit Assessments, Chapter Assessments, Quizzes

- Concept Mapping

- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share

- Projects, Portfolio, Presentations, Prezi, Gallery Walks

- Homework

- Essays, Short Answers

- Primary and Secondary Source analysis

- Photo, Video, Political Cartoon, Radio, Song Analysis

- Rubrics

Enduring Understanding:

➢ Cultural preferences and values determine how families spend their free time.

➢ Valuing age and wisdom or possessions and youth is a cultural phenomenon

Grade: 9-12	Unit: Seven (Six weeks)	Topic: Going Green!

New Jersey Core Curriculum Content Standards (NJCCCS): 7.1.NM.A.2, 7.1.NM.A.3, 7.1.NH. A.4, 7.1.NH.A.6, 7.1 NH.B.1, 7.1.NH.B.2, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NH.C.1, 7.1.NH.C.2, 7.1.NM.C.3, 7.1.NM.C.4, 7.1.IL.A.1, 7.1.IM.A.7, 7.1.IH.A.1, 7.1.IL.C.5

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 products and perspectives of the culture studied.

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

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

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NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Interdisciplinary Connections
Identify all possible categories of recycling. **Standard: 7.1.NM.B.4** Ask and respond to simple questions, make requests and express preferences using memorized words and phrases **Standard: 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. **Standard: 7.1.NH.C.1** Imitate, recite and/or dramatize simple poetry, rhymes, songs and skits. **Standard: 7.1.NM.A.2** Demonstrate comprehension of simple oral and written directions, commands and requests through appropriate	What is the impact of recycling on the environment? Why do we care about our earth? How is recycling different around the globe?	**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.	**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-cleanup-jolts-global-industry **Recycling Mandarin Language Blog:** http://blogs.transparent.com/chinese/recycling-回收利用/ **Environmental Issues:** http://www.learnnc.org/lp/editions/mandarin4/1.0	The accessibility of receptacles in public spaces. The practice of recycling and how it is carried out in different cultures.

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Interdisciplinary Connections
physical response. **Standard: 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.				
Examine harmful pollutants that permanently destroy the earth, soil, and ground water. **Standard: 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.	How does pollution impact life in China? What is the cultural impact of pollution? How has pollution introduced new characters into the Chinese language?	**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 human, animal, and plant life. Present your poster to	**Water Pollution Lesson:** http://www.chineseclass101.com/2011/05/10/lower-intermediate-lesson-10-water-pollution-in-china/ **Why isn't the sky Blue in China? Lesson:** http://www.chineseclass101.com/2014/12/22/lower-intermediate-s2-25-why-isnt-the-sky-blue-in-china/ **BBC One Fifth of China's**	The presence or lack of environmental regulations. The carbon footprint that will be left from a generational perspective.

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Interdisciplinary Connections
Standard: 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. **Standard: 7.1.NM.C.3** Copy/write words, phrases or simple guided texts on familiar topics. **Standard: 7.1.NH.A.6** Identify the main idea and other significant ideas in readings from age and level appropriate, culturally authentic materials.		the class. **Scenario:** working in pairs, students take turns posing scenarios with recycling implications and suggesting the course of action to be taken.	**Soil Polluted:** http://www.bbc.com/news/world-asia-china-27076645 **The Guardian China says more than half of its groundwater is polluted:** http://www.theguardian.com/environment/2014/apr/23/china-half-groundwater-polluted	
Compare and contrast environmental protection throughout Chinese history (deforestation,	How has the political history of China impacted the environment?	**Poem:** write and recite a poem illustrating the history of environmental protection by comparing modern China	**Shaping China's Green Laws:** https://www.chinadialogue.net/article/show/single/en/4	The Giant Panda as a symbol of a uniquely Chinese species and an important tourist attraction.

