

Unit 01: Welcome to Chinese

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 1

Unit Title:	Welcome to Chinese
Suggested Duration:	8 weeks

Interdisciplinary Connections

Interdisciplinary Connections
Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12
Math Practices: https://www.nj.gov/education/standards/math/Index.shtml
Science Practices: https://www.nj.gov/education/standards/science/Index.shtml
Find and paste appropriate <u>Companion Standards or Practices</u> here.

Geography: locating Sinophone countries

Sociology: cultural differences

Mathematics: solving equations (addition, subtraction, multiplication, and division)

Introduce some of the key information/knowledge the students will be able to acquire from the Global Studies classes.

Technology Integration

Technology Integration
Northern supports the integration of the SAMR Model : a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's

commitment to enhancing students' learning and preparing the 21st century learner for college and careers.

Use of Chromebook, Google Meet, Google Classroom, Interactive board

www.kahoot.com

www.quizlet.com

www.liveworksheets.com

www.padlet.com

www.goformative.com

www.quizizz.com

www.youtube.com

www.edpuzzle.com

Standard(s) Addressed

Source of Standards

[New Jersey Student Learning Standard for World Languages](#)

- New Jersey Student Learning Standards 2020
 - World Language: Chinese
 - [21st Century Skills/Career Ready Practices](#)
 - [Technology Standards](#)
 - https://www.actfl.org/sites/default/files/pdfs/21stCenturySkillsMap/p21_worldlanguagesmap.pdf

WL.NH.7.1.NH.IPERS	Interpersonal Mode of Communication
WL.NH.7.1.NH.IPRET	Interpretive Mode of Communication
WL.NH.7.1.NH.PRSNT	Presentational Mode of Communication
WL.NM.7.1.NM.IPERS	Interpersonal Mode of Communication
WL.NM.7.1.NM.IPRET	Interpretive Mode of Communication

STAGE I Desired Results

STAGE I Desired Results	
Objective (Transfer)	
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • understand why they are studying Chinese • Introduce each other with basic dialogues. • Respond to Chinese classroom commands. • Pronounce basic Chinese characters including their own name in Chinese with the help of Chinese pinyin. • Recite & recognize the Chinese pinyin • Count to the current school year. • Identify number patterns/formations. • Write basic Chinese characters following the basic stroke orders. • Express their basic feelings in Chinese. • Form basic sentences using subject and verb formation. • Tell their age, origin, and where they live in Chinese. • Understand the difference between masculine and feminine nouns • Express their basic feelings/preference 	
Mastery	
<p>Big Ideas/Enduring Understanding</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Communication is the ability to understand and be understood in real world contexts. • As the world moves towards a global community, it's imperative World Language study allows our students to engage in conversations, interpret authentic material, and present concepts in a language other than their own 	<p>Essential Questions</p> <ul style="list-style-type: none"> • Why does learning Chinese open my eyes to the world? • What are some linguistic and cultural similarities and differences between Chinese and English? • How do our cultures affect how we address people and communicate with others?

- Learning a World Language opens doors to a greater variety of career options, increases lifelong learning opportunities, and enhanced leisure activities

- Language and culture are mutually dependent.

- Learning languages provides connections to additional bodies of knowledge.

- Learning languages allows students to realize there are multiple ways of viewing the world.

- Language students have the ability to participate in multilingual communities.

- What can I learn about my language and culture from studying the languages and cultures of the Sinophone world?

- Why is it important to understand the perspectives of another culture?

- How will students approximate native-like pronunciation in Chinese?

- How do other cultures and customs compare to our own?

Acquisition

Students will know . . .

- The importance of Chinese language in our world today.

- Brief history of the origin of Chinese language.

- The name and location of countries where Chinese is spoken.

- Differences and similarities of greeting and leave-taking in Chinese and English: manners and gestures, the handshake, the

Students will be skilled at . . .

- Discuss the importance of Chinese in the world today.

- Describe briefly the origin of Chinese language.

- Find and locate on a map the countries where Chinese is spoken.

- Compare and contrast greeting and leave-taking in Chinese and English: manners and gestures, the handshake, the respectful word nin...

respectful word **nin** 您...

• Key vocabulary and their respective phrases to express greetings, courtesy and leave-taking:

1. you 你 (formal, informal)
2. Good 好
3. Again 再
4. See 见
5. Hello 喂; 你好
6. early; morning 早
7. good morning 早晨好
8. Good-bye 再见
9. ma particle 吗
10. How are you? 你好吗?
11. not, no (bu) 不
12. mistake; bad (cuo) 错
13. not bad 不错
14. can, may (hai) 还
15. Ok; pretty good 好; 可以
16. I; me 我
17. very; quite 很
18. very good. 很好
19. Well 好
20. Thanks. 谢谢
21. ne Particle 呢
22. also, as well (ye) 也

• Demonstrate knowledge of vocabulary and phrases.

• Use proper words to greet people.

• Read and write the introductory vocabulary and phrases based on the pinyin system.

• Understand and recite the pinyin alphabets and 4 tones of pronunciation.

• Writing Chinese characters in the correct stroke.

