

World Language Curriculum



Mandarin I Grade 9-12

UNIT 7

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 six 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.

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

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

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

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 Understandings:

- Recycling is a global phenomena because of diminishing resources
- Each culture seeks to preserve animals, products, and artifacts that are unique to that society.

Grade: 9-12	Unit: VII 6 Weeks	Topic: Going Green!
<p>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</p>		
<p>ACTFL Standards:</p> <p>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.</p>		

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
Identify all possible categories of recycling. <p style="text-align: center;">Standard: 7.1.NM.B.4</p> Ask and respond to simple questions, make requests and express preferences using memorized words and phrases <p>Standard: 7.1.NM.B.5</p>	What is the impact of recycling on the environment? Why do we care about our earth? How is recycling different around the globe?	<p><u>Role play:</u> How to recycle various used items at school.</p> <p><u>Poem/Song:</u> In groups of 2-4 write an original song or poem to remember the categories of recycling.</p> <p><u>Classification Activity:</u></p>	<p><u>Scientific American China Recycles:</u> http://www.scientificamerican.com/article/china-recycles-plastic/</p> <p><u>China’s Recycling Cleanup Jolts Global Industry:</u> http://www.businessweek</p>	<p style="color: red;">The accessibility of receptacles in public spaces.</p> <p style="color: red;">The practice of recycling and how it is carried out in different cultures.</p>

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<p>Exchange information using words, phrases and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p> <p>Standard: 7.1.NH.C.1 Imitate, recite and/or dramatize simple poetry, rhymes, songs and skits.</p> <p>Standard: 7.1.NM.A.2 Demonstrate comprehension of simple oral and written directions, commands and requests through appropriate physical response.</p> <p>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.</p>		<p>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.</p> <p>Posters: Create a recycling plan for the school and post the English and Mandarin (Simplified Chinese) Posters around the school.</p> <p>Children’s Book: As a group create Storybook for educational use for young children.</p>	<p>.com/ap/2013-10-03/china-recycling-cleanup-jolts-global-industry</p> <p>Recycling Mandarin Language Blog: http://blogs.transparent.com/chinese/recycling-回收利用/</p> <p>Environmental Issues: http://www.learnnc.org/lp/editions/mandarin4/1.0</p>	

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<p>Examine harmful pollutants that permanently destroy the earth, soil, and ground water.</p> <p>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.</p> <p>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.</p> <p>Standard: 7.1.NM.C.3 Copy/write words, phrases or simple guided texts on familiar topics.</p> <p>Standard: 7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age and level appropriate, culturally</p>	<p>How does pollution impact life in China?</p> <p>What is the cultural impact of pollution?</p> <p>How has pollution introduced new characters into the Chinese language?</p>	<p>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.</p> <p>Poster: Create posters warning the public about pollution and its effect on human, animal, and plant life. Present your poster to the class.</p> <p>Scenario: working in pairs, students take turns posing scenarios with recycling implications and suggesting the course of action to be taken.</p>	<p>Water Pollution Lesson: http://www.chineseclass101.com/2011/05/10/lower-intermediate-lesson-10-water-pollution-in-china/</p> <p>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/</p> <p>BBC One Fifth of China's Soil Polluted: http://www.bbc.com/news/world-asia-china-27076645</p> <p>The Guardian China says more than half of its groundwater is polluted: http://www.theguardian.com/environment/2014/apr/23/china-half-groundwater-polluted</p>	<p>The presence or lack of environmental regulations.</p> <p>The carbon footprint that will be left from a generational perspective.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
authentic materials.				
<p>Compare and contrast environmental protection throughout Chinese history (deforestation, water contamination and endangered animals in different historical periods)</p> <p>Standard: 7.1.NM.C.2 Imitate, recite and/or dramatize simple poetry, rhymes, songs and skits.</p> <p>Standard: 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.</p> <p>Standard: 7.1 NH.B.2 Give and follow a series of</p>	<p>How has the political history of China impacted the environment?</p> <p>What is the role of government in environmental protection?</p>	<p>Poem: write and recite a poem illustrating the history of environmental protection by comparing modern China and one of the dynasties (Ming, Yuan, Song, Qing, , Han, or Tang)</p> <p>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.</p> <p>Story/Art: Create an imaginary animal that will survive the 21st century. Take into account</p>	<p>Shaping China’s Green Laws: https://www.chinadialogue.net/article/show/single/en/4425-Shaping-China-s-green-laws</p> <p>China’s Endangered Animals: http://www.china.org.cn/top10/2010-11/18/content_21370085.htm</p> <p>Common Animal Vocabulary: http://www.chineseclash101.com/2010/01/08/video-s2-1-everyday-characters-1-common-animals/</p> <p>Build Your Wild Self: www.buildyourwildself.c</p>	<p>The Giant Panda as a symbol of a uniquely Chinese species and an important tourist attraction.</p>