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Interdisciplinary Connections
water contamination and endangered animals in different historical periods)	What is the role of government in environmental protection?	and one of the dynasties (Ming, Yuan, Song, Qing, , Han, or Tang)	[425-Shaping-China-s-green-laws](#)	
Standard: 7.1.NM.C.2		**PowerPoint or Oral Presentation:** 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 it survival.	**China's Endangered Animals:** http://www.china.org.cn/top10/2010-11/18/content_21370085.htm	
Imitate, recite and/or dramatize simple poetry, rhymes, songs and skits.				
Standard: 7.1.NM.C.1			**Common Animal Vocabulary:** http://www.chineseclass101.com/2010/01/08/video-s2-1-everyday-characters-1-common-animals/	
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.		**Story/Art:** Create an imaginary animal that will survive the 21st century. Take into account pollutants, industry, technology, and the environment.	**Build Your Wild Self:** www.buildyourwildself.com	
Standard: 7.1 NH.B.2			**National Tree Planting Day:** http://www.chineseclass101.com/2014/02/14/video-culture-class-chinese-holidays-16-national-tree-planting-day/	
Give and follow a series of oral and written directions, commands and requests for participating in age and level appropriate classroom and cultural activities.			**University of Glasgow Lesson Plan: China's environment** http://www.gla.ac.uk/media/	

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Interdisciplinary Connections
Standard: 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.			media_287071_en.pdf	
Analyze costs and effects related to recycling. **Standard: 7.1.NM.A.3** Recognize a few common gestures and cultural practices associated with the target culture. **Standard: 7.1.NH. A.4** Identify people, places, objects and activities in daily life based on oral and written descriptions. **Standard: 7.1.NH.B.1** Use digital tools to exchange basic information by	What is the role of technology in recycling? How has recycling impacted the environment in China? Why do we recycle?	**Public Service Announcement:** In groups of 4 students will create a short video 3-5 minutes describing why we recycle. (In Target Language) **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. **Chart/Graph:** Create a chart comparing and contrasting the cost of	**Chinese Symbols for Recycling:** http://www.words-chinese.com/symbols/_recycle.htm **The World's Deepest Bin:**www.thefuntheory.com	The use or non use of recyclables in everyday life (plastic utensils, paper plates, plastic water bottles, packaging industry). What is each nation's perspective on being a "throw away" society?

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Interdisciplinary Connections
recombining memorized words, phrases and sentences on topics related to self and targeted themes. **Standard: 7.1.NM.C.4** Present information from age and level appropriate culturally authentic materials orally and in writing.		recycling in China and the US.		
Suggest best recycling strategies for the future. **Standard: 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. **Standard: 7.1.NH.C.1** Use basic information at the word and memorized phrase level to create a multimedia-rich	How can we effectively protect our living areas? Why are conservation and green initiatives important in China?	**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	The popularity of estate sales, garage sales, and consignment shops to re-purpose goods.

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Interdisciplinary Connections
presentation on targeted themes to be shared virtually with a target language audience. **Standard:7.1.NM.B.4** Ask and respond to simple questions, make requests and express preferences using memorized words and phrases **Standard: 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. **Standard: 7.1.NH.B.1** Use digital tools to exchange basic information by recombining memorized words, phrases and sentences on topics related to self and targeted themes.		future in the world's most populous country.		

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Interdisciplinary Connections
Standard:7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture.				
Identify renewable resources and products of industry as they relate to the environment. **Standard: 7.1.NH.A.5** Demonstrate comprehension of short conversations and brief written messages on familiar topics. **Standard: 7.1.NM.C.3** Copy/write words, phrases or simple guided texts on familiar topics. **Standard: 7.1.NH.C.1** Use basic information at the word and memorized phrase level to create a multimedia-rich presentation on targeted	How has outsourcing impacted the environment in China? Why are renewable resources such as Bamboo important to the Chinese economy?	**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 a class create a virtual brochure for the school blog and invite the school to participate in beach cleanup sponsored by the Mandarin Club.	**Industry Vocabulary Mandarin:** http://www.chinesestep.com/Chinese-Words-Mandarin-Chinese-Vocabulary-Industry.html **PBS The Ethics of Outsourcing to China:** http://www.pbs.org/pov/lasttrainhome/lesson-ethics-outsourcing.php **PBS China from the Inside**: http://www.pbs.org/kqed/chinainside/edlesson1.html	China's renewable resources and natural resources. China has 12% of the world's mineral deposits. There are sizable reserves of coal, iron, tin, copper, lead, zinc, molybdenum, tungsten, mercury, graphite, antimony, and magnetite.

