

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

MANDARIN 2

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 II

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
<p>Standard 7.1 Communication 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>Strand A. Interpretive Mode Strand B. Interpersonal Mode Strand C. Presentational Mode</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>Unit tests</p> <p>Performances</p> <p>O. P. I.</p> <p>Midterm exam</p> <p>Final exam</p> <p>Quizzes</p> <p>Projects</p> <p>Oral assessment</p> <p>Portfolios</p> <p>Role-plays</p>

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

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
<p>Standard 7.2 Culture All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.</p> <p>Strand A. Interpretive Mode Strand B. Interpersonal Mode Strand C. Presentational Mode</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>Role-plays</p> <p>Reaction essays</p> <p>Portfolios</p> <p>Symbolic representations</p>
<p>Standard 8.1 – Computer and information literacy All students will use computer applications to gather and organize information and to solve problems</p> <p>Strand A. Basic Computer Skills and Tools</p> <p>Strand B. Application of Productivity Tools</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>

<p>Standard 8.2 – Technology Education 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>Strand A. Nature and Impact of Technology</p> <p>Strand B. Design Process and Impact Assessment</p> <p>Strand C. Systems in the Designed World</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>
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**Freehold Regional High School District
Course Proficiencies and Pacing**

MANDARIN II

Unit Title	Unit Understandings	Duration
Unit 1: My School	<p>The content of the world language classroom encompasses the entire learning experience. Technology is an adaptable tool to facilitate language learning.</p> <p>1. Students will develop an understanding and knowledge of the general educational system and geography of China.</p>	3 weeks
Unit 2: Go to School by School Bus	<p>Successful communication is knowing how, when, and why to convey a message to different audiences. Technology is an adaptable tool to facilitate language learning.</p> <p>1. Students will develop an understanding of China's modes of transportation and the Chinese customs in asking for directions.</p>	3 weeks
Unit 3: A Day of Mine	<p>Language learning involves acquiring strategies to fill communication gaps.</p> <p>1. Students will develop an understanding of the clock hour time difference used in China.</p>	3 weeks
Unit 4: Today's Weather	<p>The content of the world language classroom encompasses the entire learning experience.</p> <p>1. Students will develop an understanding of the weather conditions in China and compare them to those in the United States.</p>	3 weeks
Unit 5: Activities	<p>Cultural perspectives are gained by both using the language and by experiencing the products and practices of its culture.</p> <p>1. Students will develop an understanding of the weather conditions in China and compare them to those in the United States.</p>	3 weeks

Unit 6: Four Treasures of the Study	<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 writing and painting.</p>	3 weeks
Unit 7: Gift Shop Market	<p>Language reflects and is influenced by the culture in which it is found.</p> <p>1. Students will develop an understanding of the money system, cultural practices in a Chinese shopping market and the art of celebrating the Chinese New Year.</p>	4 weeks
Unit 8: Buying Clothes	<p>Cultural perspectives are gained by both using the language and by experiencing the products and practices of its culture.</p> <p>1. Student will develop an understanding of the modern trends in clothing in China.</p>	4 weeks
Unit 9: Chinese Food	<p>Learning a different language/culture leads to a 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 the practices, beliefs, and values of birthday celebrations and food in China.</p>	4 weeks
Unit 10: Chinese Restaurant	<p>Learning a different language/culture leads to a 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 the proper etiquette in a Chinese restaurant.</p>	4 weeks

Freehold Regional High School District

Mandarin II

Unit #1: My School

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

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

Unit Goal: Students will develop an understanding and knowledge of the general educational system and geography of China.

