

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**  
**OFFICE OF CURRICULUM AND INSTRUCTION**  
**CLASSICAL & WORLD LANGUAGES DEPARTMENT**

# **MANDARIN 1**

Grade Level: 9-12

Credits: 5

**BOARD OF EDUCATION ADOPTION DATE:**

**AUGUST 25, 2008**

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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## **Course Philosophy**

World language study intensifies native language skills and enables students to communicate on a broader basis by teaching them to understand, speak, read and write a second or third language. In acquiring these skills, students must learn the structure of language and the techniques of self-expression. This enhances the capacity for analytical thinking.

As our students study a world language, they learn the cultures, the values and the ways of life of countries where that language is spoken. Hence they acquire knowledge of different cultures and an appreciation of the worth of all people. They learn the differences between the foreign country and our own and are better able to appreciate the American heritage and system of government. This broader base helps them to acquire the values and attitudes necessary for responsible citizenship.

Through the study of another language, students learn how authors, in whatever language they write, reflect the human condition. In songs, poems, pictures and stories, they discover the world of art, culture and literature. As the creative world language teacher helps students to discover truth and beauty, they are initiated into the knowledge of the arts and humanities. The study of another literature and culture gives students the knowledge, skills, and attitudes for successful personal and family living. The mastery of another language and the appreciation of all cultures help to develop self-understanding and self-esteem.

## **Course Description**

World Language learning can reinforce mathematical and scientific skills. It can involve computers, internet, tapes, compact disks, DVDs, television and radio. The study of world literatures and cultures brings a humanizing dimension to a technologically-oriented world. It highlights human values, fostering physical and emotional well being in a balanced environment. Students with world language competency and other appropriate skills have many opportunities in today's job market in government, business, industry, education, research, social services and the media.

Today, we are increasingly made aware of the necessity to relate to the earth as a whole as technology makes interaction on economic and political levels an unavoidable event. A person destined to spend the majority of his or her life in the twenty-first century must develop a sense of global expansion. Knowledge of a world language is an indispensable tool in promoting equitable solutions to the challenges of interdependence in this century.

**Freehold Regional High School District  
Curriculum Map**

**Mandarin I**

<b>Relevant Standards<sup>1</sup></b>	<b>Enduring Understandings</b>	<b>Essential Questions</b>	<b>Assessments</b>		
			<b>Diagnostic (before)</b>	<b>Formative (during)</b>	<b>Summative (after)</b>
<p><b>Standard 7.1 Communication</b> All students will be able to communicate in at least one world language in addition to English. They will use language to: engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.</p> <p><b>Strand A. Interpretive Mode</b> <b>Strand B. Interpersonal Mode</b> <b>Strand C. Presentational Mode</b></p>	<p>Learning a different language/culture leads to greater understanding of one’s own and other languages/cultures and why people think and act in different ways.</p> <p>Language learning involves acquiring strategies to fill communication gaps.</p> <p>Successful communication is knowing how/when and why to convey a message to different audiences.</p> <p>The content of the world languages classroom encompasses the entire learning experience.</p>	<p>Why do people from different cultures sometimes say, write and do things differently from the way I do them?</p> <p>What strategies do I need to communicate in linguistically and culturally appropriate ways?</p> <p>How do I develop communicative competence?</p> <p>How do I know that I am improving in my utilization of language in real world situations?</p> <p>How does the content of the world languages classroom help me understand who I am and the world in which I live?</p> <p>How does content help me respond to important questions that extend my learning beyond the classroom?</p>	<p>Teacher constructed evaluative tools, including but not limited to:</p> <p>Aural tests</p> <p>O.P.I.</p> <p>Essays</p> <p>Objective tests</p> <p>Reading comprehension</p>	<p>Performances</p> <p>Class participation</p> <p>Homework</p> <p>Surveys</p> <p>Quizzes</p> <p>Interpretive activities</p> <p>Interpersonal activities</p>	<p>Unit tests</p> <p>Performances</p> <p>O. P. I.</p> <p>Midterm/Final exams</p> <p>Quizzes</p> <p>Projects</p> <p>Oral assessment</p> <p>Portfolios</p> <p>Role-plays</p> <p>Interpretive activities</p> <p>Interpersonal activities</p> <p>Presentationses</p>

<sup>1</sup> Including computer / information literacy, cross content work place readiness standards, and other relevant content area standards

Relevant Standards <sup>1</sup>	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
<p><b>Standard 7.2 Culture</b> All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.</p> <p><b>Strand A. Interpretive Mode</b> <b>Strand B. Interpersonal Mode</b> <b>Strand C. Presentational Mode</b></p>	<p>Language reflects and is influenced by the culture in which it is found.</p> <p>Cultural perspectives are gained by both using the language and by experiencing the products and practices its culture.</p> <p>Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs.</p>	<p>How is language a product of culture?</p> <p>How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?</p> <p>What role does stereotyping play in forming and sustaining prejudices about other cultures?</p>	<p>Surveys designed to trigger the affective domain of learners</p> <p>Self-reflective essay to determine assumptions about culture(s)</p>	<p>Surveys</p> <p>Interpretive reactions based on cultural artifacts indicative of a specific culture</p> <p>Interviews of people of the culture studied</p> <p>Debates regarding differing values or beliefs</p>	<p>Role-plays</p> <p>Reaction essays</p> <p>Portfolios</p> <p>Symbolic representations</p> <p>Group projects</p>
<p><b>Standard 8.1 – Computer and information literacy</b> All students will use computer applications to gather and organize information and to solve problems</p> <p><b>Strand A. Basic Computer Skills and Tools</b></p> <p><b>Strand B. Application of Productivity Tools</b></p>	<p>Technology is an adaptable tool to facilitate language learning.</p> <p>Technology is embedded into our daily lives and therefore should be incorporated into the classroom setting.</p>	<p>How can I transfer my language acquisition to current technological situations/experiences?</p> <p>What technological applications can be employed to facilitate my language acquisition?</p>	<p>Computer application task employing word processor, internet, power point and other applications</p>	<p>Research projects</p> <p>Power point presentation</p> <p>Technology portfolios</p>	<p>Web quest</p> <p>Web page design</p> <p>Multimedia presentation</p>

