

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

MANDARIN 3

Grade Level: 9-12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 31, 2009

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

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

Board of Education

Mr. Ronald G. Lawson, President
Mr. Christopher Placitella, Vice President

Mr. William Bruno
Mr. Tom Caiazza
Mrs. Elizabeth Canario
Mr. Barry Hochberg
Mrs. Kathie Lavin
Mr. Heshy Moses
Mrs. Jennifer Sutera

Mr. James Wasser, Superintendent
Ms. Donna M. Evangelista, Assistant Superintendent for Curriculum and
Instruction

Curriculum Writing Committee

Ms. Xiaobing Wu
Ms. Li Li

Supervisors

Mr. David Bleakley
Ms. Magda Fama
Mr. José Francis
Dr. Meryl Norych

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 III

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. Language learning involves acquiring strategies to fill communication gaps. Successful communication knows how/when and why to convey a message to different audiences. 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? What strategies do I need to communicate in linguistically and culturally appropriate ways? How do I develop communicative competence? How do I know that I am improving in my utilization of language in real world situations? How does the content of the world languages classroom help me understand who I am and the world in which I live? 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: Aural tests O.P.I. Essays Objective tests Reading comprehension</p>	<p>Performances Class participation Homework Surveys Quizzes</p>	<p>Unit tests Performances O. P. I. Midterm exam Final exam Quizzes Projects Oral assessment Portfolios 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. Cultural perspectives are gained by both using the language and by experiencing the products and practices its culture. 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? How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices? What role does stereotyping play in forming and sustaining prejudices about other cultures?</p>	<p>Surveys designed to trigger the affective domain of learners Self-reflective essay to determine assumptions about culture(s)</p>	<p>Surveys Interpretive reactions based on cultural artifacts indicative of a specific culture Interviews of people of the culture studied</p>	<p>Role-plays Reaction essays Portfolios 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 Strand B. Application of Productivity Tools</p>	<p>Technology is an adaptable tool to facilitate language learning. 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? 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 Power point presentation Technology portfolios</p>	<p>Web quest Web page design Multimedia presentation</p>

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

**Freehold Regional High School District
Unit Overview and Pacing**

MANDARIN III

Unit Title	Unit Understandings	Duration
Unit 1: Chinese Town	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. 1. Students will develop an understanding of Chinese people’s life style and their daily activities and geography of China.	3 weeks
Unit 2: Asking the Way in China	Successful communication is to know how, when, and why to convey a message to different audiences. 1. Students will develop an understanding of China’s modes of transportation and the Chinese customs in asking for directions.	3 weeks
Unit 3: Houses	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. 1. Students will develop an understanding of Chinese living conditions and discuss the house structures in general.	4 weeks
Unit 4: Chinese New Year	Cultural perspectives are gained by both using the language and by experiencing the products and practices its culture. 1. Students will develop an understanding of Chinese New Year and related history, tradition, customs, belief and value of the celebrations.	3 weeks
Unit 5: Cooking and Banquets	Cultural perspectives are gained by both using the language and by experiencing the products and practices of its culture. 1. Students will develop an understanding of Chinese food, cooking and banquets related tradition; compare them to those in the United States.	4 weeks
Unit 6: School Calendar and School Campus	Successful communication is to know how, when, and why to convey a message to different audiences. 1. Students will develop an understanding of school calendar and campus activities, also differences between schools in China and schools in United States.	3 weeks
Unit 7: Subjects and Schedules	The content of the world languages classroom encompasses the entire learning experience. 1. Students will develop an understanding of school academic life.	4 weeks

Unit Title	Unit Understandings	Duration
Unit 8: Beautiful China	<p>The content of the world languages classroom encompasses the entire learning experience.</p> <p>1. Student will develop an understanding of geography of China including major cities and attractions.</p>	3 weeks
Unit 9: Making Plans for a Trip	<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 the difference of geographic location, culture and value of people daily life between China and America.</p>	4 weeks
Unit 10: A Past Trip	<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 sharing experience of a trip to China.</p>	3 weeks

**Freehold Regional High School District
Mandarin III**

Unit #1: Chinese Town

Enduring Understanding: 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 people’s life style and their daily activities.

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>Why do people from different cultures sometimes say, write and do things differently from the way I do them?</p> <p>What are the differences and similarities regarding people’s life style and daily activities in China and in America?</p> <p>What technological applications can be employed to gain a better understanding</p>	<p>Students will understand: The general community life in China.</p> <p>Students will be able to:</p> <p>Have some knowledge about the living environment in China.</p> <p>Compare people life in a city, a town and a community in China with that in America.</p>	<p>Far East Chinese for Youth Level 3 pp. 1-14</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>Key structure reinforcement</p> <p>Use visual aids to compare the community life in America with that in China.</p> <p>PPT presentation about some Chinese major cities’ business district; small towns’ shopping area and communities’ shops.</p> <p>Have students to use the words they have learned to describe what they have seen.</p> <p>Show the video about the morning activities in China.</p>	<p>Tests/quizzes provided by textbook</p> <p>Teacher constructed evaluative tools, including but not limited to:</p> <p>Quizzes</p> <p>Projects Using the Internet, students can get a picture of Chinese communities. Describe the picture in his/her words and type them in Chinese.</p> <p>A letter to parents: As a Summer exchange student, an American student is living in his Chinese host family’s house in Beijing. Write a letter to his/her parents and describe the community environment of his/her host family’s home.</p> <p>Class participation</p> <p>Homework Dialogues</p>
<p><u>Suggestions on how to differentiate in this unit:</u></p> <ul style="list-style-type: none"> • 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 III**

Unit 2: Asking the Way

Enduring Understanding: Successful communication is to know 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 China’s modes of transportation and the Chinese customs in asking for directions.