Duration of Unit: 3 weeks

NJCCCS: 7.1, 7.2, 8.1

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 are the differences and similarities regarding geography, population, history, etc. between China and the United States?</p> <p>What technological applications can be employed to gain a better understanding of China's geography?</p>	<p>Students will understand: The general educational system in China.</p> <p>Students will be able to: Identify cities on a map of China.</p> <p>Compare the distances between cities in China.</p> <p>Compare the grade division in America with that in China. Practice the usage of nouns.</p>	<p>Far East Chinese for Youth Level 2 pp. 1-12</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>Use a map of the United States and China to point out city names.</p> <p>Use a graphic chart to compare the grade division in America with that in China.</p> <p>Use school signs so that students can identify different types of schools.</p> <p>Review a film about current Chinese young people's school activities.</p> <p>Use TPR to learn "here, there, where".</p> <p>Use a map of China and Taiwan to locate big cities and talk about the distances between them.</p>	<p>Tests/quizzes provided by textbook</p> <p>Teacher constructed evaluative tools, including but not limited to:</p> <p>Quizzes</p> <p>Projects</p> <p>Using the Internet, students can write, produce and present a television ad for a travel agency's tour of China.</p> <p>Interview someone who has visited China.</p> <p>Role Play: An American student is in Beijing, talking to a Chinese student.</p> <p>As a tour guide you are speaking to Chinese visitors about your school, your Chinese classes, Chinese students and Chinese teacher.</p>

				Class participation Homework Dialogues Skits
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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 II

Unit 2: Go to School by School Bus

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

Essential Question:: How do I know I am improving in utilization of language in real life situations?

Unit Goal: Students will develop an understanding of China’s modes of transportation and the Chinese customs in asking for directions.

Duration of Unit: 3 weeks

State Standards: 7.1, 7.2, 8.1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What strategies do I need to communicate in linguistically appropriate ways when speaking Mandarin?</p> <p>How does learning the customs and practices of the Chinese culture aid me in learning Chinese?</p> <p>What technological applications can be employed to facilitate my language acquisition?</p>	<p>Students will be able to: Express preferences for cars. Identify different modes of transportation.</p> <p>Give directions.</p> <p>Discuss driving habits of students in the United States.</p>	<p>Far East Chinese for Youth Level 2 pp. 13 - 24</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>Use TPR or miming to teach the verbs and verb combinations for driving a car/train, riding a bicycle/motorcycle/horse, riding in a car/train, or walking.</p> <p>Use questions and answers to find out how students go to school.</p> <p>Introduce new words by using pictures, company signs, photos, etc.</p> <p>Use maps to compare distances and to state locations.</p> <p>Review words and expressions for giving directions: turn to..., go straight, go towards the east, walk to ..., drive to ..., 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>Ask students to bring small pictures from the Internet or magazines that show people in different kinds of vehicles. Divide the class into small groups so that they can create a collage showing a busy morning on Street. My Family’s Car is Lost. Ask students to draw their family cars, one car on each piece of paper. Also, have them color the cars and write on the paper what country it was made in and the year it was made.</p> <p>Class participation</p>

				Homework Role-plays 1) A wants to go to Chinatown on Sunday. B wants to go with A. They are discussing how to go there. They think going there by train is convenient and fast.
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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 II

Unit #3: A Day of Mine

Enduring Understandings: Language learning involves acquiring strategies to fill communication gaps.

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 the clock hour time difference used in China.

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 strategies do I need to communicate in linguistically and culturally appropriate ways when speaking Mandarin?</p> <p>What differences and similarities exist between China and the United States when telling time?</p> <p>How are work schedules influenced by the Mandarin culture?</p>	<p>Students will understand: The 24 hour system used by train and plane schedules in China.</p> <p>Students will be able to: Tell and ask about someone's daily routine.</p> <p>Describe an incident in which someone is late.</p>	<p>Far East Chinese for Youth Level 2 pp. 25-36</p> <p>Textbook ancillary materials (including workbook, character cards, CDs, CD-ROM)</p> <p>Multimedia and technology materials</p> <p>Teacher generated materials to reinforce interpretive, interpersonal, and presentational communication.</p>	<p>Use a variety of strategies to introduce and practice the time of day, such as having teams line up according to the times written on slips of paper in characters or playing "telephone" where the message is a time.</p> <p>Draw the students' attention to the difference in the word order between Chinese and English when saying sentences such as "I eat breakfast at 6:30 at home."</p> <p>Introduce expressions to indicate time by using a calendar.</p> <p>Talk about the time difference between China and America.</p> <p>Review the numbers and action verbs.</p> <p>Review the word order for year, month, date, day, time of the day, and hour.</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>Interpretive, interpersonal, and presentational activities such as: Look at signs that indicate train and plane schedules. Role-plays Student A goes to bed at midnight; Student B goes to bed at 10: 00 pm. They are talking about their daily schedule. B thinks that A goes to bed too late and A should do his/her</p>

				<p>homework at school.</p> <p>Tell about your daily routine and also your opinion about your schedule. Tell what you like about your schedule and what you do not like about it and why.</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 II
Unit # 4: Today's Weather

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

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

How can I transfer my language acquisition to current technological situations/experiences?