Relevant Standards <sup>1</sup>	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
<p><b>Standard 8.2 – Technology Education</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the design world as they relate to the individual, society, and the environment.</p> <p><b>Strand A. Nature and Impact of Technology</b></p> <p><b>Strand B. Design Process and Impact Assessment</b></p> <p><b>Strand C. Systems in the Designed World</b></p>	<p>The advancement in technology has created an opportunity for rapid global communication.</p> <p>Thinking systematically means understanding that technology is related to language and culture.</p> <p>The impact that technology has on written forms of a language.</p> <p>Technological activities can be used as a resource for language acquisition.</p>	<p>How is global communication facilitated by technology?</p> <p>How does systematic thinking vary from the target language/culture to my own language/culture?</p> <p>How has written language evolved due to technology advancement?</p> <p>Why is technology a valuable resource for language acquisition?</p>	<p>Cooperative research project employing technology</p> <p>Survey and investigation regarding use of technology</p>	<p>Cross generational survey about the use of technology</p> <p>Log of technological activities that facilitate language acquisition</p> <p>Timeline of the historical development of the written target language compared to the student's native language</p>	<p>Portfolio</p> <p>Debate or presentation to draw conclusions based on findings from summative assessments</p>

**Freehold Regional High School District  
Course Proficiencies and Pacing**

**Mandarin I**

<b>Unit Title</b>	<b>Unit Understandings and Goals</b>	<b>Recommended Duration</b>
<p><b><u>Unit 1:</u></b> Learning Pinyin and Chinese Characters</p>	<p>Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.</p> <p>1. Students will develop an understanding of pronunciation and numbers and demonstrate skills in the same - initial sounds, final sounds, four tones practice, stroke order, and numbers.</p>	<p>3 weeks</p>
<p><b><u>Unit 2:</u></b> Chinese People</p>	<p>Cultural perspectives are gained by both using the language and by experiencing the products and practices its culture.</p> <p>1. Students will develop an understanding and knowledge of Chinese history, geography and greetings.</p>	<p>3 weeks</p>
<p><b><u>Unit 3:</u></b> Chinese Names</p>	<p>Successful communication is knowing how, when, and why to convey a message to different audiences.</p> <p>1. Students will develop an understanding of cultural beliefs related to Chinese names.</p>	<p>3 weeks</p>
<p><b><u>Unit 4:</u></b> Students of Chinese</p>	<p>Language reflects and is influenced by the culture in which it is found. Language learning involves acquiring strategies to fill communication gaps.</p> <p>1. Students will develop an understanding of Chinese social relationships and demonstrate interpersonal skills in Mandarin.</p>	<p>3 weeks</p>
<p><b><u>Unit 5:</u></b> My Family</p>	<p>Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.</p> <p>1. Students will develop an understanding of Chinese family structure and values, occupations, and numbers.</p>	<p>3 weeks</p>

Unit Title	Unit Understandings and Goals	Recommended Duration
<p><b>Unit 6:</b> My Younger Brother</p>	<p>Language reflects and is influenced by the culture in which it is found.</p> <p>Language learning involves acquiring strategies to fill communication gaps.</p> <p>1. Students will develop an understanding of Chinese schooling. Understand how to form and respond to questions about age.</p>	3 weeks
<p><b>Unit 7:</b> Animals</p>	<p>The content of the world languages classroom encompasses the entire learning experience.</p> <p>1. Students will develop an understanding for Chinese panda and Chinese Golden Monkey and be able to identify and describe animals.</p>	3 weeks
<p><b>Unit 8:</b> My Birthday</p>	<p>Language reflects and is influenced by the culture in which it is found.</p> <p>Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs.</p> <p>1. Students will develop an understanding of Chinese the Chinese Zodiac and to reinforce numbers through various contexts.</p>	3 weeks
<p><b>Unit 9:</b> Speaking Chinese</p>	<p>Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.</p> <p>Cultural perspectives are gained by both using the language and by experiencing the products and practices its culture.</p> <p>1. Students will develop an understanding of Chinese cultural practices including music, dance, and martial arts. Explore the affective domain regarding language acquisition.</p>	3 weeks
<p><b>Unit 10:</b> Chinese Breakfast</p>	<p>The content of the world languages classroom encompasses the entire learning experience.</p> <p>Language reflects and is influenced by the culture in which it is found.</p> <p>1. Students will develop an understanding of and appreciation for Chinese breakfast and tea.</p>	3 weeks
<p><b>Unit 11:</b> Fruit</p>	<p>Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.</p> <p>1. Students will develop the ability to express anger and happiness. To develop an awareness of differences in fruits eaten in different parts of the world.</p>	4 weeks



**Freehold Regional High School District**  
**Mandarin I**  
**Unit #1: Learning Pinyin and Chinese Characters**

**Enduring Understandings:** Learning a different language/culture leads to greater understanding of one’s own and other languages/cultures and why people think and act in different ways.

