Mandarin Unit I: Traveling to China
Course Description

Seventh grade Mandarin consists of reading, writing, speaking, listening and media literacy skills. The 7th grade curriculum is designed around universal themes and essential questions to promote the basic interpersonal communicative skills of Mandarin. The teachers will instruct students using the workshop model philosophy with the use of the “I DO, WE DO, YOU DO” method of instruction. Other skills such as grammar, vocabulary, listening and speaking are infused in the exploration of effective reading and writing. The 7th grade Mandarin course and instruction will lay the foundation for successful achievement in basic skills in Mandarin. The New Jersey Student Learning Standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support our students will be fully prepared for the future to compete successfully in the global economy.
ESL Framework

This ESL framework was designed to be used by bilingual, dual language, ESL and general education teachers. Bilingual and dual language programs use the home language and a second language for instruction. ESL teachers and general education or bilingual teachers may use this document to collaborate on unit and lesson planning to decide who will address certain components of the New Jersey Student Learning Standard (NJSLS) and language objective. ESL teachers may use the appropriate leveled language objective to build lessons for ELLs which reflects what is covered in the general education program. In this way, whether it is a pull-out or push-in model, all teachers are working on the same Student Learning Standard. The design of language objectives are based on the alignment of the World-Class Instructional Design Assessment (WIDA) Consortium’s English Language Development (ELD) standards with the New Jersey Student Learning Standards. WIDA’s ELD standards advance academic language development across content areas ultimately leading to academic achievement for English learners. As English learners are progressing through the six developmental linguistic stages, this framework will assist all teachers who work with English learners to appropriately identify the language needed to meet the requirements of the content standard. At the same time, the language objectives recognize the cognitive demand required to complete educational tasks. Even though listening and reading (receptive) skills differ from speaking and writing (expressive) skills across proficiency levels the cognitive function should not be diminished. For example, an Entering Level One student only has the linguistic ability to respond in single words in English with significant support from their home language. However, they could complete a Venn diagram with single words which demonstrates that they understand how the elements compare and contrast with each other or they could respond with the support of their home language (L1) with assistance from a teacher, para-professional, peer or a technology program.
## PACING CHART

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Traveling to China</td>
<td>7 - 9 Weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Daily Life</td>
<td>7 – 9 Weeks</td>
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<td>Unit 3</td>
<td>Home Sweet Home</td>
<td>7 – 9 Weeks</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Staying Healthy</td>
<td>7 – 9 Weeks</td>
</tr>
</tbody>
</table>
Educational Technology

Standards

8.1.2.A.1, 8.1.2.A.2, 8.1.2.A.3, 8.1.2.A.5, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1, 8.1.2.F.1

- Technology Operations and Concepts
  - Technology Operations and Concepts
    - Identify the basic features of a computer and explain how to use them effectively.
    - Use technology terms in daily practice.
    - Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages.
    - Create a document with text using a word processing program.
      **Example:** Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

- Creativity and Innovation
  - Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
    **Example:** Synthesize and publish information about a local or global issue or event on a collaborative, web-based service.

- Communication and Collaboration
  - Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.
    **Example:** Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions

- Digital Citizenship
  - Model legal and ethical behaviors when using both print and non-print information by citing resources.
    **Example:** Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics

- Research and Information Literacy
  - Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.
    **Example:** Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.

- Critical Thinking, Problem Solving, and Decision-Making
  - Use mapping tools to plan and choose alternate routes to and from various locations.
    **Example:** Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.
Career Ready Practices

Standards
CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12

- **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.
  
  **Example:** Students use technology to work in group projects focusing on assigned tasks within groups.

- **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.
  
  **Example:** Students use technology recreate and design original concepts with real world applications.

- **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.
  
  **Example:** Students use technology to convert foreign currency, design, and implement a budget for travel.

- **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.

Example: Students effectively communicate original concepts that have been created for real world application with concrete evidence.

- **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.
  Example: Students design modes of transportation that are safe for real world environmental application.

- **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.
  Example: Students create innovative real world solutions to problems such as overcrowding, gang violence, and pollution through the use of technology.