• Write out pinyin when hearing the pronunciation of Chinese characters.

• Read basic sentences fluently.

• Count numbers from 1 to 1,000.

• Identifying and implementing number patterns

• Know how to express telephone numbers in Chinese.

• Introducing each other with basic dialogues

• Responding to Chinese classroom commands

23. Hi; hello 你好
24. I am (name) 我叫..
25. Morning 您早 (respectfully)
26. Hi class! 同学们好
27. Hi teacher! 老师好
28. Class begins. 上课
29. Class is over. 下课
30. Hi parents. 爸爸妈妈好
31. I am sorry. 对不起!
32. It is OK. 没关系!
33. You are welcome. 不客气
34. I am fine, how about you?
我很好, 你呢?
35. I am fine, too. 我也很好
36. Good morning, students. 同学们,
早上好!
37. Good morning
teacher. 老师早上好!
38. Do you understand? 明白吗?
39. Understand. 明白.
40. All look at me.
41. Listen to me! 听我说!
42. I like 我喜欢
43. You are my good friend.
你是我的好朋友。

- Introduction of Pinyin alphabet:

1. How to read **Chinese Pinyin** alphabet

- Read & write simple characters including their names with the pinyin
- Expressing their basic feelings (speaking and writing)
- Discriminate between a feminine and masculine word for third person
- Pronounce words and sounds correctly in order to communicate the meaning,
- Interpret and reproduce short introductory skits (greeting each others, asking each others their names and how someone is...)

2. 6 single finals: **a o e i u u**
3. 18 compound finals: **ai ei ui ie ou in iu
ao en on un uan ing ang eng ong uang
uong**
4. 21 initials: **b p m f d t n l g k h j q x z
c s zh ch sh r**
5. **4 tones** of Chinese and their importance
in speech.

- Chinese numbers.

一 二 三 四 五 六 七 八 九 十

二十 三十 四十 五十 六十....一百

- Chinese characters writing, the radicals:

1. People
2. Woman
3. Heart
4. Mouth
5. Speech
6. Sun
7. Water
8. Fire
9. Wood

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments

Interpersonal:

- Rehearsed/unrehearsed mini conversations on learned topics between students
- Math card game using equations
- Telephone numbers
- Students' conversations / Communicative Activities

Interpretive:

- Listening comprehension with whiteboards using the pinyin
- Listening comprehension of telephone numbers
- Listening comprehension of video for people introduction (names)
- Listening comprehension for Bingo and/or Battleship
- Reading comprehension activity with questions on China and its history
- Matching Chinese characters with English words on GoFormative- greetings and numbers

Presentational:

- Record pinyin reading on GoFormative
- Write Chinese number characters and simple greeting sentences
- Presentation activities with comprehension questions

Assessment #1: Speaking - individual pinyin reading in class, with own Chinese name:

[Assessment1PinyinReading7th](#)

Assessment #2: Interpretive & Presentational - Listening & writing (numbers):

[Assessment2NumbersListening&Writing7th](#)

Assessment #3: Interpretive- match English words with Chinese characters (numbers, greetings), GoFormative:

<https://goformative.com/clone/59B5M8>

Assessment #4: Interpretive & Presentational- Matching characters with pinyin, and writing Chinese phrase/sentence (characters):

[Assessment4Greetings&NamesWriting7th](#)

Assessment #5: Interpersonal- Pair work, Making conversation in class, asking about names and greetings to each other

[Assessment5ConversationName&Greetings](#)

Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment). All courses follow a [balanced assessment system](#) with Practice and Assessments.

- Word Banks / pinyin will be given.
- Oral presentations may be recorded instead of live conversation.
- No points taken off for spelling

- Copy of notes on Google classroom or per requested
- Extra time on assessments if at least 50% of assessment is complete
- Modified due dates as needed
- Use of reference aids as needed
- Modified homework assignments (modify content, modify amount, as appropriate)
- Provide organizers/study guides as needed
- Frequently check for understanding
- Additional time to complete classroom assessments
- Announce assessments with adequate prep time
- Preferential seating
- Nonverbal cues to redirect behavior
- Small group testing as needed
- Monitor Chromebook usage
- Study guides when possible
- Modified assessments for content and length as needed

STAGE III Learning Plan

STAGE III Learning Plan

Organize plan by weeks

Week 1: Welcome and introduction of the class.

- Assign seats, offer students Chinese names and explain Classroom Expectations.
- Go over the procedure to use the laptops in the classroom.
- The students will use the Chromebooks to sign in to Google Classroom, Quizlet, etc.
- Intro Activity on Chinese Speaking countries and regions.
- Communicative activity- students will have impromptu dialogs based on introduction vocabulary.

Week 2: Greetings and Chinese Pinyin.

- Teacher introduces greetings and leave-taking (Hello, goodbye, how are you, I'm fine/good/excellent/ ok/ not well, what's your first/last name, where is...) and other vocabulary through powerpoint slides, flash cards, and smart board.

- Use rhyme to review greeting and leave-taking.
- Greet your partner, then switch and repeat.
- Charades with the greetings.
- Use interactive posters to introduce the pinyin and four tones.
- Use Kahoot to practice Pinyin and four tones listening.
- Reinforce four tones by practice pinyin drills.