**Essential Question:** Why do people from different cultures sometimes say, write and do things differently from the way I do them?

**Unit Goal:** Students will develop an understanding of pronunciation and numbers and demonstrate skills in the same - initial sounds, final sounds, four tones practice, stroke order, and numbers.

**Duration of Unit:** 3 weeks

**NJCCCS:** 7.1, 7.2

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What do people who speak Mandarin say and how is it different from English?</p> <p>What are the behavioral and social differences in the culture(s) that speak Mandarin compared to that of English?</p>	<p><b>Students will understand:</b></p> <p>The manners of articulation and to pronounce the initials with tones and meaning (recite with rhyme)</p> <p>The manners of articulation and to pronounce the finals with tones and meaning (recite with rhyme)</p> <p><b>Students will be able to:</b></p> <p>Recognize and produce the written and oral forms of the numbers 1-10</p> <p>Follow correct stroke order for writing Chinese characters</p>	<p>Far East Chinese for Youth pp. 1-18</p> <p>Textbook ancillary materials (including workbook, character cards, CDs, CD-ROM)</p> <p>Supplementary audio/video aids</p> <p>Multimedia and technology materials</p> <p>Teacher generated materials to reinforce interpretive, interpersonal, and presentational communication</p>	<p>Students will listen carefully to the sounds of the initials and finals being taught</p> <p>Students will compare pinyin sounds with those in English</p> <p>Meaningful drills incorporating pair and group work when appropriate</p> <p>Use rhymes or simple conversation, rather than isolated pinyin combinations, as meaningful reinforcement</p> <p>Students create self-study tools i.e. flashcards, diagrams, charts, etc.</p>	<p>Tests/quizzes provided by textbook</p> <p>Teacher constructed evaluative tools, including but not limited to:</p> <p>O. P. I.</p> <p>Quizzes</p> <p>Projects</p> <p>Oral assessment</p> <p>Class participation</p> <p>Homework</p> <p>Aural tests</p> <p>Dictations</p>

**Suggestions on how to differentiate in this unit:**  
 Teachers may employ cooperative learning strategies to facilitate peer assistance to all students. Teachers may also provide ancillary materials and re-teaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit. Teachers may incorporate activities and total physical response strategies to appeal to multiple intelligences and learning styles.

**Freehold Regional High School District**  
**Mandarin I**  
**Unit #2: Chinese People**

**Enduring Understandings:** Cultural perspectives are gained by both using the language and by experiencing the products and practices its culture.

**Essential Question:** How are cultural perspectives (attitudes, values and beliefs) reflected in a culture’s products and social practices?

**Unit Goal:** Students will develop an understanding and knowledge of Chinese history, geography and greetings

**Duration of Unit:** 3 weeks

**NJCCCS:** 7.1, 7.2, 8.1, 8.2

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What are the behavioral and social differences in the culture(s) that speak Mandarin compared to that of English?</p> <p>What strategies do I need to communicate in linguistically and culturally appropriate ways when speaking Mandarin?</p> <p>What are the differences and similarities regarding geography, population, history, etc. between China and the United States?</p>	<p><b>Students will understand:</b> The contrast between greetings used in China and the United States</p> <p><b>Students will be able to:</b> Ask about and identify nationality Recognize and use personal pronouns</p> <p><b>Students will know:</b> When it is appropriate to greet people formally or casually Geographical location and configuration of China Important figures in Chinese history</p>	<p>Far East Chinese for Youth pp. 18-27</p> <p>Textbook ancillary materials (including workbook, character cards, CDs, CD-ROM)</p> <p>Maps</p> <p>Supplementary audio/video aids</p> <p>Multimedia and technology materials</p> <p>Teacher generated materials to reinforce interpretive, interpersonal, and presentational communication</p> <p>Chinese labeled products Pictures of important Chinese people in history</p>	<p>Students bring find on the Internet and print maps of Chinese speaking countries</p> <p>Introduce countries and places on a map</p> <p>Discuss (In English) general aspects of China</p> <p>Point to people in classroom to teach personal pronouns</p> <p>Show pictures of famous people from Chinese history</p> <p>Demonstrate through role-play or video the proper Chinese greeting</p> <p>Students create self-study tools i.e. flashcards, diagrams, charts, etc.</p>	<p>Textbook quizzes/tests</p> <p>Teacher constructed evaluative tools, including but not limited to: Quizzes/Tests Projects Oral assessment Class participation Homework</p> <p><b>Interpretive activities:</b> Figure out the origin of the country for Chinese labeled products</p> <p><b>Interpersonal activities</b> Students imagine themselves as famous people, put name tags on and ask about each other’s nationality Role-play – meeting someone for the first time</p> <p><b>Presentational activities</b> Cut out pictures of people with different nationalities from magazines or print them from websites and present them to the class</p>

**Suggestions on how to differentiate in this unit:**

Teachers may employ cooperative learning strategies to facilitate peer assistance to all students. Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit. Teachers may incorporate activities and total physical response strategies to appeal to multiple intelligences and learning styles.

