



# PISCATAWAY TOWNSHIP SCHOOLS

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Superintendent of Schools

**Mr. William Baskerville**  
Assistant Superintendent

**Content Area:** World Language, Chinese 1  
**Grade Span:** 9-12  
**Revised by:** Piao Zheng  
**Presented by:** Glennysa Jurado-Moran  
**Approval date:** August 2019

## **Members of the Board of Education**

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## COURSE OVERVIEW

### Description

The Chinese 1 course is designed for students with no background in the language and stresses an even development of interpersonal, interpretive, presentation communication in the target language at novice-mid range of performance according to the ACTFL Performance Descriptors for Language Learners. This course integrates the ACTFL 5C's (communication, cultures, communities, comparisons, connections) and current global themes. The class is designed to encourage and stimulate students' target language input and output, critical thinking, collaboration, and student leadership.

#### Language:

Students learn and practice the language in a communicative approach through various classroom activities and projects. pinyin system (phonetic system of Chinese language), strokes (basic components of Chinese characters), basic daily greetings, how to introduce themselves and friends, their families, their school life, their pastime will be introduced and discussed thoroughly in the language both in spoken and written formats. Students are expected to reach novice-mid proficiency by the end of the school year.

#### Culture:

Students will also celebrate major traditional holidays with native cultural practices and products in class and beyond. They will compare and contrast different social expectations to establish appropriate perspectives toward different cultures and societies. Students will be exposed to major social media in China for class use and their own exploration of the language and culture.

### Goals

The goal of the World Languages Department is to foster an appreciation of language learning that will promote biliteracy and critical thinking skills in a second language. 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 will address an even development of the three modes of communication: interpretive, interpersonal and presentational. Through these modes:

- Students will be able to produce words, phrases, and simple sentences in familiar situations.
- Students will be able to understand simple statements, questions, and directions.
- Students will be able to understand written matter incorporating learned structures and vocabulary.
- Students will be able to recognize similarities and differences between their own culture and the culture of francophone countries.

Additionally this course aims to:

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

### Scope and Sequence

Unit	Topic	Length
Unit 1	Hi, Welcome to Chinese!	45 Days

Unit 2	Me and my family	45 Days
Unit 3	What do you like?	45 Days
Unit 4	My school year	45 Days

### Resources

**Core Text: Learn Chinese with me, Integrated Chinese**

**Suggested Resources:**

Learn Chinese with me, Integrated Chinese series, Online resources, Ignite language, Quizlet

Leveled Reader-谁好看, story of Yilang

Song: 十二生肖歌

## UNIT 1: 欢迎你学中文 Welcome to Chinese

<b>Summary and Rationale</b>	
<p>A world language classroom needs to provide a safe and comfortable environment so that students feel confident to take risks and embrace a new language. Developing positive relationships in school is also essential to their academic success. Introducing themselves to one another and their teacher, helps build these positive relationships. Through the different modes of communication, students will practice sharing basic information about themselves, as well as use appropriate greetings with one another and their teacher. Being able to make simple requests, follow commands and directions is another essential component for success in the classroom. Students are exposed to these everyday phrases and encouraged to use them in daily interactions in class. Students will also develop an appreciation of the origin and evolution of the Chinese language (both speaking system and written format) in order to synthesize the meaning and practice of global citizenship.</p>	
<b>Recommended Pacing</b>	
<p>45 Days            Module 1: What is the Chinese language (Mandarin)? 10 days            Module 2: Speaking Chinese is cool and fun. 15 days            Module 3: The evolution of Chinese Characters. 20 days</p>	
<b>State Standards</b>	
<p><b>Standard 7.1</b>            All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
CPI #	Cumulative Progress Indicator (CPI)
Strand A	Interpretive Mode
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in <a href="#">culturally authentic materials</a> using <a href="#">electronic information</a> and other sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <a href="#">physical response</a> .
7.1.NM.A.3	Recognize a few common gestures and cultural <a href="#">practices</a> associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, <a href="#">culturally authentic materials</a> on familiar topics.
Strand B	Interpersonal Mode
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.

7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
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.
<b>Strand C</b>	<b>Presentational Mode</b>
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.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

### Instructional Focus

#### Unit Enduring Understandings

1. Learning a second language takes time and effort. It will pay off.
2. Chinese characters are symbols Chinese people use as a writing system.
3. Pinyin is the standard system of the romanized spelling for transliterating Chinese. It is composed of an initial, a final and a tone. Pinyin is not necessarily pronounced similarly to the English conventions.
4. Correct pronunciation of Pinyin tones is crucial to avoid misunderstandings in oral communication in Chinese.

#### Unit Essential Questions

1. What do I know about the Chinese language and culture and what are my goals?
2. How do I interact with others from the target culture?
3. What is pinyin system? How do I acquire the tones effectively?
4. What are the principles to form Chinese characters?