- **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.
  Example: Students conduct research from a variety of sources including periodicals, and peer articles to evaluated, synthesized, and applied in real world.

- **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.
  Example: Students will work in groups after conducting research from a variety of sources to solve issues such as pollution, and budgeting.
- **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.
  **Example:** Students will work in groups as whole to develop an academic morality charter agreed upon, and contributed by all members.

- **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.
  **Example:** Students create a yearly plan that includes a check off list of

- **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.
  **Example:** Students set clear goals to enhance productivity, by creating their own due dates for parts of projects as required.

- **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.
  **Example:** Students will work in teams while keeping in mind cultural differences, and incorporating those differences for the production of the team.

Use those Career Ready Practices that are applicable suggested in activities and interdisciplinary connections based on the standards and resources utilized and eliminate those that are not necessary in both the description and the standard bar

**WIDA Proficiency Levels:** At the given level of English language proficiency, English language learners will process, understand, produce or use:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</thead>
</table>
| 6- Reaching | - Specialized or technical language reflective of the content areas at grade level  
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level  
- Oral or written communication in English comparable to proficient English peers |
| 5- Bridging | - Specialized or technical language of the content areas  
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports  
- Oral or written language approaching comparability to that of proficient English peers when presented with grade level material. |
| 4- Expanding | - Specific and some technical language of the content areas  
- A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs  
- Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support |
| 3- Developing | - General and some specific language of the content areas  
- Expanded sentences in oral interaction or written paragraphs  
- Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support |
| 2- Beginning | - General language related to the content area  
- Phrases or short sentences  
- Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support |
| 1- Entering | - Pictorial or graphic representation of the language of the content areas  
- Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support |
## Language Development Supports For English Language Learners
To Increase Comprehension and Communication Skills

### Environment
- Welcoming and stress-free
- Respectful of linguistic and cultural diversity
- Honors students’ background knowledge
- Sets clear and high expectations
- Includes routines and norms
- Is thinking-focused vs. answer-seeking
- Offers multiple modalities to engage in content learning and to demonstrate understanding
- Includes explicit instruction of specific language targets
- Provides participation techniques to include all learners
- Integrates learning centers and games in a meaningful way
- Provides opportunities to practice and refine receptive and productive skills in English as a new language
- Integrates meaning and purposeful tasks/activities that:
  - Are accessible by all students through multiple entry points
  - Are relevant to students’ lives and cultural experiences
  - Build on prior mathematical learning
  - Demonstrate high cognitive demand
  - Offer multiple strategies for solutions
  - Allow for a language learning experience in addition to content

### Sensory Supports*
- Real-life objects (realia) or concrete objects
- Physical models
- Manipulatives
- Pictures & photographs
- Visual representations or models such as diagrams or drawings
- Videos & films
- Newspapers or magazines
- Gestures
- Physical movements
- Music & songs

### Graphic Supports*
- Graphs
- Charts
- Timelines
- Number lines
- Graphic organizers
- Graphing paper

### Interactive Supports*
- In a whole group
- In a small group
- With a partner such as Turn-and-Talk
- In pairs as a group (first, two pairs work independently, then they form a group of four)
- In triads
- Cooperative learning structures such as Think-Pair-Share
- Interactive websites or software
- With a mentor or coach

### Verbal and Textual Supports
- Labeling
- Students’ native language
- Modeling
- Repetitions
- Paraphrasing
- Summarizing
- Guiding questions
- Clarifying questions
- Probing questions
- Leveled questions such as What? When? Where? How? Why?
- Questioning prompts & cues
- Word Banks
- Sentence starters
- Sentence frames
- Discussion frames
- Talk moves, including Wait Time

# Building Equity in Your Teaching Practice

How do the essential questions highlight the connection between the big ideas of the unit and equity in your teaching practice?

