



# PISCATAWAY TOWNSHIP SCHOOLS

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**Content Area:** Chinese 2  
**Grade Span:** 9-12  
**Revised by:** Piao Zheng  
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**Approval date:** August 2020

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## COURSE OVERVIEW

### Description

This course is designed for students who have successfully completed French 1, and stresses the development of communication skills in the three modes of communication: interpretive, interpersonal and presentational as well as interculturality. This course is designed to meet the needs of all students (grades 9-12) who are interested in continuing their study of the French language. The target proficiency level for this course is Novice-High according to ACTFL proficiency guidelines. This course integrates the ACTFL's Core Ideas and practices (5 C's - communication, cultures, communities, comparisons and connections), Intercultural Communication standards (products, practices and perspectives), and current global themes. In addition, this course infuses information and instruction regarding the Amistad, Holocaust, LGBTQ and Disabilities Laws as per the district initiative as well as 21st Century themes and skills. The overall objectives of the French 2 course are to develop, reinforce, and refine proficiency in the three modes of communication and expand the learners interculturality. By developing and refining their skills of observation, students also acquire a basic understanding and appreciation of the diversity of cultures in the Chinese speaking world.

### Goals

*World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world (NJSL-S-WL, 2020).* The goal of the World Languages Department is to foster an appreciation of language learning that will promote biliteracy, critical thinking skills in a second language and intercultural competence. Students will arrive at this in a learning environment that is led by culture, is standards-based, student-centered, encourages proficiency gains, and has measurable outcomes.

*This course is centered on ACTFL'S Core ideas that help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of the course (NJSL-S-WL, 2020)*

- Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
- Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.
- Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

This course will address an even development of the three modes of communication and interculturality as a means by which to not only develop Novice High proficiency but also the ACTFL Core Ideas and Practices:

- Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- Students demonstrate understanding of spoken and written communication within appropriate cultural contexts.
- Students engage in direct oral and/or written communication with others in order to exchange of information utilizing negotiation of meaning.

- Students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction
- Students will use the language to investigate, explain and reflect on the relationship between Practices and Perspectives of the cultures studied.
- Students will use the language to investigate, explain and reflect on the relationship between Products and Perspectives of the cultures studied.
- Students will be able to recognize similarities and differences between their own culture and the culture of francophone countries.

Additionally, this course aims to:

- Foster an appreciation and appropriate understanding of French language learning, cultural practices and perspectives with comparison to their native language and culture.
- Provide opportunities to make connections with local and global French communities to foster deeper appreciation and motivation for language learning and functional communication.
- Promote life-long active language learning.

#### Scope and Sequence

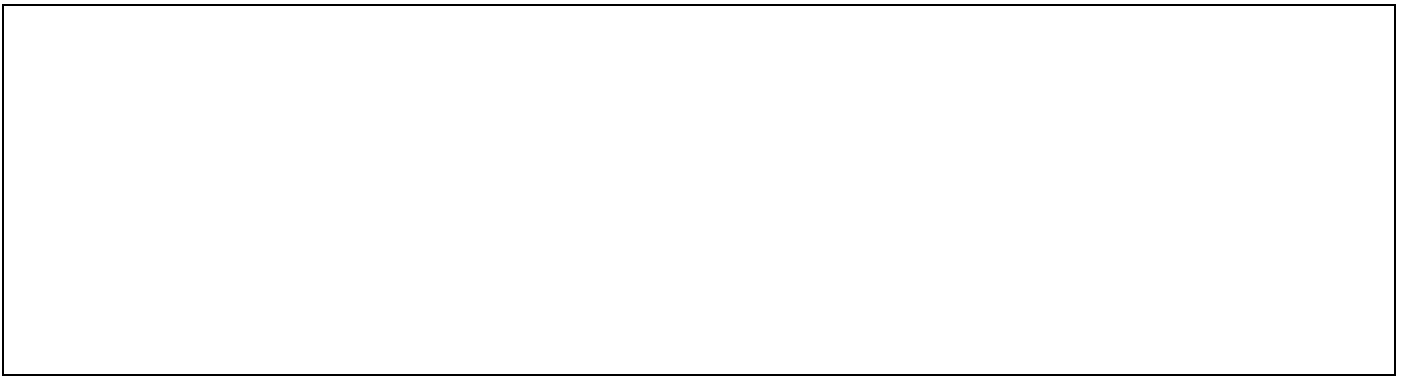
Unit	Topic	Length
Unit 1	Leisure Activities 休闲娱乐	45 Days
Unit 2	Weather and Climate 天气与气候	45 Days
Unit 3	Fashion and Shopping 购物时尚	45 Days
Unit 4	Travel and Transportation 交通旅游	45 Days