#### Objectives

##### Students will know:

1. Basic greetings: 你好—Hello, 您好！老师好—Hi, teacher
2. culturally appropriate greetings, expressions of politeness : 谢谢-Thank you. 不客气- You are welcome. 对不起-Sorry没关系—That’s fine. 请(please), 您(to address elders)
3. Pinyin system: a o e i u v b p m f d t n g k h j q x z c s sh r; tones: ā á ǎ à
4. How to ask how someone is: , 你好吗? --How are you?, 我很好(I am good.)/不错(not bad)/马马虎虎(so-so)/不好(not good)
5. Numbers 0-99: 一(one), 二(two), 三(three), 四(four), 五(five), 六(six), 七(seven), 八(eight), 九(nine), 十(ten), 二十三, 五十八, ... 九十九

6. The principals of formation, history of Chinese characters: 点(dot), 横(horizontal), 竖(vertical), 撇(throw away), 捺(press down), 提(rise), 钩(horizontal hook), 弯(bend). **Character examples:** 人(person), 大(big), 永(forever)+numbers
7. Commands for classroom procedures: 请安静-Please be quiet. 请听-Please listen. 请说-Please speak. 请看-please watch. 什么-what, 什么意思—what does that mean? 请坐-Please be seated. 这是—This is 普通话-Mandarin, 为什么-why, 记笔记-take notes
8. Objects in a classroom: 书-book, 书包-backpack, 笔-pen, 纸-paper, 手机-phone, 耳机-earbuds, 电脑-laptop, 桌子-desk, 现在做-do-now, 垃圾桶 trash can
9. Verb: 拿 grab, 放 put
10. Possessive articles: 的
11. How to ask and tell what is in a classroom: 这是什么? What is this? 这是... this is...
12. How to make a negative sentence: 不...
13. Dates: 年year, 月month, 日day, 二零一二年十月三十日 10/30/2012, 今天 today, 昨天 yesterday, 明天 tomorrow
14. Basic geography of China: 中国 China, 北京 Beijing, 上海 Shanghai, 南昌Nanchang,
15. How to compliment someone: 很好! Great! 很棒! Awesome! 非常棒! Fantastic!
16. The necessity of following stroke order while writing Hanzi
17. Mandarin is not the only language Chinese people speak.

**Students will be able to:**

1. Use formal and informal greetings
2. Ask and tell how someone is
3. Ask and tell someone's name
4. Introduce someone and respond to an introduction
5. Identify all pinyin combinations and tone marks.
6. Present simple Chinese rhymes
7. Differentiate the four tones in Chinese.
8. Ask and tell about age by using the numbers 0 to 99
9. Respond to classroom commands.

## 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:**TPRS SHÉI HǎOKÀn? (2ND EDITION)

<https://www.tprsbooks.com/shop/shei-haokan-2nd-edition/>

## UNIT 2: 我和我的家人 Me and My Family

<b>Summary and Rationale</b>	
<p>Family is a basic social unit. Our family influences our character, personality and identity. This unit is designed to discuss the structure and meaning of family in the U.S. and in China. Students will describe their families in the target language both in oral and written formats. They will also compare and contrast the similarities and differences of families between two cultures. Students will reflect on the significance and value of family to them.</p>	
<b>Recommended Pacing</b>	
45 days	
<b>State Standards</b>	
<p><b>Standard 7.1</b>            All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
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7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate <a href="#">physical response</a> .
7.1.NM.A.3	Recognize a few common gestures and cultural <a href="#">practices</a> associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, <a href="#">culturally authentic materials</a> on familiar topics.
<b>Strand B</b>	<b>Interpersonal Mode</b>
7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes
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7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
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.
<b>Strand C</b>	<b>Presentational Mode</b>

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.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
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7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

### Instructional Focus

#### Unit Enduring Understandings

- Families are diverse.
- Culture plays an important role in family dynamics.
- Families are important to people for different reasons.

#### Unit Essential Questions

- Whom do I consider to be part of my family and how does it affect my life?
- Who is important to me?
- How are families from the U.S. similar to and different from families in China?