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Interdisciplinary Connections
themes to be shared virtually with a target language audience. **Standard:7.1.NH.C.3** Copy/write words, phrases or simple guided texts on familiar topics.				
Compare and contrast the environmental policies of China and the United States. **Standard: 7.1.IL.A.1** Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes. **Standard: 7.1.IM.A.7** Infer the meaning of some unfamiliar words in some	What is the environmental, social, and cultural impact of China going green?	**Newspaper Blog:** In groups of 3-4 students will be assigned the task of reporting US and Chinese environmental news and carefully comparing and contrasting policies. The newspaper will include weather, commercial, environmental issues, local/community news, and headline reports, etc.	**National Geographic Can China Go Green?** http://ngm.nationalgeographic.com/2011/06/green-china/mckibben-text **China pledges to cut emissions at UN climate summit:** http://www.theguardian.com/environment/chinas-choice/2014/sep/24/china-pledges-to-cut-emissions-at-un-climate-summit **Chinese Across the Whole School:**	Plans for air, water and land pollution cleanup in China and the United States.

NJDOE Student Learning Objective	Essential Questions	Sample Activities	Resources	Interdisciplinary Connections
new contexts. **Standard: 7.1.IH.A.1** Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar sources. **Standard: 7.1.NH.B.4** Ask and respond to questions, make requests and express preferences in various social situations. **Standard: 7.1.IL.C.5** Compare and contrast cultural products and cultural practices associated with the target culture and one's own culture orally, in writing or through simulation.			http://www.thechinesestaffroom.com/sites/default/files/geography_1.1.pdf	

Unit 7 Vocabulary

Water 水 shuǐ

Pollution 污染 Wūrǎn

Fire 火 huǒ

Environment 环境 Huánjìng

Air 空气 Kōngqì

Recycling Industry 再造业 zàizào

Recycling 回收 Huíshōu

Outsource 外包 Wàibāo

Textile 纺织品 Fǎngzhīpǐn

Industry 工业 gōngyè

Electricity 电力 Diànlì

Fossil Fuel 化石燃料 Huàshí ránliào

The Earth 土 Tǔ

Gas Mask 防毒面具 fángdúmiànjù

Solar Power 太阳能发电 Tàiyángnéng fādiàn

Mine 矿厂 kuàngchǎng

Waste 废物 fèiwù

Sun 日 rì

Moon 月 yuè

Ocean 海洋 Hǎiyáng

Natural Resources 自然资源 Zìrán zīyuán

Can 可以 Kěyǐ

Paper 纸 Zhǐ

Glass 玻璃 Bōlí

Cardboard 纸板 Zhǐbǎn

Battery 电池 Diànchí

Conservation 保护 Bǎohù

Endangered Species 濒危物种 Bīnwēi wùzhǒng

Carcinogen 致癌物 Zhì'ái wù

Factory 工厂 gōngchǎng

Forest 林 forest lín

Home 家 jiā

Rain 雨 Yǔ

Cloud 云 yún

Sky 天 tiān

Unit Projects (Suggested)

E-mail exchange or webcam video conference to exchange information with peers from the target culture about where they live, the types of recycling strategies they use for daily life. Each student must participate to demonstrate proficiency.	In groups, of 3-4 students will create a presentation on going green from an assigned geographical region including, terrain, weather, and community health.