**Freehold Regional High School District**  
**Mandarin I**  
**Unit #3: Chinese Names**

**Enduring Understandings:** Successful communication is knowing how/when and why to convey a message to different audiences.

**Essential Question:** How do I know that I am improving in my utilization of language in real world situations?

**Unit Goal:** Students will develop an understanding of cultural beliefs related to Chinese names

**Duration of Unit:** 3 weeks

**NJCCCS:** 7.1, 7.2

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What are the cultural beliefs embedded in the special features of Chinese names?</p> <p>What strategies do I need to communicate in linguistically and culturally appropriate ways when speaking Mandarin?</p> <p>How does a Mandarin speaker uphold a standard of etiquette?</p>	<p><b>Students will understand:</b> The cultural beliefs related to Chinese names</p> <p><b>Students will be able to:</b> Identify languages and people by name Tell one's name and ask another person's name Express thanks and apologize Practice the 4<sup>th</sup> tone</p> <p><b>Students will know:</b> That Chinese names carry positive meanings and often indicate gender differences Standard of etiquette differs from one language/culture to another</p>	<p>Far East Chinese for Youth pp. 28-37</p> <p>Textbook ancillary materials (including workbook, character cards, CDs, CD-ROM)</p> <p>Supplemental list of names and surnames</p> <p>Art supplies</p> <p>Puppets</p> <p>Multimedia and technology materials</p> <p>Teacher generated materials to reinforce interpretive, interpersonal, and presentational communication</p>	<p>Introduce names and discuss meanings embedded in names</p> <p>Students will ask each other about their names and surnames or the names and surnames of famous people</p> <p>Introduce new words used to identify languages</p> <p>Introduce new words to express thanks and apologies</p> <p>Use puppets to present communicative models</p> <p>Students create self-study tools i.e. flashcards, diagrams, charts, etc.</p>	<p>Textbook quizzes/tests</p> <p>Teacher constructed evaluative tools, including but not limited to:</p> <p>Quizzes/Tests</p> <p>Projects</p> <p>Oral assessment</p> <p>Aural assessment</p> <p>Class participation</p> <p>Homework</p> <p>Create a class name poster</p> <p><b>Interpretive activities:</b> Look at Chinese name cards and locate the name and surname on each card</p> <p><b>Interpersonal activities</b> Role-plays – 1) students and teachers interacting 2) thanking someone for doing a favor 3) apologizing for doing</p>

				<p>something wrong</p> <p><b>Presentational activities</b>  Student tells the class  his/her name and nationality</p>
<p><b>Suggestions on how to differentiate in this unit:</b>  Teachers may employ cooperative learning strategies to facilitate peer assistance to all students. Teachers may also provide ancillary materials and re-teaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit. Teachers may incorporate activities and total physical response strategies to appeal to multiple intelligences and learning styles.</p>				

**Freehold Regional High School District**  
**Mandarin I**  
**Unit #4: Students of Chinese**

**Enduring Understandings:** Language reflects and is influenced by the culture in which it is found. / Language learning involves acquiring strategies to fill communication gaps.

**Essential Questions:** How is language a product of culture? How do I develop communicative competence?

**Unit Goal:** Students will develop an understanding of Chinese social relationships and demonstrate interpersonal skills in Mandarin.

**Duration of Unit:** 3 weeks

**State Standards:** 7.1, 7.2

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How does the Chinese culture influence the linguistic structure when interacting socially?</p> <p>How do social norms regarding treatment of the elderly influence the language and vice versa?</p> <p>What generational differences exist when introducing and greeting in Mandarin?</p>	<p><b>Students will understand:</b>            Chinese social relationships            Chinese view of elderly people.</p> <p><b>Students will be able to:</b>            Identify and ask about the relationships of the people in the classroom setting.</p> <p>Introduce people.</p> <p>Greet people using newly acquired expressions.</p>	<p>Far East Chinese for Youth pp. 38-47</p> <p>Textbook ancillary materials (including workbook, character cards, CDs, CD-ROM)</p> <p>Photographs of famous people or other teachers</p> <p>Internet resources</p> <p>Art supplies</p> <p>Multimedia and technology materials</p> <p>Student created masks or costumes to role play people of different ages</p> <p>Teacher generated materials to reinforce interpretive, interpersonal, and presentational communication</p>	<p>Introduce and reinforce greetings on a daily basis</p> <p>Reinforce formal and informal greetings</p> <p>Discuss cultural differences in social relationships and the treatment of the elderly</p> <p>Introduce words and expressions related to relationships</p> <p>Have students illustrate figures on the board with titles, then work in groups to distinguish the relationships</p> <p>Use current world events such as 2008 Olympic Games in Beijing to interpret meaning of symbols of mascots</p> <p>Students create self-study tools i.e. flashcards, diagrams, charts, etc.</p>	<p>Textbook quizzes/tests</p> <p>Teacher constructed evaluative tools, including but not limited to:</p> <p>Quizzes/Tests</p> <p>Oral assessment</p> <p>Aural assessment</p> <p>Class participation</p> <p>Homework</p> <p><b>Interpretive activities:</b>            Symbol interpretation</p> <p><b>Interpersonal activities</b>            Role-play – an international party in which roles include people of various ages</p> <p><b>Presentational activities</b>            Student pretends to be a teacher or adult and presents him/herself to the class and discusses relationships</p>

**Suggestions on how to differentiate in this unit:**

Teachers may employ cooperative learning strategies to facilitate peer assistance to all students. Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit. Teachers may incorporate activities and total physical response strategies to appeal to multiple intelligences and learning styles.