#### Objectives

##### Students will know:

- Family members: 爸爸 dad, 妈妈 mom, 爷爷 paternal grandpa, 奶奶 paternal grandma, 外公maternal grandpa, 外婆maternal grandma, 哥哥 elder brother, 姐姐 elder sister, 弟弟 younger brother, 妹妹younger sister, 兄弟姐妹 siblings
- Measure words for family members: 个, 只, 口 (measure word is used to connect number and noun, e.g. 一个姐姐 one elder sister)
- Possessive verbs: 有/没有 have/don't have
- Vocabulary for pets: 狗 dog, 猫 cat, 兔子 bunny
- Vocabulary for birthday and age: 生日 birthday, 岁 age
- Vocabulary to express like/dislike, be (not) able to: 会can /不会 can't, 喜欢 like/不喜欢 dislike, 爱 love, 有一点点 a little, 非常 very, 很 very,
- Vocabulary to describe people personality and physical appearance: 可爱 cute, 帅 handsome, 漂亮/美 pretty, 好看 good-looking, 有趣interesting/无趣 boring, 高tall, 矮short, 胖chubby, 瘦slim, 头发hair, 眼睛eyes, 皮肤 skin, 头 head, 鼻子 nose, 嘴巴 mouth, 手 hand, 脚 foot,
- Nationalities& languages: 说 speak, 美国 America, 中国China, 法国France, 德国Germany, 意大利 Italy, 越南Vietnam, 菲律宾Phillip, 日本 Japan, 印度 India, 韩国 South Korea, 英文 English language, 中文 Chinese language, 韩文 Korean language
- Colors: 蓝色 blue, 黑色 black, 白色 white, 黄色yellow, 褐色brown, 红色red, 橙色orange, 紫色purple, 绿色green, 灰色grey
- Places: 新泽西New Jersey, 皮兹卡特维Piscataway,



- Question words: 几 how many, 有没有 have or not, 吗 yes/no question, 哪儿 where, 什么 what, 哪国 which country
- Questions: 你家有几口人? how many people in your family 你有没有兄弟姐妹? do you have siblings? 你有几个姐姐? how many sisters/brothers? 你的姐姐几岁? how old is your sister/brother/... 你住在哪儿? where do you live? 你的生日是几月几日? what is your/sister/... birthday? 你是哪国人? which country are you/... from? 你们喜欢做什么? What do you like to do?

**Students will be able to:**

- Ask and tell about family members and relationship to family members
- Ask about and describe family members (name, age, physical appearance, personality traits)
- Ask and tell about similarities and differences regarding families in America and in China
- Ask and answer basic questions related to family
- Ask for and express feelings about family

## 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:

Story of Yilang

### UNIT 3: 你喜欢什么？ What do you like?

<b>Summary and Rationale</b>	
<p>Students share similar school courses and schedules. Their school experience could be distinctive from each other based on what they do as extracurricular activities. Time is a prominent resource granted to everyone equally but it is up to each individual to create value with that time. This unit is designed to discuss leisure activities and wise use of time. Students will compare and contrast extracurricular activity options as well as the concepts of time use in Chinese high schools and American high schools.</p>	
<b>Recommended Pacing</b>	
45 days	
<b>State Standards</b>	
<p><b>Standard 7.1</b> All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
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Strand C	Presentational Mode

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.
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### Instructional Focus

#### Unit Enduring Understandings

- As time is valuable and goes irrevocably, I should allocate my time wisely and purposefully.
- What I choose to do will eventually become who I am and will be.
- Chinese students and American students spend leisure time in many similar ways, however, there are many differences as well.

#### Unit Essential Questions

- How do I use time wisely?
- How does what I choose to do define who I am?
- How are teenage activities the same or different in the target culture?
- What do leisure activities tell us about the values of a culture?

#### Objectives

##### Students will know:

- Vocabulary for likes and dislikes: 非常/很/不太/很不喜欢 not very like/ dislike very much, 爱 love to
- Vocabulary for agreeing and disagreeing: 我觉得... I think, 因为 because, 为什么 why
- Vocabulary for extracurricular activities: 做作业 doing homework, 上网 surfing internet, 看书 reading a book, 玩手机 checking phone, 打球 playing ball, 听音乐 listening to music, 唱歌singing, 跳舞 dancing, 游泳swimming, 跑步 running/jogging, 睡觉sleeping, 吃东西 eating, 做饭 cooking, 烘焙 baking, 画画 drawing, 弹吉他 playing guitar, 弹钢琴 playing the piano
- Vocabulary for how well you do something: V. +得...
- Vocabulary to describe feeling about the day: 忙 busy, 空 not busy, 开心/高兴 happy, 累 tired
- Vocabulary for frequency (how often): 常常 often, 每天/天天 every day, 很少 rarely, 每个周五 every Friday/...
- Conjunctions: 也 also, 和 and, 可是/但是/但/可 but, however
- Question words: 怎么样 how, 什么时候 when
- Vocabulary for animals (Chinese Zodiac, Chinese New Year incorporated): 鼠rat牛cow虎tiger兔rabbit龙 dragon蛇snake马horse羊sheep猴monkey鸡chicken狗dog猪pig, 十二生肖12 zodiac, 生肖zodiac, 只 measure word for animals
- Main question structures: 你喜欢做什么? 你喜欢什么动物? what animal/food do you like? 你画画画得怎么样? how well do you draw/...?

