

# World Languages Curriculum



## Mandarin I Grade 9-12

### UNIT 1

## *Course Description*

This is a proficiency-based, experiential world languages course for students who are beginning their study of Chinese. 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. 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 will build on their knowledge 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.

# 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.

## Pacing Chart

<u>Unit I</u>	Getting to Know You 你好！	4 Weeks
<u>Unit II</u>	School 学校	5 Weeks
<u>Unit III 衣</u>	Daily life 日常生活	6 Weeks
<u>Unit IV 住</u>	Busy Family 家	6 Weeks
<u>Unit V 行</u>	Travel to China 到中国旅游 Geography of China, Hong Kong and Taiwan 大中国	5 Weeks
<u>Unit VI 食</u>	Shopping and Eating Out 逛街	5 Weeks
<u>Unit VII</u>	Going Green 化	5 Weeks

## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<p style="text-align: center;"><b><u>Time/General</u></b></p> <ul style="list-style-type: none"> <li>● Extra time for assigned tasks</li> <li>● Adjust length of assignment</li> <li>● Timeline with due dates for reports and projects</li> <li>● Communication system between home and school</li> <li>● Provide lecture notes/outline</li> </ul>	<p style="text-align: center;"><b><u>Processing</u></b></p> <ul style="list-style-type: none"> <li>● Extra Response time</li> <li>● Have students verbalize steps</li> <li>● Repeat, clarify or reword directions</li> <li>● Mini-breaks between tasks</li> <li>● Provide a warning for transitions</li> <li>● Reading partners</li> </ul>	<p style="text-align: center;"><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>● Precise step-by-step directions</li> <li>● Short manageable tasks</li> <li>● Brief and concrete directions</li> <li>● Provide immediate feedback</li> <li>● Small group instruction</li> <li>● Emphasize multi-sensory learning</li> </ul>	<p style="text-align: center;"><b><u>Recall</u></b></p> <ul style="list-style-type: none"> <li>● Teacher-made checklist</li> <li>● Use visual graphic organizers</li> <li>● Reference resources to promote independence</li> <li>● Visual and verbal reminders</li> <li>● Graphic organizers</li> </ul>
<p style="text-align: center;"><b><u>Assistive Technology</u></b></p> <ul style="list-style-type: none"> <li>● Computer/whiteboard</li> <li>● Tape recorder</li> <li>● Spell-checker</li> <li>● Audio-taped books</li> </ul>	<p style="text-align: center;"><b><u>Tests/Quizzes/Grading</u></b></p> <ul style="list-style-type: none"> <li>● Extended time</li> <li>● Study guides</li> <li>● Shortened tests</li> <li>● Read directions aloud</li> </ul>	<p style="text-align: center;"><b><u>Behavior/Attention</u></b></p> <ul style="list-style-type: none"> <li>● Consistent daily structured routine</li> <li>● Simple and clear classroom rules</li> <li>● Frequent feedback</li> </ul>	<p style="text-align: center;"><b><u>Organization</u></b></p> <ul style="list-style-type: none"> <li>● Individual daily planner</li> <li>● Display a written agenda</li> <li>● Note-taking assistance</li> <li>● Color code materials</li> </ul>

## 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

**NJCCCS 7.1:** All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts and ideas while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

**Enduring Understandings:**

- There are multiple ways to pronounce the same symbol in different languages
- Tones are very significant in the Mandarin dialect of Chinese
- Chinese character writing is unique

<b>Grade: 9-12</b>	<b>Unit: 1 6 Weeks</b>	<b>Topic: All About Me and The Pinyin System 拼音</b>
<b>NJCCCS: 7.1.NM.A.1, 7.1.NM.A.2, 7.1.NH.A.3, 7.1.NM.C.1, 7.1.NM.C.3, 7.1.NM.C.5, 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.B.5</b>		
<p><b>ACTFL Standards:</b></p> <p>1.1 Students engage in conversation, provide and obtain information, express feelings and emotions and exchange opinions.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics.</p> <p>1.3 Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.</p> <p>2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p> <p>3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.2 Students show evidence of becoming life long learners by using the language for personal enjoyment and enrichment.</p>		