**Freehold Regional High School District**  
**Mandarin I**  
**Unit #5: My Family**

**Enduring Understandings:** Learning a different language/culture leads to greater understanding of one’s own and other languages/cultures and why people think and act in different ways.

**Essential Question:** Why do people from different cultures sometimes say, write and do things differently from the way I do them?

**Unit Goal:** Students will develop an understanding of Chinese family structure and values, occupations, and numbers

**Duration of Unit:** 3 weeks

**State Standards:** 7.1, 7.2, 8.1, 8.2

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What are the differences in family values in the United States and China?</p> <p>Why do family values and family structures differ from one society to another?</p> <p>How does a Chinese person’s profession affect the way in which they are addressed?</p>	<p><b>Students will understand:</b> Chinese family structure</p> <p><b>Students will be able to:</b> Identify family members Use expressions to describe occupations Count and use numbers 1-10</p> <p><b>Students will know:</b> Chinese people are addressed based on their occupation Measure words used between numbers and nouns</p>	<p>Far East Chinese for Youth Level 1 pp. 48-57</p> <p>Textbook ancillary materials (including workbook, character cards, CDs, CD-ROM)</p> <p>Visuals of families or people to create “pretend” families</p> <p>Internet resources</p> <p>Art supplies</p> <p>Multimedia and technology materials</p> <p>Student provided visuals to represent different jobs</p> <p>Teacher generated materials to reinforce interpretive, interpersonal, and presentational communication</p>	<p>Count objects in classroom</p> <p>Play “telephone” with numbers</p> <p>Discuss cultural differences in family structure and family values</p> <p>Use visuals to introduce words and expressions to identify occupations</p> <p>Use visuals to introduce words and expressions to identify family members</p> <p>Have students illustrate families and write a few sentences describing the illustration, then the teacher can intersperse questions</p> <p>Students create self-study tools i.e. flashcards, diagrams, charts, etc.</p>	<p>Textbook quizzes/tests</p> <p>Teacher constructed evaluative tools, including but not limited to: Quizzes/Tests</p> <p>Oral assessment</p> <p>Aural assessment</p> <p>Class participation</p> <p>Homework</p> <p><b>Interpretive activities:</b> Identify jobs advertised in Chinese newspapers</p> <p><b>Interpersonal activities</b> Role-plays – two families with all the members introducing each other Siblings discussing a family event</p>



				<p><b>Presentational activities</b>  Occupation collage  Create a family tree or photo album using students' real families or letting them create "make-believe celebrity families (this can be done with traditional art/craft supplies or the students can be encouraged to use computer graphics or other programs to create their visual representation)</p>
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**Suggestions on how to differentiate in this unit:**  
Teachers may employ cooperative learning strategies to facilitate peer assistance to all students. Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit. Teachers may incorporate activities and total physical response strategies to appeal to multiple intelligences and learning styles.

**Freehold Regional High School District**  
**Mandarin I**  
**Unit #6: My Younger Brother**

**The Enduring Understandings:** Language reflects and is influenced by the culture in which it is found. Language learning involves acquiring strategies to fill communication gaps.

**The Essential Questions:** How do I develop communicative competence?

How do I know that I am improving in my utilization of language in real world situations?

**Unit Goal:** Students will develop an understanding of Chinese schooling. Understand how to form and respond to questions about age.

**Duration of Unit:** 3 weeks

**NJCCCS:** 7.1, 7.2

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How and why does the schooling system differ in the United States and China?</p> <p>What linguistic strategies can be transferred from one context to another?</p>	<p><b>Students will understand:</b> Chinese school system.</p> <p><b>Students will be able to:</b> Ask about and compare age.</p> <p>Describe people and their physical appearance.</p> <p>Count from 11-100.</p> <p>Identify and ask about the grade a student is in.</p>	<p>Far East Chinese for Youth Level 1 pp. 58-67.</p> <p>Textbook ancillary materials (including workbook, character cards, CDs, CD-ROM).</p> <p>Photographs of famous people or other teachers of differing ages and physical appearance.</p> <p>Internet resources.</p> <p>Supplies for sentence strips.</p> <p>Word cards and boxes.</p> <p>Art supplies.</p> <p>Multimedia and technology materials.</p> <p>Student created masks or costumes to role play people of different ages.</p>	<p>Count from 11-100 and have students deductively discover the rules.</p> <p>Teach and practice descriptive expressions and verbs using photos of people or over exaggerated cartoon drawings.</p> <p>Teacher prepares two boxes of word cards – one box with titles and the other with descriptions. Students look at cards held up by teacher and write sentences then draw a picture.</p> <p>Reinforce family expressions and teach how to compare heights and ages.</p> <p>Students draw pictures of various people or bring in pictures from newspapers or magazines, then describe each other’s picture.</p> <p>Students illustrate a “monster”</p>	<p>Textbook quizzes/tests</p> <p>Teacher constructed evaluative tools, including but not limited to:</p> <p>Quizzes/Tests</p> <p>Oral assessment</p> <p>Aural assessment</p> <p>Class participation</p> <p>Homework</p> <p><b>Interpretive activities:</b> Figure out grades on Chinese report cards.</p> <p>Figure out prices on Chinese advertisements.</p> <p><b>Interpersonal activities</b> Students describe a famous celebrity or historical figure and another student guesses</p>

		Teacher generated materials to reinforce interpretive, interpersonal, and presentational communication.	as teacher describes physical features such as tall, short arms, six legs, eight eyes, two heads etc.  Students create self-study tools i.e. flashcards, diagrams, charts, etc.	who their partner is describing. Role play – two students discussing a teacher.  <b>Presentational activities</b> Tell the class about someone you admire.
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**Suggestions on how to differentiate in this unit:**  
Teachers may employ cooperative learning strategies to facilitate peer assistance to all students. Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit. Teachers may incorporate activities and total physical response strategies to appeal to multiple intelligences and learning styles.