Unit Goal: Students will develop an understanding of the weather conditions in China and compare them to those in the United States.

Duration of Unit: 3 weeks

NJCCCS: 7.1, 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 and similarities regarding geography, population, history, etc. between China and the United States?</p> <p>How does weather influence leisure activities in China compared to the United States?</p> <p>How does technology assist me in learning Mandarin and aid me in connecting with the real world?</p>	<p>Students will be able to: Express personal preferences for weather conditions.</p> <p>Compare the weather conditions in America with those in China.</p> <p>Ask and tell if an action has been completed.</p>	<p>Far East Chinese for Youth Level 2 pp. 37- 48</p> <p>Textbook ancillary materials (including workbook, character cards, CDs, CD-ROM)</p> <p>Multimedia and technology materials</p> <p>Teacher generated materials to reinforce interpretive, interpersonal, and presentational communication</p>	<p>Use TPR, pictures, drawings, and weather cards to have students induce and practice the new language items for weather conditions.</p> <p>Students create self-study tools i.e. flashcards, diagrams, charts, etc.</p> <p>Students can go online to find a city in China whose temperature in July is similar to that of a city in Florida. Also, to find a city in China whose lowest temperature in December is similar to that of a city in Maine. Students can share their findings with the class and locate these cities on a map of China.</p> <p>Students can listen to a weather forecast from a Chinese TV station.</p> <p>Listen to a weather forecast from a Chinese TV station.</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>Interpretive, interpersonal, and presentational activities such as: Students will look at weather forecast found on Chinese Web sites and speak about what they found. Role-plays Mr. Wang wants to go to Beijing in July, but Mrs. Wang</p>

				<p>wants to go there in December. They are arguing about it.</p> <p>Create a presentation with the title: (place) (month). The presentation should be accompanied by a poster illustration. Students should be encouraged to create an imaginary place with strange weather conditions.</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

Unit Plan

Unit#5: Activities

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

Essential Question/s for this unit: 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 sports, games, seasonal activities, and after-school activities in China.

Duration of Unit: 3 weeks

NJCCCS: 7.1, 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 and similarities regarding recreational activities between China and the United States?</p> <p>How does technology assist me in learning Mandarin and aid me in connecting with the real world?</p>	<p>Students will be able to: Ask and tell about seasonal activities.</p> <p>Express their preference for after-school activities.</p> <p>Discuss sports, games (2008 Beijing Olympic Games) and competitions.</p>	<p>Far East Chinese for Youth Level 2 pp. 49 - 60</p> <p>Textbook ancillary materials (including workbook, character cards, CDs, CD-ROM)</p> <p>Multimedia and technology materials</p> <p>Teacher generated materials to reinforce interpretive, interpersonal, and presentational communication</p>	<p>Use TPR or miming to teach the verbs and verb combinations for sports and activities.</p> <p>Connect the “four seasons” with weather conditions and seasonal activities to extend the learning results.</p> <p>Discuss the word order: Subject + Time + Verb and create examples in pairs.</p> <p>Students create self-study tools i.e. flashcards, diagrams, charts, etc.</p> <p>Ask students to go online to find information about the mascots, slogans, and pictograms of the 2008 Beijing Olympics. Talk about these images and symbols using as much Chinese as possible.</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>Interpretive, interpersonal, and presentational activities such as: Students can go online and find information or an announcement of a major sporting event. Students will bring the information to class and discuss the major details of the announcement.</p>

				<p>Role-plays</p> <p>An American student and a Chinese student are talking about sports and activities in which they are involved after class.</p> <p>Create a presentation in which students create a poster to illustrate and describe after-school activities, sports, games, etc.</p> <p>Write a telephone conversation making a sports activity date with a friend.</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 II
Unit #6: Four Treasures of the Study

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 writing and painting.