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Differentiate between English and Chinese in pronunciation and writing.  <b>Standard: 7.1.NM.C.3</b>  Copy/write words, phrases, or simple guided texts on familiar	What is a tone and how does it sound?  What is a Chinese character and how is it drawn?	<b><u>Character Recognition:</u></b> Recognize Chinese character writing history—pictography and ideography. Students will be given examples of simplified Chinese,	<b><u>Vocabulary, Pinyin, and the Sound</u></b>  <a href="http://www.languaguide.org">www.languaguide.org</a>  <b><u>Lingo Interactive:</u></b>	Chinese calligraphy and its significance as a communication tool and art form.  The Four Treasures: Pen,

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<p>topics.</p> <p><b>Standard: 7.1.NM.A.1</b>                      Recognize familiar spoken or written words or phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p><b>Standard 7.1.NM.A.2</b>                      Demonstrate comprehension of simple, oral and written directions, commands and requests through appropriate physical response.</p>		<p>English, and Hieroglyphics</p> <p><b><u>Stroke Order:</u></b> Practice basic strokes. In groups 2-4 students will replicate basic Chinese Characters applying the appropriate stroke order. Students can practice their names, greetings, and expressions of politeness.</p> <p><b><u>Pronunciation:</u></b>                      Pronounce words using the four tones. Differentiate between words that look the same but have different meanings according to how they are pronounced. Ex. Ma</p> <p>Using the digital voice recorders practice pronunciation of learned Chinese words using the four tones.</p> <p><b><u>Media/Broadcast:</u></b> Listen to a TV show or broadcast</p>	<p><a href="http://vimeo.com/104592807">http://vimeo.com/104592807</a></p> <p><b><u>Quizlet 500 Basic Chinese Characters, Pinyin, and Audio Pronunciation:</u></b>  <a href="http://quizlet.com/3871201/book-500-basic-chinese-characters-flash-cards/">http://quizlet.com/3871201/book-500-basic-chinese-characters-flash-cards/</a></p> <p><b><u>Logographic Writing City University of New York:</u></b>  <a href="http://acc6.its.brooklyn.cuny.edu/%7Ephalsall/texts/chinlng4.html">http://acc6.its.brooklyn.cuny.edu/%7Ephalsall/texts/chinlng4.html</a></p> <p><b><u>Origin of Chinese Script:</u></b>  <a href="http://www.chinavista.com/experience/hanzi/hanzi.html">http://www.chinavista.com/experience/hanzi/hanzi.html</a></p> <p><b><u>Origin of Characters:</u></b>  <a href="http://cn.hujiang.com/new/p345990/">http://cn.hujiang.com/new/p345990/</a></p>	<p>Paper, Ink and Brush</p>

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		<p>to establish symbol/sound correspondences and to distinguish between the four tones in Chinese</p> <p><b><u>Pinyin Webquest:</u></b>                      Explain the pinyin system (initials, finals and four tones) and be able to differentiate sounds and tones</p>		
<p>Determine the role of Pinyin in learning Chinese.</p> <p><b>Standard: 7.1.NM.A.5</b></p> <p>Demonstrate comprehension of brief oral and written messages using age and level appropriate, culturally authentic materials on familiar topics.</p> <p><b>Standard: 7.1.NM.C.5</b></p> <p>Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	<p>What is Pinyin?</p> <p>How do pictographic and phonographic languages differ?</p> <p>What is the background of the Pinyin system?</p>	<p><b><u>Introductory Video/Lecture:</u></b> In a whole group setting students will view a vimeo showing the progression of an object’s design through the traditional character to the pinyin.</p> <p><b><u>Invent a Character:</u></b>                      Each student will be given a photo and using their knowledge of basic characters design a character representation</p>	<p><b><u>Pinyin and Basic Chinese:</u></b>  <a href="http://msuchineseschool.org/index.php/course/course-history/course-description-class-k/">http://msuchineseschool.org/index.php/course/course-history/course-description-class-k/</a></p> <p><b><u>Pinyin: Based on Sound and Principles:</u></b>  <a href="http://www.theguardian.com/world/2008/feb/21/china">http://www.theguardian.com/world/2008/feb/21/china</a></p> <p><b><u>History of Hanyu</u></b></p>	<p>Pinyin is the Romanization of the Chinese language.</p>