#### Resources

**Core Text: Learn Chinese with me, Integrated Chinese level 1 Part 2**

**Suggested Resources:**

Learn Chinese with me, Integrated Chinese series, Online resources, Ignite language, Quizlet, Chinese Can, [ChinesePod.com](http://ChinesePod.com)  
 Leveled Readers from [LevelChinese.com](http://LevelChinese.com)  
 生在中国, 吃在中国系列



# UNIT 1: Leisure Activities 休闲娱乐

## Summary and Rationale

What I do is what I am. The leisure activities people participate in, not only reflect their personality but also the values of their society and culture. In this unit, students will get to compare and understand the different activity preferences, different drink/dessert/food options, social media options involved in leisure activities in China and in their home country. By the end of this unit, students will be able to engage in basic conversations related to their interests and leisure activities, as well be able to to invite/accept/schedule/decline to a potential appointment from friends.

## Recommended Pacing

45 Days

Module 1: How do you spend your leisure time? 10 days

Module 2: Let's schedule our leisure time! 20 days

Module 3: How do people in China spend their leisure time? 15 days

## State Standards

### Vision

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

### Intent and Spirit of the World Languages Standard

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the state- designated proficiency level of Novice-High. The data showed that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well- articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

**Interpretive Mode of Communication:**

In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

**Core Idea:** Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Strand A	Interpretive Mode
7.1.NH.IPRE T.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRE T.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes
7.1.NH.IPRE T.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRE T.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRE T.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

**Interpersonal Mode of Communication:** Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of

activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

**Core Idea:** Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

Strand B	Interpersonal Mode
7.1.NH.IPER S.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPER S.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPER S.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPER S.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

**Presentational Mode of Communication:** Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

**Core Idea:** Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Strand C	Presentational Mode
7.1.NH.PRS NT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRS NT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRS NT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRS NT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRS NT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

### Instructional Focus

#### Unit Enduring Understandings

1. A person's working hours are important, how he/she spends his **leisure time** is important as well.
2. People are involved in different leisure activities with respect to their interests and values.
3. How people spend their leisure time is a reflection of the culture and values of the society they live in.

**Unit Essential Questions**

1. How does culture and society influence how you spend your leisure time?
2. How are perspectives on activity preferences similar or different between China and the US?
3. What do different leisure activities reveal about personality and mindset?

**Objectives**



## Students will know:

### 1. Vocabulary:

- **Activities:** 打电话 - make a phone call, 出去玩儿--go out, 商场—mall, 奶茶店—bubble tea shop, 餐厅—restaurant, 图书馆—Library, 学习-study, 社团—school club, 运动—exercise
- **Other nouns:** 问题-question, 节, 课-class, 考试-text, 以后-later on,
- **Time word:** 时间-time, 下个星期-next week, 上个星期-last week, 这个月-this month, 下个月-next month, 上个月-last month, 最近 recently
- **Verbs:** 准备-prepare, 练习—Practice, 见面-to meet up, 等-to wait, 帮-help
- **Adjectives:** 方便 -convenient, 客气-polite,
- **Adverbs:** 平常—usually, 有的时候—sometimes, 最近—recently, 以前—used to, 就-precisely,
- **Location words:** 哪儿 -where? 到-arrive, 回来-back, 在-to be at,
- **Transition words and expressions:** 但是 but, 嗯 um, 好咧! —Sounds good! 真的呀? -Really? 不是吧? —No way! 行-Sure! 喂- hello over the phone. 啊! Ah!
- **How to ask and tell what pastimes they and others do:** 你平常喜欢做什么? What do you usually like to do? 我以前喜欢..., 现在不太喜欢了, 我现在平常喜欢....
- **How to invite:** 这个周末有空儿吗? —are you free this weekend? 我们一起去XX 怎么样? How about we...? 最近怎么样? How have you been? 什么时候方便呢? What time works for you?
- **How to accept/decline invitations:** 好的呀! 这个周末有空。 / 这个周末不方便诶, 我得准备考试。不好意思。

### 2. Grammar

- 得-should/have to/must as an auxiliary verb
- 别+verb to give negative commands
- 要 indicating a future commitment
- 给 as a preposition
- 要是 (if) vs. 如果 (if)
- 了 to express a change of state.