**Freehold Regional High School District**  
**Mandarin I**  
**Unit #7: Animals**

**The Enduring Understandings:** The content of the world languages classroom encompasses the entire learning experience

**The Essential Question/s for this unit:** How does the content of the world languages classroom help me understand who I am and the world in which I live?

**Unit Goal:** Students will develop an understanding for Chinese panda and Chinese Golden Monkey and be able to identify and describe animals

**Duration of Unit:** 3 weeks

**NJCCCS:** 7.1, 7.2, 8.1, 8.2

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>Why are the Chinese panda and the Chinese Golden Monkey so important in Chinese culture?</p> <p>What cultural differences exist regarding the treatment of animals?</p> <p>How do cultural ideals, values, and beliefs influence accepted practices regarding animal treatment?</p>	<p><b>Students will understand:</b> Importance of animals in Chinese culture.</p> <p><b>Students will be able to:</b> Identify and describe animals.  Express likes and dislikes related to animals.</p> <p><b>Students will know:</b> Different animals typically found in China as compared to the United States.  Animals in China that are considered endangered species.</p>	<p>Far East Chinese for Youth Level 1 pp. 68-77.</p> <p>Textbook ancillary materials (including workbook, character cards, CDs, CD-ROM).</p> <p>Photographs or cartoon style drawings of animals.</p> <p>Stuffed animals.</p> <p>Internet resources.</p> <p>Art supplies.</p> <p>Multimedia and technology materials.</p> <p>Student created animal drawings.</p> <p>Teacher generated materials to reinforce interpretive, interpersonal, and presentational communication.</p>	<p>Introduce animal vocabulary using visuals and TPR (each animal has different physical gesture).</p> <p>Distribute visuals and have students ask each other about the animals they have.</p> <p>Discuss significance of Chinese panda and Chinese Golden Monkey.</p> <p>Compare/contrast typical animals found in the United States and China as well as treatment of animals – possible educational excursion to a local zoo to reinforce this cultural concept.</p> <p>Ask students about pets.</p> <p>Reinforce likes and dislikes related to animals.</p> <p>Have students illustrate make-believe animals that teacher describes by combining features of more than one animal – for</p>	<p>Textbook quizzes/tests</p> <p>Teacher constructed evaluative tools, including but not limited to:</p> <p>Quizzes/Tests</p> <p>Oral assessment</p> <p>Aural assessment</p> <p>Class participation</p> <p>Grammar drills</p> <p>TPR activities</p> <p>Homework</p> <p><b>Interpretive activities:</b> Write about pictures of different animals.</p> <p><b>Interpersonal activities</b> Role-plays – 1) a family deciding on a pet to buy 2) debate about animal rights.</p>

			<p>example an animal with a long fur, a beak, a long neck, and short legs.</p> <p>Use famous sports teams' mascots to identify animals.</p> <p>Students create self-study tools i.e. flashcards, diagrams, charts, etc.</p>	<p><b>Presentational activities</b>  Student imagines what animal they would prefer to be and tells the class which animal they are and why  Design a zoo and create multimedia advertisements for it.</p>
<p><b>Suggestions on how to differentiate in this unit:</b>  Teachers may employ cooperative learning strategies to facilitate peer assistance to all students. Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit. Teachers may incorporate activities and total physical response strategies to appeal to multiple intelligences and learning styles.</p>				

**Freehold Regional High School District**  
**Mandarin I**  
**Unit #8: My Birthday**

**Enduring Understandings:** Language reflects and is influenced by the culture in which it is found.

**Essential Questions:** How is language a product of culture?

How does content help me respond to important questions that extend my learning beyond the classroom?

**Unit Goal:** Students will develop an understanding of Chinese the Chinese Zodiac and to reinforce numbers through various contexts.