Duration of Unit: 3 weeks

NJCCCS: 7.1, 8.1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What technological applications can be employed in Chinese language usage?</p> <p>How does writing in Mandarin differ from writing in English?</p> <p>What are the different styles or techniques used in writing Mandarin?</p>	<p>Students will be able to:</p> <p>Identify regular pens and colored pens Identify the shape of an object Identify a traditional Chinese painting</p> <p>Students will understand:</p> <p>The “four treasures of a Chinese study”</p>	<p>Far East Chinese for Youth Level 2 pp. 61- 72</p> <p>Textbook ancillary materials (including workbook, character cards, CDs, CD-ROM)</p> <p>Multimedia and technology materials</p> <p>Teacher generated materials to reinforce interpretive, interpersonal, and presentational communication</p>	<p>Use TPR and objects to teach color words and nouns for pens.</p> <p>Bring in an item daily such as an old Chinese writing brush, a square ink stone, or an ink stick with a golden dragon.</p> <p>Show the students a picture of a Chinese calligrapher who is writing Chinese characters. Ask the students what the calligrapher is doing and talk about the calligrapher.</p> <p>Conduct an activity to hunt for the four treasures. Make copies of the four treasures. Cut out the picture cards with one item on each card. Mix the cards. Give each student four cards. Allow the students to walk around the room and hunt for the picture(s) they need to make a set of four treasures. Any student who accepts a picture</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>Interpretive, interpersonal, and presentational activities such as: Students can go online and bring in pictures of Chinese paintings. Put up the paintings on the wall and ask students to work in pairs. Assign a painting to each pair. Students will write as many</p>

			<p>has to give away a picture. Identify the students who are the first to get a set of four treasures.</p>	<p>sentences about the painting as possible in three minutes.</p> <p>Role-plays</p> <p>A is doing Chinese painting. B sees that and thinks it looks like fun. B asks A to teach him/her. A agrees, and they set up an appointment to meet at school.</p> <p>Write a report on the language experience of learning Chinese painting, and then present the report to the class.</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 II
Unit 7: Gift Shop Market

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

Cultural perspectives are gained by both using the language and by experiencing the products and practices its culture

Essential Question: How is language a product of culture?

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 the money system, cultural practices in a Chinese shopping market and the art of celebrating the Chinese New Year.

Duration of Unit: 4 weeks

NJCCCS: 7.1, 8.1, 8.2

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What technological applications can be employed to facilitate my language acquisition?</p> <p>How do the cultural and social practices influence the manner in which the Chinese New Year is celebrated?</p> <p>What values and beliefs are embedded in the celebration of the Chinese New Year?</p>	<p>Students will be able to:</p> <p>Recognize Chinese currency Read and write Chinese characters on China’s money, bills, receipts, etc.</p> <p>Students will understand:</p> <p>The significance of the Chinese New Year celebrations and its impact on the Chinese culture.</p> <p>The cultural practices for shopping at a Chinese market.</p>	<p>Far East Chinese for Youth Level 2 pp. 73 - 84</p> <p>Textbook ancillary materials (including workbook, character cards, CDs, CD-ROM)</p> <p>Multimedia and technology materials</p> <p>Teacher generated materials to reinforce interpretive, interpersonal, and presentational communication</p>	<p>Teach and practice money words by using real American dollars. Ask students if they have money and how much money they have.</p> <p>Introduce Chinese money, Taiwanese money, and money from Hong Kong by showing the students real money and talking about it. Let the class look at the money and identify its value.</p> <p>Show students pictures of souvenir markets in China and talk about them. Teach new words relating to Chinese souvenirs.</p> <p>Watch videotapes of the Chinese New Year celebration.</p> <p>Show students various Chinese</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>Interpretive, interpersonal, and presentational activities such as: Have students make lanterns and decorate them with</p>

			<p>New Year decorations and cards. Talk about them and teach new words and expressions at the same time.</p>	<p>chinese patterns and characters.</p> <p>Design Chinese New Year cards.</p> <p>Write a paragraph telling about your experience with buying a gift for a friend at the market.</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 II
Unit 8: Buying Clothes

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

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

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

Unit Goal: Student will develop an understanding of the modern trends in clothing in China.