### 3. Culture

- Popular leisure activities for Chinese teenagers
- Similarities and differences between American and Chinese activities and afterschool clubs

**Students will be able to:**

1. I can identify topics regarding leisure activities and some isolated facts
  - a. I can identify topics regarding leisure activities and some isolated facts from simple sentences in informational texts.
  - b. I can identify topics regarding leisure activities and some isolated facts from simple sentences in fictional texts.
  - c. I can identify topics regarding leisure activities and some isolated facts from simple sentences in conversations.
2. I can request and provide information about leisure time activities plans using simple sentences most of the time.
  - a. I can request information on how people spend their leisure time.
  - b. I can invite friends for certain leisure activities/events in speaking.
  - c. I can invite friends for certain leisure activities/events in writing.
  - d. I can properly accept and decline certain leisure activity/event invitations in speaking.
  - e. I can properly accept and decline certain leisure activity/event invitations in writing.
  - f. I can schedule a leisure activity with friends.
3. I can express, ask about, and react to preferences, feelings, or opinions on leisure activities and schedules, using simple sentences most of the time and asking questions to keep the conversation on topic.
  - a. I can tell my leisure activity preference.
  - b. I can ask about others' leisure activity preference.
  - c. I can suggest leisure activity ideas in writing.
  - d. I can suggest leisure activity ideas in speaking.
4. In my own and the Chinese culture, I can identify some typical products related to the theme and topics of this unit in order to help me understand and develop perspective
5. In my own and the Chinese culture, I can identify some typical practices related to the theme and topics of this unit in order to help me understand and develop perspective.

**Resources**

**Core Text:**

Integrated Chinese, Teacher-created  
resource

**Suggested Resources:** Ignite Chinese, Yo-Yo  
Chinese, Learn Chinese with me  
(Textbook), online resources, Teacher-  
created resource.

**Leveled Reading:** [LevelChinese.com](http://LevelChinese.com) 你平  
时喜欢做什么？

## UNIT 2: Weather and Climate 天气与气候

### Summary and Rationale

Changing weather patterns not only impact our daily lives but also affect how we live. In a broader sense, it affects the course of human beings as a whole. In this unit, students will learn to engage in conversations related to weather and climate and how they impact daily life. By the end of this unit, students will be able to describe different weather types of different places/countries, describe how climate has changed over time and how it influences our lives.

### Recommended Pacing

45 days

### State Standards

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Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

**Core Idea:** Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Strand A	Interpretive Mode
7.1.NH.IPRE T.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRE T.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes
7.1.NH.IPRE T.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPR ET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRE T.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IP RET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRE T.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

**Interpersonal Mode of Communication:** Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

**Core Idea:** Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

Strand B	Interpersonal Mode
7.1.NH.IPER S.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPER S.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPE RS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPER S.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPER S.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPE RS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change

**Presentational Mode of Communication:** Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

**Core Idea:** Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Strand C	Presentational Mode
7.1.NH.PRS NT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRS NT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRS NT.3	Describe orally and in writing people and things from the home and school environment.

7.1.NH.PRS NT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRS NT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRS NT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

### **Instructional Focus**

#### **Unit Enduring Understandings**

- Weather affects human activities.
- Human activities can affect climate
- Everyone is responsible for protecting the environment.

#### **Unit Essential Questions**

- How is the climate in different cities and nations different from each other ?
- How can human activities affect climate?
- What are the social impacts of climate change?