**Duration of Unit:** 3 weeks

**NJCCCS:** 7.1, 7.2, 8.1, 8.2

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>Why is the Zodiac such a significant Chinese cultural concept?</p> <p>How does the Chinese Zodiac influence the Mandarin language?</p> <p>What cultural features are included in a Chinese calendar?</p> <p>What are the differences between astrological beliefs in China and the United States?</p>	<p><b>Students will understand:</b> Importance of Chinese Zodiac.</p> <p>The organization of the Chinese calendar.</p> <p><b>Students will be able to:</b> Identify and ask about the someone’s house number and phone number.</p> <p>Express the day and date and identify birthdays Count age.</p> <p><b>Students will know:</b> History of the Chinese Zodiac Arrangement of Chinese time concepts.</p>	<p>Far East Chinese for Youth Level 1 pp. 78-87.</p> <p>Textbook ancillary materials (including workbook, character cards, CDs, CD-ROM).</p> <p>Photographs of famous people or other teachers</p> <p>Internet resources.</p> <p>Art supplies.</p> <p>Multimedia and technology materials.</p> <p>Student created masks or costumes to role play people of different ages.</p> <p>Teacher generated materials to reinforce interpretive, interpersonal, and presentational communication.</p>	<p>Introduce expressions related to days and dates using a large visual calendar.</p> <p>Compare and contrast cultural features of Western and Eastern calendars.</p> <p>Students discover word order when expressing dates.</p> <p>Students create Chinese calendars using traditional art supplies or computer graphics programs.</p> <p>Introduce words and expressions used to identify and ask about birthdays.</p> <p>Students write and respond to birthday invitations.</p> <p>Reinforce animal vocabulary through introduction of the Zodiac.</p> <p>Students research at home the history of the Chinese Zodiac</p>	<p>Textbook quizzes/tests</p> <p>Teacher constructed evaluative tools, including but not limited to:</p> <p>Quizzes/Tests</p> <p>Oral assessment</p> <p>Sentence structure drills</p> <p>Aural assessment</p> <p>Class participation</p> <p>Homework</p> <p><b>Interpretive activities:</b> Show an authentic Chinese calendar and students write as much information as they can get from it.</p> <p><b>Interpersonal activities</b> Role-play – 1) a birthday party. 2) asking someone on a date.</p>

			<p>then share their findings with classmates – teacher affirms and denies findings.</p> <p>Students create self-study tools i.e. flashcards, diagrams, charts, etc.</p>	<p><b>Presentational activities</b> Students present the Chinese calendars they created and discuss the dates that are important to them and why.</p>
<p><b>Suggestions on how to differentiate in this unit:</b> Teachers may employ cooperative learning strategies to facilitate peer assistance to all students. Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit. Teachers may incorporate activities and total physical response strategies to appeal to multiple intelligences and learning styles.</p>				

**Freehold Regional High School District**  
**Mandarin I**  
**Unit #9: Speaking Chinese**

**Enduring Understandings:** Learning a different language/culture leads to greater understanding of one’s own and other languages/cultures and why people think and act in different ways. Cultural perspectives are gained by both using the language and by experiencing the products and practices its culture

**Essential Question:** How does the content of the world languages classroom help me understand who I am and the world in which I live?

How are cultural perspectives (attitudes, values and beliefs) reflected in a culture’s products and social practices?

**Unit Goal:** Students will develop an understanding of Chinese cultural practices including music, dance, and martial arts. Explore the affective domain regarding language acquisition.

**Duration of Unit:** 3 weeks

**NJCCCS:** 7.1, 7.2

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How does learning a language make someone feel?</p> <p>What language skills are employed when teaching someone how to do something?</p> <p>How are music and dance viewed differently in different cultures?</p> <p>Why is the practice of martial arts such an important cultural tradition?</p>	<p><b>Students will understand:</b> The importance of music, dance, and martial arts.</p> <p><b>Students will be able to:</b> Identify and discuss hobbies.</p> <p>Teach someone how to do something.</p> <p>Ask for help in completing a task.</p> <p>Identify other languages and the countries that speak them.</p>	<p>Far East Chinese for Youth Level 1 pp. 88-97.</p> <p>Textbook ancillary materials (including workbook, character cards, CDs, CD-ROM).</p> <p>Books from other world languages.</p> <p>Photos and audio/videos examples of martial arts, music, and dance.</p> <p>Multimedia and technology materials.</p> <p>Teacher generated materials to reinforce interpretive, interpersonal, and presentational communication.</p>	<p>Introduce language necessary to discuss other world languages.</p> <p>Think/pair/share activities to delve into language proficiency and the feelings evoked by language acquisition and learning.</p> <p>Introduce and reinforce verbs through use of TPR.</p> <p>Listen to Chinese music and share comments.</p> <p>Show photos or videos of cultural practices including martial arts, dance, and music and introduce and reinforce language for discussion of the same.</p> <p>Students create self-study tools i.e. flashcards, diagrams, charts, etc.</p>	<p>Textbook quizzes/tests</p> <p>Teacher constructed evaluative tools, including but not limited to:</p> <p>Quizzes/Tests</p> <p>Projects</p> <p>Oral assessment</p> <p>Aural assessment</p> <p>Class participation</p> <p>Homework</p> <p><b>Interpretive activities:</b> Listen to Chinese music and write reactions to the lyrics.</p> <p><b>Interpersonal activities</b> Role-play – two siblings teaching each other how to do something.</p>



				<p><b>Presentational activities</b> Present hobbies and teach the class about the hobby and exhibit the skills involved in its practice.</p>
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**Suggestions on how to differentiate in this unit:**  
Teachers may employ cooperative learning strategies to facilitate peer assistance to all students. Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit. Teachers may incorporate activities and total physical response strategies to appeal to multiple intelligences and learning styles.

**Freehold Regional High School District**  
**Mandarin I**  
**Unit #10: Chinese Breakfast**

**Enduring Understandings:** The content of the world languages classroom encompasses the entire learning experience. Language reflects and is influenced by the culture in which it is found.

**Essential Questions:** How is language a product of culture?

How does content help me respond to important questions that extend my learning beyond the classroom?