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>What are the differences in the clothing trends in China and the United States?</p> <p>How is clothing indicative of the values, beliefs, and attitudes of the Chinese culture?</p>	<p>Students will be able to: Identify different clothes and also the measuring words for them. Express opinions about clothing.</p> <p>Students will understand: The discounts in clothing advertisements.</p>	<p>Far East Chinese for Youth Level 2 pp. 73 - 84</p> <p>Textbook ancillary materials (including workbook, character cards, CDs, CD-ROM)</p> <p>Multimedia and technology materials</p> <p>Teacher generated materials to reinforce interpretive, interpersonal, and presentational communication</p>	<p>Teach the names of articles of clothing by showing them pictures of clothes.</p> <p>TPR (single word TPR for clothing names, action TPR – put on, take off ...)</p> <p>A guessing game – What is in the laundry bag? What is in the wardrobe? --- using clothing words and measure words.</p> <p>Show clips of movies, videotapes or pictures for students to see authentic Chinese clothing and talk about what young Chinese people are wearing.</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>Interpretive, interpersonal, and presentational activities such as: Have students design a picture essay in characters: My Wardrobe (with pictures</p>

				<p>and paragraphs about own clothing).</p> <p>Role-plays</p> <p>A father and mother are at a shoe store that is having a big sale on brand-name sneakers. They try to find a pair for their son.</p> <p>Write about the kinds of clothes you like and dislike; telling if you go clothes shopping often and how you feel when you go.</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 II
Unit 9: Chinese Food

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

Unit Goal: Students will develop an understanding of the practices, beliefs, and values of birthday celebrations and food in China.

Duration of Unit: 4 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 understanding the significance of cultural practices impact language learning?</p> <p>How do the cultural beliefs, values and attitudes influence the eating practices in the United States and China?</p>	<p>Students will be able to: Identify and express preferences about food.</p> <p>Students will understand: The practices, beliefs, and values for celebrating elder people’s birthday.</p>	<p>Far East Chinese for Youth Level 2 pp. 97 - 108</p> <p>Textbook ancillary materials (including workbook, character cards, CDs, CD-ROM)</p> <p>Multimedia and technology materials</p> <p>Teacher generated materials to reinforce interpretive, interpersonal, and presentational communication</p>	<p>Bring in different types of Chinese food and teach the names of each food.</p> <p>Explain the cultural practice for elder people’s birthdays in China, including the 60th birthday, the 66th birthday, and the 100th birthday. Also, explain the symbols for longevity, longevity noodles, 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>Interpretive, interpersonal, and presentational activities such as: Have students write a composition on the tasting experience of Chinese food. Role-plays</p>

				Two students are in a Chinese grocery store. One of the students is curious about a lot of the food items there because he/she has never seen or consumed them. One student explains to the other about their experience with each food item.
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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 II
Unit 10: Chinese Restaurant

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 the proper etiquette in a Chinese restaurant.

Duration of Unit: 4 weeks

NJCCCS: 7.1, 8.1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What technological applications can be employed to facilitate my language acquisition?</p> <p>How can I gain insight into the Chinese language by experiencing its products and cultural practices?</p> <p>How do cultural practices influence the guidelines of etiquette in China?</p>	<p>Students will be able to: Express personal preferences in Chinese food. Express personal choices in choosing a restaurant.</p> <p>Students will understand: The differences in table manners between Chinese people and American people.</p>	<p>Far East Chinese for Youth Level 2 pp. 109 - 120</p> <p>Textbook ancillary materials (including workbook, character cards, CDs, CD-ROM)</p> <p>Multimedia and technology materials.</p> <p>Teacher generated materials to reinforce interpretive, interpersonal, and presentational communication.</p>	<p>Use the strategies for learning measure words in the previous lessons to practice the measure words included in this lesson.</p> <p>Use the strategies for learning nouns, such as the clapping game and TPR, to introduce and practice new words.</p> <p>Practice identifying dining utensils by comparing the Chinese way of setting a table with the American way.</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>Interpretive, interpersonal, and presentational activities such as: Ask students to bring in take-out menus from nearby Chinese restaurants. Have them work in pairs to select one dish of their choice to</p>

				<p>present to the class(including its pronunciation, meaning, and, if possible, a picture for illustration).</p> <p>Role-plays</p> <p>Act out a scene at a Chinese restaurant.</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.