#### **Objectives**

**Students will know:**

**1. Vocabulary:**

- **Weather types:** 天气-weather, 下雪-snowing, 多云-cloudy, 晴天-sunny day, 下雨-rain, 冬天-winter, 夏天-summer, 春天-spring, 秋天-autumn, 阴天-overcast, 打雷-thunder, 刮风-windy, 气温-air temperature, 度--degree,
- **Activities:** 滑冰-skiing, 游泳-swimming, 春游-spring field trip,
- **Time word:** 刚才-just now, 下周-next week, 这周-this week, 上周-last week
- **Locations:** 海边-seashore, 公园-park, 加州-CA, 北京-Beijing, 上海-Shanghai, 广州-Guangzhou,
- **Adjectives:** 不错-not bad, 一般般-so-so, fine, 很好-very good, 很棒-awesome, 糟糕-terrible, 热-hot, 冷-cold, 凉快-chill, 暖和-warm, 好玩儿-fun, 舒服-comfortable, 最高-highest, 最低-lowest
- **Verbs:** 约-to schedule, 预报-prediction, 出去-go out, 回去-go back, 开车-drive a car,
- **Prepositions:** 比-to compare, 最 most,
- **Adverbs.:** 非常 very,
- **Daily Expressions:** 生活真美好! life is good. 放松放松--to relax。小心开车 drive safely, 多穿点儿 wear more...
- **Transition words:** 这样 That's how it is. 好吧-Okie, fine. (compromising) 行啊-Sure. 算了吧? --Never mind. 糟糕--terrible. 真是的。 ---That sucks.
- **How to ask about weather:** 今天/明天/天气怎么样? How is the weather today/tomorrow/...? 要不要一起...? How about....?

**2. Grammar**

- 不但... 而且... not only...but also...
- 更+adj. more... to compare differences.
- 又 again
- **Future tense:** 会... will

**3. Culture**

- Celsius temperature degrees used in China.
- Perspectives and practices regarding activities and the weather

**Students will be able to:**

- I can identify topics regarding weather and activities.
  - I can identify topics regarding weather and activities and some isolated facts from simple sentences in informational texts.
  - I can identify topics regarding weather and activities and some isolated facts from simple sentences in fictional texts.
  - I can identify topics regarding weather and activities and some isolated facts from simple sentences in conversations.
- I can request and provide information about weather conditions using simple sentences most of the time.



- I can request information on weather conditions of a place by asking.
- I can provide information about the weather conditions of a place by speaking.
- I can provide information about the weather conditions of a place in writing.
- I can change a schedule due to weather change by speaking.
- I can change a schedule due to weather changes in writing.
- I can engage in brief conversations regarding the impact of weather on a schedule
- I can express, ask about, and react to preferences, feelings, or opinions on weather conditions and schedules, using simple sentences most of the time and asking questions to keep the conversation on topic.
  - I can ask and tell my opinion/feelings about the weather.
  - I can ask and tell the difference of weather conditions in different places in speaking.
  - I can ask and tell the difference of weather conditions in different places in writing.
- In my own and the Chinese culture, I can identify some typical products related to the theme and topics of this unit in order to help me understand and develop perspective
- In my own and the Chinese culture, I can identify some typical practices related to the theme and topics of this unit in order to help me understand and develop perspective.

## Resources

**Core Text:**

Integrated Chinese, Teacher-created resource

**Suggested Resources:** Ignite Chinese, Yo-Yo

Chinese, Learn Chinese with me (Textbook),  
online resources, Teacher-created resource.

**Leveled supplementary resources:**

chinesecan.com

## UNIT 3: Fashion and Shopping 购物时尚

### Summary and Rationale

Fashion and clothing are a reflection of culture and society. In our modern lives, fashion and shopping are a big part of our daily life. Society and culture influence how we value different fashion tastes and different shopping habits. In this unit, students will learn basic expressions to shop for clothes, to express their preferences and requests related to clothing and shopping. We will also compare different mobile app options for online shopping, different payment options and even different shopping habits/concepts in China and USA to grasp a deeper understanding of different societies from fashion and shopping perspective. By the end of this unit, students will be able to shop for clothes, present preferences, and request in essential expressions.

### Recommended Pacing

45 days

### State Standards

#### Vision

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- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

#### Intent and Spirit of the World Languages Standard

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and

abroad (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the state- designated proficiency level of Novice-High. The data showed that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well- articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

**Interpretive Mode of Communication:**

In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

**Core Idea:** Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Strand A	Interpretive Mode
7.1.NH.IPRES T.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRES T.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes
7.1.NH.IPRES T.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRE ET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRES T.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRE RET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRES T.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

**Interpersonal Mode of Communication:** Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

**Core Idea:** Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

Strand B	Interpersonal Mode
7.1.NH.IPER S.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPER S.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPE RS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPER S.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPER S.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPE RS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change

**Presentational Mode of Communication:** Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

**Core Idea:** Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Strand C	Presentational Mode
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**Instructional Focus**

**Unit Enduring Understandings**

- Respect different habits and values of people regarding clothing choices
- The wardrobe we wear is dependent/influenced by our personal choices, family values and culture
- Shopping and fashion is a part of life.