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<p>oral and written directions, commands and requests for participating in age and level appropriate classroom and cultural activities.</p> <p>Standard: 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p>		<p>pollutants, industry, technology, and the environment.</p>	<p>om</p> <p><u>National Tree Planting Day:</u> http://www.chineseclass101.com/2014/02/14/video-culture-class-chinese-holidays-16-national-tree-planting-day/</p> <p><u>University of Glasgow Lesson Plan: China's environment</u> http://www.gla.ac.uk/media/media_287071_en.pdf</p>	
<p>Analyze costs and effects related to recycling.</p> <p>Standard: 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture.</p> <p>Standard: 7.1.NH. A.4 Identify people, places, objects and activities in daily life based on oral and written</p>	<p>What is the role of technology in recycling?</p> <p>How has recycling impacted the environment in China?</p> <p>Why do we recycle?</p>	<p><u>Public Service Announcement:</u> In groups of 4 students will create a short video 3-5 minutes describing why we recycle. (In Target Language)</p> <p><u>Oral Presentation:</u> Present a business proposal in the form of a brochure using Microsoft Publisher. Emphasize the cost effectiveness of</p>	<p><u>Chinese Symbols for Recycling:</u> http://www.words-chinese.com/symbols/_recycle.htm</p> <p><u>The World's Deepest Bin:</u> www.thefuntheory.com</p>	<p>The use or nonuse 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?</p>

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<p>descriptions.</p> <p>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.</p> <p>Standard: 7.1.NM.C.4 Present information from age and level appropriate culturally authentic materials orally and in writing.</p>		<p>recycling and the impact on future generations.</p> <p>Chart/Graph: Create a chart comparing and contrasting the cost of recycling in China and the US.</p>		
<p>Suggest best recycling strategies for the future.</p> <p>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.</p> <p>Standard: 7.1.NH.C.1 Use basic information at the</p>	<p>How can we effectively protect our living areas?</p> <p>Why are conservation and green initiatives important in China?</p>	<p>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.</p> <p>Art/Painting/Poster/Sculpture/Film: Create an original work of art using your knowledge of</p>	<p>To Bag or Not to Bag: https://chinesePod.com/lessons/to-bag-or-not-to-bag</p> <p>New Yorker Is China Going Green? http://www.newyorker.com/news/john-cassidy/can-china-really-go-green</p>	<p>The popularity of estate sales, garage sales, and consignment shops to re-purpose goods.</p>

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<p>word and memorized phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>Standard:7.1.NM.B.4 Ask and respond to simple questions, make requests and express preferences using memorized words and phrases</p> <p>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.</p> <p>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.</p> <p>Standard:7.1.NM.A.3</p>		<p>Chinese characters, language, and culture to create the recycling campaign of the future in the world’s most populous country.</p>		