- Daily expressions: 不知道 I don't know. 你呢? what about you? 真的吗? really? 太棒了。Awesome! 我也是! Me too! 好吧... Fine... 很不错! Pretty good. 额... uh... 明天见! See you tomorrow.
- The origin and how to celebrate Chinese New Year

**Students will be able to:**

- Ask and tell about what they like to do in their leisure time
- Ask and describe similarities and differences of pastime activities options of Chinese and American students
- Ask and tell about how well you do something
- Ask and tell when you like to do something
- Ask and tell how often you like to do something
- Ask for and give opinions by expressing agreement and/or disagreement
- Ask for and express preferences
- Ask and tell about Chinese Zodiac
- Tell about the origin and celebration of Chinese New Year in their native language

## 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.

Zodiac song: 十二生肖歌

Happy Chinese (Leveled Scenario

conversation) <https://www.youtube.com/watch?v=svdnzVJ9KA4&list=PLdT5MUO4gYEdQBMFtkF5g803FJZOss-ip>

## UNIT 4: 去上学 My School Year

### Summary and Rationale

School is a microcosm of the society they will eventually be a part of. For current high school students, school is the main component of their daily life. Not only is school the place where they acquire content knowledge, but it is also the place where they build people skills, make friends and prepare to be global citizens. This unit is designed to discuss the main aspects of a students' daily school life. Topics and concepts include classes, schedules, teachers, friends as well as comparing and contrasting the similarities and differences of high school life in China and in America.

### Recommended Pacing

45 days

### State Standards

#### Standard 7.1

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

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<b>Strand B</b>	<b>Interpersonal Mode</b>
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Instructional Focus
<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● School is where I prepare myself to be a global citizen</li> <li>● The worth of my day is determined by my choices. I can make it a valuable, goal-oriented and bright day.</li> <li>● I can contribute to make the school a better place by being the best “me” to myself and people around me.</li> </ul>
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● What is my goal for school?</li> <li>● How does my school day differ from the school day of a student in China?</li> <li>● What do calendar formats in China tell about the culture?</li> </ul>
<p><b>Objectives</b></p> <p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● Vocabulary for weekdays: 星期一 Monday, 星期二 Tuesday, 星期三 Wednesday, 星期四 Thursday, 星期五 Friday, 星期六 Saturday, 星期日 Sunday, 周末 Weekend, 现在 now</li> <li>● Clock time + Time sections: 早上 early morning, 上午 late morning, 中午 noon, 下午 afternoon, 晚上 evening, 凌晨 midnight, 点 o'clock, 刻 quarter, 分 minute, 半 half, 零 zero</li> <li>● Vocabulary for directions: 上 up, 下 down, 来 come, 去 go</li> <li>● Vocabulary for Daily routine: 学习 study, 起床 get up, 刷牙 brush teeth, 穿衣服 dress up, 洗澡 take a shower/bath, 吃早饭 having breakfast, 吃午饭 having lunch, 吃晚饭 having dinner, 上课 having class, 下课 class is over, 放学 school is over, 回家 going home, 睡觉 sleeping, 一起 together</li> <li>● Verbs for actions: 坐 sit, 走 walk, 跑 run</li> </ul>

- Vocabulary for school people and facilities: 好朋友good friend, 同学classmate, 老师teacher, 校长principal, 餐厅cafeteria, 学校 school, 教室 classroom
- Vocabulary for basic transportation methods: 坐 (to take) 校车school bus, 汽车 car, 公共汽车 public bus, 走路 walk, 跑步 run, 地铁 subway
- Vocabulary for subjects: 音乐课 music class, 数学课 math class, 体育课 gym class, 中文课 Chinese class, 英文课 English class, 高一 9<sup>th</sup> grade, 高二 10<sup>th</sup> grade, 高三 11<sup>th</sup> grade, 高四 12<sup>th</sup> grade
- Places: 纽约 New York, 加州 California
- Questions: 你上几年级? which grade are you in? 你今天早上几点起床? when did you get up? 你今天下午几点回家? when do you go home? 你怎么回家? how do you go home? 你今天上什么课? what classes do you have today? 明天呢? What about tomorrow? 周末做什么? What do you do on weekend?
- Greetings at different time of the day: 早上好/早安/上午好good morning, 中午好 good noontime, 下午好good afternoon, 晚上好 good evening, 晚安 good night!

**Students will be able to:**

- Ask and tell time with clock time section in the right order (reversion of the correspondence in English)
- Ask and tell about daily routine with the emphasis of school
- Ask and tell about daily class schedule with exact time
- Ask for and express feeling about school life
- Ask and tell about the differences in high school schedules in Chinese and American school systems.

**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.