<table>
<thead>
<tr>
<th>CONTENT INTEGRATION</th>
<th>KNOWLEDGE CONSTRUCTION</th>
<th>PREJUDICE REDUCTION</th>
<th>EQUITABLE PEDAGOGY</th>
<th>EMPOWERING SCHOOL CULTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers use examples and content from a variety of cultures &amp; groups.</td>
<td>Teachers help students understand how knowledge is created and influenced by cultural assumptions, perspectives &amp; biases.</td>
<td>Teachers implement lessons and activities to assert positive images of ethnic groups &amp; improve intergroup relations.</td>
<td>Teachers modify techniques and methods to facilitate the academic achievement of students from diverse backgrounds.</td>
<td>Using the other four dimensions to create a safe and healthy educational environment for all.</td>
</tr>
</tbody>
</table>

This unit / lesson is connected to other topics explored with students.

There are multiple viewpoints reflected in the content of this unit / lesson.

The materials and resources are reflective of the diverse identities and experiences of students.

The content affirms students, as well as exposes them to experiences other than their own.

This unit / lesson provides context to the history of privilege and oppression.

This unit / lesson addresses power relationships.

This unit / lesson help students to develop research and critical thinking skills.

This curriculum creates windows and mirrors* for students.

This unit / lesson help students question and unpack biases & stereotypes.

This unit / lesson help students examine, research and question information and sources.

This curriculum encourages discussion and understanding about the groups of people being represented.

This unit / lesson challenges dominant perspectives.

The instruction has been modified to meet the needs of each student.

Students feel respected and their cultural identities are valued.

Additional supports have been provided for students to become successful and independent learners.

Opportunities are provided for student to reflect on their learning and provide feedback.

There are opportunities for students to connect with the community.

My classroom is welcoming and supportive for all students?

I am aware of and sensitive to the needs of my students and their families.

There are effective parent communication systems established. Parents can talk to me about issues as they arise in my classroom.


## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

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

**Accommodate Based on Students’ Individual Needs: Strategies**

- Leveled Text
- Chunking text
- Choice Board/Menu
- Tiered Instruction
- Small group instruction
- Sentence starters/frames
- Writing scaffolds
- Tangible items/pictures (i.e., to facilitate vocabulary acquisition)
- Use of oral assessment
- Tiered learning centers
- Tiered questioning
- Data-driven student partnerships
Enrichment

Accommodate Based on Students Individual Needs: Strategies

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the ‘regular’ curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.
### Assessments

<table>
<thead>
<tr>
<th>Required District/State Assessments</th>
<th>Suggested Formative/Summative Classroom Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• District Unit Assessment (Students with CPL ≥3.5)</td>
<td>• Short constructed response questions</td>
</tr>
<tr>
<td>• ESL Unit Level 1-2 Assessment (Students with CPL ≤3.4)</td>
<td>• Multiple Choice questions</td>
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<tr>
<td>• W-APT oral language proficiency test / ACCESS</td>
<td>• Quizzes</td>
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<td>• PARCC</td>
<td>• Journals</td>
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<td>• Essays</td>
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<td>• Quick writes</td>
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<td></td>
<td>• Summative chapter test</td>
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<td>• Projects</td>
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<td>• Portfolio</td>
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<td>• Exit Slips</td>
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<td>• Graphic Organizers</td>
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<td></td>
<td>• Presentations (incorporating Web 2.0 tools)</td>
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<td>• Homework</td>
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<td>• Anecdotal Notes</td>
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<td>• Student Conferencing</td>
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</tbody>
</table>

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### Unit Focus or Student Learning Objective:

Locate China on a world map and identify major cities: Beijing, Tianjin, Shanghai, Nanjing, Xian and Si Chuan providence (Chengdu city)
Identify and explain the importance of 10 major Chinese treasures and landmarks
Locate Chinese-speaking countries, regions and their territories such as Taiwan, Singapore and Hong Kong.
Describe past travel experiences and future travel plans.