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<p>Recognize a few common gestures and cultural practices associated with the target culture.</p>				
<p>Identify renewable resources and products of industry as they relate to the environment.</p> <p>Standard: 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>Standard: 7.1.NM.C.3 Copy/write words, phrases or simple guided texts on familiar topics.</p> <p>Standard: 7.1.NH.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.</p>	<p>How has outsourcing impacted the environment in China?</p> <p>Why are renewable resources such as Bamboo important to the Chinese economy?</p>	<p><u>Going Green in China:</u> Group presentation on going green from a particular geographical region of China. Include weather to daily practice in the community</p> <p><u>Posters/Signs:</u> Create signs identifying natural and renewable resources.</p> <p><u>Beach Cleanup Brochure:</u> 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.</p>	<p><u>Industry Vocabulary Mandarin:</u> http://www.chinesestep.com/Chinese-Words-Mandarin-Chinese-Vocabulary-Industry.html</p> <p><u>PBS The Ethics of Outsourcing to China:</u> http://www.pbs.org/pov/astrainhome/lesson-ethics-outsourcing.php</p> <p><u>PBS China from the Inside:</u> http://www.pbs.org/kqed/chinainside/edlesson1.html</p>	<p>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.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>Standard:7.1.NH.C.3 Copy/write words, phrases or simple guided texts on familiar topics.</p>				
<p>Compare and contrast the environmental policies of China and the United States. Standard: 7.1.II.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.</p> <p>Standard: 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>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</p>	<p>What is the environmental, social, and cultural impact of China going green?</p>	<p><u>Newspaper Blog:</u> 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.</p>	<p><u>National Geographic Can China Go Green?</u> http://ngm.nationalgeographic.com/2011/06/green-china/mckibben-text</p> <p><u>China pledges to cut emissions at UN climate summit:</u> http://www.theguardian.com/environment/china-choice/2014/sep/24/china-pledges-to-cut-emissions-at-un-climate-summit</p> <p><u>Chinese Across the Whole School:</u> http://www.thechinesestaffroom.com/sites/default/files/geography_1.1.pdf</p>	<p>Plans for air, water and land pollution cleanup in China and the United States.</p>

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<p>unfamiliar sources.</p> <p>Standard: 7.1.NH.B.4 Ask and respond to questions, make requests and express preferences in various social situations.</p> <p>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.</p>				

Unit VII Vocabulary

Water 水 shuǐ	Natural Resources 自然资源 Zìrán zīyuán
Pollution 污染 W ūrǎn	Can 可以 Kěyǐ
Fire 火 huǒ	Paper 纸 Zhǐ
Environment 环境 Huánjìng	Glass 玻璃 Bōlí
Air 空气 Kōngqì	Cardboard 纸板 Zhǐbǎn
Recycling Industry 再造业 zàizào	Battery 电池 Diàncí
Recycling 回收 Huíshōu	Conservation 保护 Bǎohù
Outsource 外包 W àibāo	Endangered Species 濒危物种 B īnw ēiw ùzhǒ
Textile 纺织品 Fǎngzhīpǐn	Carcinogen 致癌物 Zhì'ái wù
Industry 工业 gōngyè	Factory 工厂 gōngchǎng
Electricity 电力 Diànlì	Forest 林 forest lín
Fossil Fuel 化石燃料 Huàshí ránliào	Home 家 jiā
The Earth 土 Tǔ	Rain 雨 Yǔ
Gas Mask 防毒面具 fángdúmiànjù	Cloud 云 yún
Solar Power 太阳能发电 Tàiyángnéng fādiàn	Sky 天 tiān
Mine 矿厂 kuàngchǎng	
Waste 废物 fèiwù	
Sun 日 rì	
Moon 月 yuè	
Ocean 海洋 Hǎiyáng	

Unit Projects (Suggested)

In groups of 3-4 student will write and perform an original song describing the importance of recycling and conserving water.

Create a PowerPoint presentation outlining the environmental and air quality issues in Beijing. Include audio, images, and weather reports.