Week 3: Introduction of Chinese writing system and stroke orders

- Teacher demonstrates the basic stroke orders rule.
- Using videos and visuals to help students get familiarized with the writing system.
- Make sure the students know the importance of writing in a grid paper and give hand-outs with the template grid paper.
- Use Kahoot to practice the basic stroke writing sequence.
- Reinforce the stroke orders by practice writing drills.
- Help students each individually write their Chinese names with the correct stroke orders being implemented.

Week 4: Express basic personal information in Chinese.

- Create basic dialog after hearing in class prompts.
- Teacher rehearses basic conversational questions and answers – “How old are you?”, “Where are you from?”, and “How are you?”, etc.
- Chinese pair-up puppet show based upon self-designed skit.
- Using teacher created activities for unit vocabulary practice.
- Using individual whiteboards to practice unit vocabulary.

Week 5: Count to the current school year.

- Teacher introduces the numbers in characters (1-10) and demonstrate the hand sign language using one hand to count to ten.
- Rhyme: shi ge in di an xiao peng you.

- Numbers in Chinese to current year and beyond.
- Students are able to say telephone numbers and raise questions about it.
- Listen to numbers song about year.
- Using teacher created activities for unit vocabulary practice.
- Using individual whiteboards to practice writing the ten numbers.
- Answer direct response questions using previously acquired vocabulary and grammar.

Week 6: Form basic sentences using subject and verb formation.

- Review of the basic greeting sentences and vocab.
- Teacher demonstration of the Imperative Sentence pattern and choral response for classroom commands.
- Students will command their partners and give them question cards with numbers or characters to respond to.
- Students work individually to design project script and make presentation.

Week 7: Project - “*Basic Dialogue*”

- Complete “I CanStatements” based on Unit 1.
- Review the basic greeting and self-introduction lines.
- Puppet Show with introductory vocab and patterns in Chinese.
- Write down their Chinese names on flashcards, explain the meaning of names, and bring along for the presentation.
- In addition to the oral presentation, students also hand in a hard copy of their Personal Bio page.

Week 8: Project - “Facebook in Chinese”

- “Facebook in Chinese” Part 1 Presentation based on themselves and picking an imaginary pen pal from a place in China.
- Pass out facebook activity part 1- Students will create a “facebook” account about themselves to be referenced the entire year. They will have it online. Students will fill in sections and draw pictures. Their friends will be real or made up from a Chinese speaking country or region.

Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

- Word Banks and pinyin will be given.
- Oral presentations may be recorded instead of live conversation.
- No points taken off for missing single strokes
- Copy of notes on Google classroom or per requested
- Extra time on assessments if at least 50% of assessment is complete
- Modified due dates as needed
- Use of reference aids as needed
- Modified homework assignments (modify content, modify amount, as appropriate)
- Provide organizers/study guides as needed
- Frequently check for understanding
- Additional time to complete classroom assessments
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Specific Resources for Unit

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Attached Affirmative Action Compliance Checklist

- Teacher created Class presentation- Google slides
- Chinese textbook << Chinese Made Easy>> and its CD
- Maps of China
- Teacher created worksheets and information
- Pinyin Dictionary online at: <http://pinyin.911cha.com/>
- Step Up in Chinese by Cengage Learning and its companion website at: http://stepup.cengageasia.com/cos/o.x?c=/ca3_stepup/companion
- Chinese English Dictionary available at: http://www.archchinese.com/chinese_english_dictionary.html
- Practice & review - [Tonemark song](#)

- All pinyin review video “[拼音歌合集](#)”
- Nihao Chinese! 1(By Little Fox): <https://www.youtube.com/watch?v=V5uJ3qkzO0Q>
- Kids Learn Mandarin - Greetings 你好 Little Chinese Learners: <https://www.youtube.com/watch?v=wzSH2AaNP2s>
- Kids Learn Mandarin - What's Your Name? 你叫什么名字? <https://www.youtube.com/watch?v=Z0pBNxBT7eo>
- Quizlet set for vocabulary study <https://quizlet.com/547705772/numbers-with-friends-in-chinese-flash-cards/>, <https://quizlet.com/539446711/chinese-namegreetings-flash-cards/>
- China History: https://www.youtube.com/watch?v=IZTgIcCnH-o&list=PLpPAK9hAe5emgRSGzv_7ZEK8IVpxYgpyU
- Yabla of Chinese language: <https://chinese.yabla.com/>

Diversity, Equity, & Inclusion

Diversity, Equity & Inclusion

NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication.

[Accommodations and Modifications](#) (link to menu)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, students with 504 plans , LGBT , and the students with disabilities .

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.

- WRK.K-12.P.6 Model integrity, ethical leadership and effective management.
- WRK.K-12.P.7 Plan education and career paths aligned to personal goals.
- WRK.K-12.P.8 Use technology to enhance productivity increase collaboration and communicate effectively.
- WRK.K-12.P.9 Work productively in teams while using cultural/global competence.

Climate Change Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above.	