### New Jersey Student Learning Standards (NJSLS):

- Standard: 7.1.NM.C.3
- Standard: 7.1.NM.A.1
- Standard 7.1.NM.A.2
- Standard: 7.1.NM.A.5
- Standard: 7.1.NM.C.5
- Standard: 7.1.NM.B.3
- Standard: 7.1.NM.B.4
- Standard: 7.1.NM.C.5
- Standard: 7.1.NM.C.1
- Standard: 7.1.NH.C.5
- Standard:7.1.NM.B.3
- Standard: 7.1.NM.B.4
- Standard: 7.1.NM.C.5
<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
<th>Essential Understandings/Questions</th>
<th>Sample Activities</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Locate China on a world map and identify major cities: Beijing, Tianjin, Shanghai, Xian and Si Chuan providence (Chengdu city) | • Where in the world is China?  
• How far away is China?  
• What are the differences and similarities regarding geography, population, history, etc. between China and the United States. | Map Activity: Locate important cities and regions on a map of China; label and paste a photo of an important landmark or product that can be found in each one.  
Math Activity: Following an outlined travel itinerary, measure the distance from one city to the next. Estimate travel time by plane. | https://www.englishfirst.com/esl-jobs/interactive-map-of-china/  
http://www.yourchildlearns.com/china-map.htm  
https://www.chinaspree.com/china-travel-guide/3D-MAP/ |
| Identify and explain the importance of 10 major Chinese treasures and landmarks | • Why does China attract so many visitors?  
• What are the major cultural/religious attractions in China? | Glogster: Make an electronic poster about a trip to China showing all of the landmarks visited. Include music and narration.  
Landmark Narration: Choose a Chinese landmark from a given list. Research its location, importance and historical background. Pretending to be a travel guide, present your landmark to the class | https://www.nationalgeographic.com/archaeology-and-history/archaeology/emperor-qin/  
https://china.mrdonn.org/greatwall.html  
https://www.youtube.com/watch?v=pZGgHmqySa8  
https://www.youtube.com/watch?v=mP5p4QbvPtc |
### self and targeted themes.

**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>
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</table>

### Locate Chinese-speaking countries, regions and their territories such as Taiwan, Singapore and Hong Kong.

**Standard:**  
7.1.NM.A.2

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

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Why do so many places in the world have a “China town?”</td>
<td></td>
</tr>
<tr>
<td>How does Mandarin differ in the various Chinese speaking countries and regions?</td>
<td></td>
</tr>
</tbody>
</table>

**Picture collage:**  
Dividing the class into three groups, design a Photostory about Taiwan, Singapore or Hong Kong. Include background music when presenting the Photostory to the class.

**Identification Activity:**  
Hearing a series of statements, mark each one as it applies to Taiwan, Singapore or Hong Kong.

**Chanting Activity:**  
Recite the nationality chant for Taiwan
Describe past travel experiences and future travel plans.

**Standard: 7.1.NH. A.1**

Recognize familiar words and phrases, understand the main idea and infer meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.