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		and present. Compare and contrast their representation with the authentic one.	<p><b><u>Pinyin:</u></b>  <a href="http://cn.hujiang.com/new/p537549/">http://cn.hujiang.com/new/p537549/</a></p> <p><b><u>BBC Real Chinese:</u></b>  <a href="http://www.bbc.co.uk/languages/chinese/real_chinese/mini_guides/pinyin/">http://www.bbc.co.uk/languages/chinese/real_chinese/mini_guides/pinyin/</a></p>	
<p>Differentiate between Western and Chinese inspiration for naming people.</p> <p><b>Standard:7.1.NM.B.3</b></p> <p>Imitate appropriate gestures and intonation of the target culture(s)/ language during greetings, leave takings and daily interactions.</p> <p><b>Standard: 7.1.NM.B.4</b></p> <p>Ask and respond to simple questions, make requests and express preferences using memorized words and phrases.</p> <p><b>Standard: 7.1.NM.B.5</b></p> <p>Exchange information using words, phrases and short</p>	<p>What does my name mean?</p> <p>What significance does a name carry in Chinese?</p> <p>What is the procedure for exchanging business cards in China?</p>	<p><b><u>Dialogue:</u></b> Students will have a brief exchange introducing one to the other.</p> <p><b><u>Name Meaning/Scavenger Hunt:</u></b> The teacher will distribute a page from a directory and students will identify the Chinese surnames. Explain meaning of common surnames</p> <p><b><u>Create a Chop:</u></b></p> <p>Describe the cultural beliefs related to Chinese names and some frequently used Chinese</p>	<p><b><u>Chinese Given Names:</u></b>  <a href="http://www.chinese-traditions-and-culture.com/Chinese_give_n_names.html">http://www.chinese-traditions-and-culture.com/Chinese_give_n_names.html</a></p> <p><b><u>Egg and a Name:</u></b>  <a href="http://traditions.cultural-china.com/en/14Traditions7368.html">http://traditions.cultural-china.com/en/14Traditions7368.html</a></p>	<p>The meaning and placement of the chop as a signature in Chinese culture.</p> <p>Common Chinese surnames and their meanings.</p>

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<p>sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p><b>Standard: 7.1.NM.C.5</b></p> <p>Name and label tangible cultural products and imitate cultural practices from the target culture(s)</p>		<p>characters</p>		
<p>Explain the basic facts about the Chinese zodiac and its meaning.</p> <p><b>Standard: 7.1.NM.C.1</b></p> <p>Use basic information at the word and memorized phrase level to create a multimedia-rich presentation on targeted themes to be share virtually with a target language audience.</p> <p><b>Standard: 7.1.NH.C.5</b></p> <p>Tell or write about cultural products associated with the target culture(s) and simulate</p>	<p>What is the Chinese zodiac and why is it significant in China?</p> <p>What is my zodiac sign? What does it tell about me?</p> <p>What are the 12 zodiac animals and how are they chosen?</p>	<p><b><u>Zodiac Webquest:</u></b> In groups of two students will be introduced to the Chinese Zodiac through an interactive webquest and identify their zodiac symbol.</p> <p><b><u>Journal:</u></b> Why was an animal chosen for a zodiac symbol? Do you think that the qualities of your animal reflect your personality?</p> <p><b><u>Calendar:</u></b> create a calendar for the 12 year</p>	<p><b><u>National Endowment for the Humanities:</u></b>  <a href="http://edsitement.neh.gov/lesson-plan/animals-chinese-zodiac#sect-questions">http://edsitement.neh.gov/lesson-plan/animals-chinese-zodiac#sect-questions</a></p> <p><b><u>Chinese Zodiac:</u></b>  <a href="http://www.timeanddate.com/calendar/chinese-zodiac-signs.html">http://www.timeanddate.com/calendar/chinese-zodiac-signs.html</a></p>	<p>Significance of the zodiac in Chinese culture; Holidays that center around the zodiac.</p> <p>Samples of the moon calendar</p> <p>Products and practices of the Chinese New Year Festivals.</p>