**Unit Goal:** Students will develop an understanding of and appreciation for Chinese breakfast and tea.

**Duration of Unit:** 3 weeks

**NJCCCS:** 7.1, 7.2, 8.1, 8.2

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>Why has tea come to become such an important aspect of Chinese culture?</p> <p>How is the concept of breakfast different when comparing China and the United States?</p> <p>How do cultural beliefs, values, and attitudes influence the practice of drinking tea?</p>	<p><b>Students will understand:</b> Significance of Chinese breakfast.</p> <p>Cultural differences regarding meals.</p> <p><b>Students will be able to:</b> Express preferences.</p> <p><b>Students will know:</b> Different tea varieties.</p> <p>The components of a typical Chinese breakfast.</p> <p>Differences in eating habits from culture to culture.</p>	<p>Far East Chinese for Youth Level 1 pp. 98-107</p> <p>Textbook ancillary materials (including workbook, character cards, CDs, CD-ROM)</p> <p>Assortment of teas</p> <p>Typical Chinese breakfast foods</p> <p>Authentic Chinese menus</p> <p>Art supplies for poster presentation</p> <p>Multimedia and technology materials</p> <p>Teacher generated materials to reinforce interpretive, interpersonal, and presentational communication</p>	<p>Provide class with a typical Chinese breakfast in order to teach useful expressions of the same.</p> <p>Set up a tea sampling and ask each student which ones they like or do not like.</p> <p>Reinforce likes and dislikes by recycling terminology related to hobbies.</p> <p>Discuss reasons why Chinese people like tea.</p> <p>Compare and contrast breakfast habits in the United states and China.</p> <p>Possibility for educational excursion to Chinatown.</p> <p>Students create self-study tools i.e. flashcards, diagrams, charts, etc.</p>	<p>Textbook quizzes/tests</p> <p>Teacher constructed evaluative tools, including but not limited to:</p> <p>Quizzes/Tests</p> <p>Projects</p> <p>Oral assessment</p> <p>Aural assessment</p> <p>Class participation</p> <p>Homework</p> <p><b>Interpersonal activities</b> Role-play – an American having breakfast with a Chinese person in China.</p> <p><b>Presentational activities</b> Poster or PowerPoint presentation comparing and contrasting an American and Chinese breakfast. Create a Chinese breakfast</p>

				menu and pretend to be the waiter or waitress explaining the menu.
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**Suggestions on how to differentiate in this unit:**

Teachers may employ cooperative learning strategies to facilitate peer assistance to all students. Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit. Teachers may incorporate activities and total physical response strategies to appeal to multiple intelligences and learning styles.

**Freehold Regional High School District**  
**Mandarin I**  
**Unit #11: Fruit**

**Enduring Understandings:** Learning a different language/culture leads to greater understanding of one’s own and other languages/cultures and why people think and act in different ways.

**Essential Question:** How does content help me respond to important questions that extend my learning beyond the classroom?

**Unit Goal:** Students will develop the ability to express anger and happiness. To develop an awareness of differences in fruits eaten in different parts of the world.

**Duration of Unit:** 4 weeks

**NJCCCS:** 7.1, 7.2, 8.1, 8.2

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>Why are certain fruits more common in the United States than in China?</p> <p>What are the similarities and differences in the manner in which anger and happiness is expressed in English and Mandarin?</p> <p>How do international import/export regulations influence what are grown in China and consumed in the United States?</p> <p>What fruits are grown and consumed in China and not imported to the United States?</p>	<p><b>Students will understand:</b> Significance of fruits in the Chinese diet.</p> <p><b>Students will be able to:</b> Express anger and happiness Describe physical qualities of fruits.</p> <p><b>Students will know:</b> Different fruits are grown and eaten in different parts of the world.</p>	<p>Far East Chinese for Youth Level 1 pp. 108-117.</p> <p>Textbook ancillary materials (including workbook, character cards, CDs, CD-ROM).</p> <p>Fruit platters and whole fruits.</p> <p>Internet resources.</p> <p>Art supplies.</p> <p>Multimedia and technology materials.</p> <p>Teacher generated materials to reinforce interpretive, interpersonal, and presentational communication.</p>	<p>Students create an artistic representation of their favorite fruit – teach the words for all the fruits.</p> <p>Reinforce expressions for counting while asking students about drawings of the fruits.</p> <p>Set up a fruit sampling – reinforce expressing likes and dislikes while asking students about the fruits they taste.</p> <p>Reflective writing in which students synthesize the visual/tactile/taste experiences from the fruits.</p> <p>Students describe whole fruits the teacher brings to class.</p> <p>Students create self-study tools i.e. flashcards, diagrams, charts, etc.</p> <p>Students research fruit production, importation, exportation, and consumption</p>	<p>Textbook quizzes/tests</p> <p>Teacher constructed evaluative tools, including but not limited to:</p> <p>Quizzes/Tests</p> <p>Projects</p> <p>Oral assessment</p> <p>Aural assessment</p> <p>Class participation</p> <p>Homework</p> <p><b>Interpretive activities:</b> Writing tasks based on visual representations of fruits.</p> <p><b>Interpersonal activities</b> Role-plays – 1) make a produce shopping list with a family member and going shopping 2) set up a fruit market and students take turns playing the roles</p>

			for China and the United States.	of buyers and sellers.  <b>Presentational activities</b> Students create and present a multimedia advertisement for a fruit company.
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**Suggestions on how to differentiate in this unit:**  
 Teachers may employ cooperative learning strategies to facilitate peer assistance to all students. Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit. Teachers may incorporate activities and total physical response strategies to appeal to multiple intelligences and learning styles.