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<table>
<thead>
<tr>
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</table>
| - Where in the Chinese speaking world would you like to travel?  
- What are some of the challenges and advantages to world travel? | **Journal Entry:**  
Choose a city in China. Write a journal entry explaining why you would like to visit it. Read your entry aloud to a partner.  
**Video:**  
View a cultural video on China. Turn off the narration and take turns identifying the things that you see.  
**Street Signs Activity:**  
Search for country-related characters in street signs |   |
<table>
<thead>
<tr>
<th><strong>Vocabulary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Animal:</strong> dog, cat, fish, bird, cow, pig, mouse, horse, wing, animal</td>
</tr>
<tr>
<td><strong>Transportation:</strong> train, plane, car, truck, bicycle, bus, boat, ship, tire, gasoline, engine, (train) ticket, transportation</td>
</tr>
<tr>
<td><strong>Location:</strong> city, house, apartment, street/road, airport, train station, bridge, hotel, restaurant, farm, court, school, office, room, town, university, club, bar, park, camp, store/shop, theater, library, hospital, church, market, country (USA, France, etc.), building, ground, space (outer space), bank, location</td>
</tr>
<tr>
<td><strong>Clothing:</strong> hat, dress, suit, skirt, shirt, T-shirt, pants, shoes, pocket, coat, stain, clothing</td>
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<tr>
<td><strong>Color:</strong> red, green, blue (light/dark), yellow, brown, pink, orange, black, white, gray, color</td>
</tr>
<tr>
<td><strong>People:</strong> son*, daughter*, mother, father, parent (= mother/father), baby, man, woman, brother*, sister*, family, grandfather, grandmother, husband*, wife*, king, queen, president, neighbor, boy, girl, child (= boy/girl), adult (= man/woman), human (≠ animal), friend (Add a friend’s name), victim, player, fan, crowd, person</td>
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<tr>
<td><strong>Job:</strong> Teacher, student, lawyer, doctor, patient, waiter, secretary, priest, police, army, soldier, artist, author, manager, reporter, actor, job</td>
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<tr>
<td><strong>Society:</strong> religion, heaven, hell, death, medicine, money, dollar, bill, marriage*, wedding*, team, race (ethnicity), sex (the act), sex (gender), murder, prison,</td>
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<tr>
<td><strong>Math/Measurements:</strong> meter, centimeter, kilogram, inch, foot, pound, half, circle, square,</td>
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<td><strong>Art:</strong> band, song, instrument (musical), music, movie, art</td>
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<td><strong>Beverages:</strong> coffee, tea, wine, beer, juice, water, milk, beverage</td>
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<tr>
<td><strong>Food:</strong> egg, cheese, bread, soup, cake, chicken, pork, beef, apple, banana, orange, lemon, corn, rice, oil, seed, knife, spoon, fork, plate, cup, breakfast, lunch, dinner, sugar, salt, bottle, food</td>
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<tr>
<td><strong>Home:</strong> table, chair, bed, dream, window, door, bedroom, kitchen, bathroom, pencil, pen, photograph, soap, book, page, key, paint, letter, note, wall, paper, floor, ceiling, roof, pool, lock, telephone, garden, yard, needle, bag, box, gift, card, ring, tool</td>
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<tr>
<td><strong>Electronics:</strong> clock, lamp, fan, cell phone, network, computer, program (computer), laptop, screen, camera, television, radio</td>
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<tr>
<td><strong>Body:</strong> head, neck, face, beard, hair, eye, mouth*, lip*, nose, tooth, ear, tear (drop), tongue, back, toe, finger, foot, hand, leg, arm, shoulder, heart, blood, brain, knee, sweat, disease, bone, voice, skin, body</td>
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<tr>
<td><strong>Nature:</strong> sea*, ocean*, river, mountain, rain, snow, tree, sun, moon, world, Earth, forest, sky, plant, wind, soil/earth, flower, valley, root, lake, star, grass, leaf, air, sand, beach, wave, fire, ice, island, hill, heat, nature</td>
</tr>
<tr>
<td><strong>Materials:</strong> glass, metal, plastic, wood, stone, diamond, clay, dust, gold, copper, silver, material technology, energy, war, peace, attack, election, magazine, newspaper, poison, gun, sport, race (sport), exercise, ball, game, price, contract, drug, sign, science, God</td>
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<tr>
<td><strong>Misc Nouns:</strong></td>
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<td><strong>Directions:</strong></td>
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<td><strong>Seasons:</strong></td>
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<td><strong>Adjectives:</strong></td>
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<tr>
<td><strong>Pronouns:</strong></td>
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<tr>
<td>Field Trip Ideas</td>
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<tr>
<td><strong>Unit 1</strong></td>
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<tr>
<td><strong>Traveling to China</strong> – Google Earth Field Trip to China</td>
</tr>
<tr>
<td><strong>Unit 2</strong></td>
</tr>
</tbody>
</table>
| **Around Town** – New Jersey Bergen Chinese School  
http://bergenchineseschool.com/contact-us/ |   |
<p>| <strong>Unit 3</strong>       |   |
| <strong>Home Sweet Home</strong> – New York Chinese Cultural Center /Chinese Community Center of NJ |   |
| <strong>Unit 4</strong>       |   |
| <strong>Staying Healthy</strong> - Attend Chinese Dance show (Bergen Pac, NJ Pac) |   |</p>
<table>
<thead>
<tr>
<th><strong>Unit Project (Suggested)</strong></th>
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<tbody>
<tr>
<td><strong>Suggested Project:</strong></td>
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<tr>
<td>What would a schedule for a typical Chinese family look like? Design what the parents and children are doing on a daily basis.</td>
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<tr>
<td>Write a journal entry from the point of view of an American exchange student who is living in China. How would they respond to the Chinese way of life?</td>
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</tbody>
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