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common cultural practices.		cyclical calendar  <b><u>Facebook for their Zodiac Animal:</u></b> In groups of 2 students will create personality charts based on their zodiac animal. Include name in pinyin, and image of their personal zodiac animal, and personality characteristics.		
Describe a typical birthday celebration in China.  <b>Standard: 7.1.NM.C.5</b> Name and label tangible cultural products and imitate cultural practices from the target culture(s)  <b>Standard: 7.1.NM.B.3</b> Imitate appropriate gestures and intonation of the target culture(s)/language during	How are birthdays celebrated in China?  What is the gift giving protocol for special birthdays and occasions?	<b><u>Birthday Card:</u></b> Design a birthday card in Chinese with sentiment, greeting, and closure.  <b><u>Role Play:</u></b> In groups of 4-5 plan and act out for the class a traditional Chinese birthday celebration.	<b><u>Birthday Celebration Lesson Plan:</u></b> <a href="http://www.virginia.edu/startalk/startalk2013/Shihong_Zhang/shz.lp.pdf">http://www.virginia.edu/startalk/startalk2013/Shihong_Zhang/shz.lp.pdf</a>  <b><u>Typical Chinese Birthday Bash:</u></b> <a href="http://www.chinaculture.org/gb/en_chinaway/2004-09/14/content_60246.htm">http://www.chinaculture.org/gb/en_chinaway/2004-09/14/content_60246.htm</a> <b><u>Gift Giving in China:</u></b> <a href="http://boss.blogs.nytimes.com/2014/08/28/the-fine-">http://boss.blogs.nytimes.com/2014/08/28/the-fine-</a>	Birthday celebration practices; perspective on aging in Chinese culture.

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<p>greetings, leave takings and daily interactions.</p> <p><b>Standard: 7.1.NM.B.4</b> Ask and respond to simple questions, make requests, express preferences using memorized words and phrases.</p> <p><b>Standard: 7.1.NM.B.5</b> Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p>			<p><a href="http://www.travelchinaguide.com/essential/gifts-in-china/?_r=0">art-of-giving-gifts-in-china/?_r=0</a></p>	
<p>Follow commands and interact with people in a culturally appropriate manner.</p> <p><b>Standard: 7.1.NM.A.3</b> Recognize a few common gestures and cultural practices associated with the target culture(s).</p>	<p>What are the appropriate ways to greet and ask questions when meeting people of different statuses in Chinese?</p>	<p><b>Centers:</b> Students will rotate between 4 centers and perform culturally appropriate body language and greetings based on the unique situations.</p> <p>Home with parents</p> <ol style="list-style-type: none"> <li>1) Teacher walking into the room (greet in traditional Chinese manner)</li> <li>2) To the mall with friends</li> <li>3) On a first date</li> </ol>	<p><b>Chinese Etiquette:</b> <a href="http://www.travelchinaguide.com/essential/etiquette.htm">http://www.travelchinaguide.com/essential/etiquette.htm</a></p> <p><b>Cultural Etiquette:</b> <a href="http://www.ediplomat.com/np/cultural_etiquette/ce_cn.htm">http://www.ediplomat.com/np/cultural_etiquette/ce_cn.htm</a></p> <p><b>The Name Game: Business Cards an Essential Part of Operating in China</b></p>	<p><b>Socially appropriate practices when being introduced, such as bowing and exchanging business cards.</b></p> <p>Chinese virtue of RESPECT 敬 (teacher, elders, nature...); 和 HARMONY; 中 BALANCE...etc. are taught through the practice of daily</p>