- Following fashion trends blindly is not wise. Choose what suits you.
- Your budget influences your wardrobe choices

**Unit Essential Questions**

- What does clothing say about the culture of a country, a person's personality, profession, and the weather?
- How does culture and self-identity influence my wardrobe choices?
- How does budget impact clothing choices and options?

**Objectives**

### Students will know:

#### 1. Vocabulary

- **Clothings:** 衣服-clothing, 衬衫-shirt, 裤子-pants, 鞋-shoes, 裙子-dress/skirt, 牛仔裤-Jeans, T恤-tshirt, 外套-jacket, 卫衣-Hoodie,
- **Colors:** 黄-yellow, 红-red, 黑-black, 白色-white, 蓝色-blue, 紫色-purple, 粉红色-pink, 芒果色-mango color, 咖啡色 coffee color
- **Currency units:** 钱-money, 块-dollar, 毛-ten cents, 分-one cent, 百-hundred
- **Other nouns:** 商店-store, 商场-mall, 名牌-name brand, 牌子-brand, 东西-stuff, 售货员-sale clerk, 样子-appearance, 信用卡-credit card, 现金-cash,
- **Prepositions:** 它-it, 这儿-here,
- **Measure words:** 条, 件, 双, 种,
- **Adjectives:** 便宜-cheap, 贵-expensive, 中号-medium, 长-long, 短-short, 合适-suitable, 太大/小了-too big/small, 一样-same, 挺-quite, 流行-trendy,
- **Adverbs:** 一共-in total, 特别-especially,
- **Verbs :** 买-buy, 穿-wear/put on, 试试-try out, 找-give changes, 换-exchange, 刷卡-swipe card, 收-to receive, 付钱-pay money/check out, 打折-on sale, 打五折-50% off, 结账-check out, 网购 online shopping, 淘宝-taobao,
- **Daily expressions:** 不用-no need, 不过-but, however, 欢迎光临 Welcome! 请稍等 Please wait a bit.
- sentences/questions: 一共多少钱 how much in total?, 你们有没有....? Do you have...?

#### 2. Grammar

- 虽然... Although
- V. +着- ing (to indicate a state)
- discount 打...折
- how to give a money amount with Chinese currency unit system 九十九块八毛九分

#### 3. Culture

- Currency units: RMB
- taobao.com

### Students will be able to:

- I can identify topics regarding fashion and shopping and some isolated facts
  - I can identify topics regarding fashion and shopping and some isolated facts from simple sentences in informational texts.
  - I can identify topics regarding fashion and shopping and some isolated facts from simple sentences in fictional texts.
  - I can identify topics regarding fashion and shopping and some isolated facts from simple sentences in conversations.
- I can request and provide information about fashion and shopping using simple sentences most of the time.
  - I can request information on what fashion preference/shopping preference people have.

- I can describe someone's outfit in speaking.
- I can describe someone's outfit in writing.
- I can properly ask questions/request with the sales clerk according to my need in speaking.
- I can properly ask questions/request with the sales clerk according to my need in writing.
- I can express, ask about, and react to preferences, feelings, or opinions on leisure activities and schedules, using simple sentences most of the time and asking questions to keep the conversation on topic.
  - I can express my preferences regarding clothes in speaking.
  - I can express my preferences regarding clothes in writing.
- In my own and the Chinese culture, I can identify some typical products related to the theme and topics of this unit in order to help me understand and develop perspective
- In my own and the Chinese culture, I can identify some typical practices related to the theme and topics of this unit in order to help me understand and develop perspective.

## Resources



**Core Text:**

Integrated Chinese, Teacher-created resource

**Suggested Resources:** Ignite Chinese, Yo-Yo

Chinese, Learn Chinese with me (Textbook),

online resources, Teacher-created resource.

**Leveled supplementary resources:**

chinesecan.com

## UNIT 4: Travel and Transportation 交通旅游

### Summary and Rationale

Different nations offer different holiday schedules, and people have different travel preferences/options/methods. In this unit, we will come to explore different holiday breaks, transportation options, and vacation destinations in both the USA and China. By the end of this unit, students will be able to express and engage in conversations about where, how and why they go on holidays.