NJDOE Student Learning Objectives SLO	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
		<p><b>Instagram:</b> Using the 6 seconds allowed by Instagram, invite friends to the movies and to follow you on Instagram.</p>	<p><a href="http://www.nytimes.com/2011/01/11/business/global/11bus.html">http://www.nytimes.com/2011/01/11/business/global/11bus.html</a></p>	<p>classroom routine.</p>
<p>Explain the formation of Chinese characters following the prescribed stroke order.</p> <p><b>Standard: 7.1.NH.A.3</b></p> <p>Recognize some common gestures and cultural practices associated with the target culture(s).</p>	<p>What is the basic 12-stroke order?</p> <p>How is stroke order relevant to learning Mandarin?</p> <p>What is the impact of stroke order on character meaning?</p>	<p><b>Intro to Character Evolution:</b> Students will be introduced to stroke order and characters  <a href="https://www.youtube.com/watch?v=ZJAUm5I2vss">https://www.youtube.com/watch?v=ZJAUm5I2vss</a>  <a href="http://www.ncusr.org/files/Chinese%20Lesson%20Plan%208.pdf">http://www.ncusr.org/files/Chinese%20Lesson%20Plan%208.pdf</a></p> <p><b>Initials:</b> Individually students will write their initials in cursive script. Is stroke order important?</p> <p><b>Gallery Walk Posters:</b> Students will be randomly assigned a character and after learning stroke order</p>	<p><b>Stroke Order:</b>  <a href="http://www.learnnc.org/lp/editions/mandarin1/4539">http://www.learnnc.org/lp/editions/mandarin1/4539</a></p> <p><b>Stroke Order Traditional:</b>  <a href="http://stroke-order.learningweb.moe.edu.tw/home.do">http://stroke-order.learningweb.moe.edu.tw/home.do</a></p> <p><b>USC Group Character Project:</b>  <a href="http://www.usc.edu/dept/ealc/chinese/character/output/">http://www.usc.edu/dept/ealc/chinese/character/output/</a></p> <p><b>Chinese Calligraphy:</b>  <a href="http://afe.easia.columbia.edu/special/china_1000bce">http://afe.easia.columbia.edu/special/china_1000bce</a></p>	<p>The precision required by Chinese writing and importance of following a prescribed stroke order.</p>

NJDOE Student Learning Objectives SLO	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
		<p>and proper brush techniques they will practice recreating their character. Each poster will be displayed on the wall in the classroom and critiqued using a peer as well as teacher rubric.</p> <p>Play 老師說: (Chinese version of Simon says) for character recognition</p>	<p><a href="#">_calligraphy.htm</a></p> <p><b><u>Animated Characters Simplified:</u></b>  <a href="http://www.csulb.edu/~txie/azi/page1.htm">http://www.csulb.edu/~txie/azi/page1.htm</a></p> <p><b><u>Lesson Plans and Character Sheets (traditional and simplified):</u></b>  <a href="http://cw.routledge.com/extbooks/9780415472517/instructorManual/lesson-plans.asp">http://cw.routledge.com/extbooks/9780415472517/instructorManual/lesson-plans.asp</a></p> <p><b><u>5 Apps for Learning Mandarin:</u></b>  <a href="http://chunks.se/2013/06/16/the-5-best-web-and-phone-apps-for-learning-mandarin-chinese/">http://chunks.se/2013/06/16/the-5-best-web-and-phone-apps-for-learning-mandarin-chinese/</a></p>	

## Unit 1 Vocabulary:

Hi/ Hello 你好 Nǐ hǎo

You 你 Nǐ

Your 你的/您的 nín de

My 我的 wǒ de

Gift 礼物 lǐwù

Respect 尊重 zūnzhòng

Harmony 和/和谐 héxié

**My name is我叫 Wǒ jiào**

**Name 名字 míngzì**

Teacher 老师 lǎoshī

Student (s) 学生 xuéshēng

Birthday生日

Happy 快乐 kuàilè

(Is ) called 叫 jiào

Please 請Qǐng

Thanks 谢谢xièxiè

Good Bye 再见zàijiàn

Sorry/excuse me 对不起duìbùqǐ

is/are/to be 是shì

What 什么shénme

Name (s) 名字míngzì

## Unit Projects (Suggested)

Listening/written assessment on salutations and self introductions. Interpersonal dialogues with teacher and/or classmates. In random order, say and visually demonstrate the following words using culturally appropriate gestures: “你好!” “Nǐ hǎo!” (Hello!) “你叫什么名字?” “Nǐ jiào shénme míngzì?” (What is your name?) “我叫...” “Wǒ jiào \_\_\_.” (My name is \_\_\_.) “我是...” “Wǒ shì \_\_\_.” (I am \_\_\_.) “再见!” “Zàijiàn!” (Goodbye!) “同学们好!” “Tóngxuémen hǎo!”(Hello, Class!) “老师好!” “Lǎoshī hǎo!” (Hello, Teacher!)

Each student will demonstrate their knowledge of stroke order and Pinyin by writing a 3-5 sentence autobiography.