### Recommended Pacing

45 days

### State Standards

#### Vision

An education in world languages fosters a population that:

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

#### Intent and Spirit of the World Languages Standard

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<b>Strand C</b>	<b>Presentational Mode</b>
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<b>Instructional Focus</b>
<b>Unit Enduring Understandings</b>

- People have different perspectives on travel and vacation destinations. Holiday breaks vary in different nations.
- Travelling requires careful planning and forethought.
- One's life is the sum of one's choices.

**Unit Essential Questions**

- Why do people take vacation trips?
- How do you plan a trip?
- How does culture and society influence vacation, travel and transportation methods?
- How are the perspectives on vacation and travel similar or different in the US and China?

**Objectives**

### Students will know:

#### 1. Vocabulary:

- **Transportation:** 飞机 airplane, 飞机票 flight ticket, 机场 airport, 公共汽车 public bus, 地铁 subway, 打车 call taxi, 出租汽车 taxi, 开车 drive a car, 高铁 bullet train, 自行车-bicycle, 火车-train, 船 cruise
- **Time words:** 寒假 winter break, 暑假 summer break, 小时 hour,
- **Locations:** 成都-CHengdu, 厦门-Xiamen, 福建-Fujian, 哈尔滨-Harbin, 南京-Nanjing, 西安-Xi'an, 酒店-hotel, 欧洲-Europe, 城市-city,
- **Other nouns:** 线-line/lane, 电子邮件-email, 高速公路-highway, 假期-holiday, 手机-phone,
- **Prepositions:** 每 every, 自己 oneself,
- **Verbs:** 坐 sit, 走 walk, 下车 get off, 送 send, 让-let, 花-spend, 旅游-travel, 计划-plan, 打算-plan, 待-stay, 放假 have a break, 准备 prepare,
- **Adverbs:** 先-first, 然后-then, 最后-lastly, 顺便-by the way,
- **Adjectives:** 麻烦-troublesome, 紧张-nervous, 激动-excited,
- **Measure words:** 站-stop, 号,
- **Phrases:** 发短信-text message, 发微信-send a wechat message, 一定 must
- **Daily expressions:** 不好意思-excuse me, 新年快乐! Happy New Year!, 祝你玩儿得开心! Have fun!
- **Questions:** 这个假期打算做什么? What's your plan for this break? 计划做什么呀? 怎么去呢? How do you go there? 准备去哪个城市旅游呢? Which city will you travel to?
- **Sentences structures:** 我先...然后..., 还是...吧!, 每...都..., complements

#### 2. Grammar

- 或者 or (in statements) vs. 还是 (in questions)
- 先...然后... to sequence events.
- 还是...吧! to express "had better".
- future tense with 得, 要, 计划, 打算

#### 3. Culture

- Best transportation methods in big cities of China.
- Vacation preferences in China.

### Students will be able to:

- I can identify topics regarding traveling and transportation and some isolated facts
  - I can identify topics regarding traveling and transportation and some isolated facts from simple sentences in informational texts.
  - I can identify topics regarding traveling and transportation and some isolated facts from simple sentences in fictional texts.

- I can identify topics regarding traveling and transportation and some isolated facts from simple sentences in conversations.
- I can request and provide information about traveling and transportation using simple sentences most of the time.
  - I can request information on holiday plans, traveling and transportation.
  - I can describe my holiday plan in speaking.
  - I can describe my holiday plan in writing.
  - I can explain how to travel from one place to another place in speaking.
  - I can explain how to travel from one place to another place in writing.
- I can express, ask about, and react to preferences, feelings, or opinions on traveling and transportation methods, using simple sentences most of the time and asking questions to keep the conversation on topic.
  - I can express my preferences (like/dislikes) regarding holiday plans and transportation methods in speaking.
  - I can express my preferences (like/dislikes) regarding holiday plans and transportation methods in writing.
- In my own and the Chinese culture, I can identify some typical products related to the theme and topics of this unit in order to help me understand and develop perspective
- In my own and the Chinese culture, I can identify some typical practices related to the theme and topics of this unit in order to help me understand and develop perspective.

### Resources

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