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 strategies do I need to communicate in linguistically appropriate ways when speaking Mandarin?</p> <p>How do I know that I am improving in my utilization of language in real world situations?</p> <p>What technological applications can be employed to facilitate my language acquisition?</p>	<p>Students will be able to: Express preferences for transportation.</p> <p>Identify different modes of transportation.</p> <p>The Chinese customs in asking and giving directions.</p> <p>Discuss the traffic patterns in China and compare them with that in America.</p>	<p>Far East Chinese for Youth Level 3 pp. 15 - 28</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>Key structure reinforcement.</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 directions.</p> <p>Introduce new words by using pictures, company signs, photos, etc.</p> <p>Use maps to locate certain objects 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 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.</p> <p>Class participation</p> <p>Homework</p> <p>Role-plays</p> <p>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.</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 III**

Unit #3: Houses

Enduring Understanding: 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 living conditions and discuss the house structures in general.

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>Why do people from different cultures sometimes say, write and do things differently from the way I do them?</p> <p>How are cultural perspectives (attitudes, values and beliefs) reflected in a culture’s products and social practices?</p> <p>How the people’s living condition in China in different with that in America?</p>	<p>Students will be able to:</p> <p>Discuss the house structures in general</p> <p>Students will understand and compare:</p> <p>Different patterns of houses.</p> <p>The people’s living condition in China with that in America.</p>	<p>Far East Chinese for Youth Level 3 pp. 29-42</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>Key structure reinforcement.</p> <p>Use visual aid to help students to recognize the new words</p> <p>Play Chinese situation comedy shows. Have students to talk about: Where the characters are? (kitchen, living room, bedroom, etc.)</p> <p>Use PPT to present different kinds of houses and their inside structures.</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>Project:</p> <p>Each student will be given a interior layout of a new house. He/She need use the newly learned Chinese words to label each section of the home living spaces.</p> <p>Role-plays</p> <p>A student goes to house hunting. He/She need to rent a place for Summer or college. The new words and key structure need to include in the conversation.</p>
<p><u>Suggestions on how to differentiate in this unit:</u></p> <ul style="list-style-type: none"> • 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 III**

Unit # 4: Chinese New Year

Enduring Understanding: 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 of Chinese New Year and related history, tradition, customs, belief and value of the celebrations.

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>How are cultural perspectives (attitudes, values and beliefs) reflected in a culture’s products and social practices?</p> <p>How does learning the customs and practices of the Chinese culture aid me in learning Chinese?</p> <p>What are the differences and similarities regarding some traditional holidays and the customs associated with these holidays 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:</p> <p>Develop an understanding of Chinese New Year celebration. And its related history, tradition, customs, belief and value</p> <p>Compare the Chinese New Year with Christmas holiday celebration.</p>	<p>Far East Chinese for Youth Level 3 pp. 43-56</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>Key structures reinforcement.</p> <p>Students will be asked to do an online research about Chinese New Year (its tradition and customs) And make PPT presentation about his/her research.</p> <p>Have students to watch a video about Chinese New Year celebration and write comments about it</p> <p>Host a classroom Chinese New Year Party. Give students some experiences on the traditions and activities of Chinese New Year.</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 be asked to read an advertisement about Chinese New Years celebration event. They will be asked to make some predictions about the major activities held on that event.</p> <p>Students can choose the following topics to do their Power-point presentation:</p> <p>The major Chinese tradition holidays; Chinese lunar calendar; 12 Chinese zodiac animals; and all other related topics.</p>
<p><u>Suggestions on how to differentiate in this unit:</u></p> <ul style="list-style-type: none"> • 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 III**

Unit#5: Cooking and Banquets

Enduring Understanding: Cultural perspectives are gained by both using the language and by experiencing the products and practices of 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 of Chinese food, cooking and banquets related traditions; 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>How are cultural perspectives (attitudes, values and beliefs) reflected in a culture’s products and social practices?</p> <p>What are the differences and similarities regarding food, cooking and eating habits between China and the United States?</p> <p>How does technology assists me in learning Mandarin and aid me in connecting with the real world?</p>	<p>Students will be able to: Ask and tell about dishes and how to make them.</p> <p>Express their preference for certain kind of dishes.</p> <p>Discuss different kinds of Chinese food. Six schools of Chinese cuisines</p> <p>Understand the custom of Chinese banquets.</p>	<p>Far East Chinese for Youth Level 3 pp. 57 - 70</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>Connect the food eaten during some Chinese traditional holidays with Chinese cooking and banquets to extend the learning results.</p> <p>Key structures reinforcement. Pair-up to practice on them.</p> <p>Online research to find out the information about six schools of Chinese cuisines.</p> <p>Have students to watch the video about the schools of Chinese cuisines.</p> <p>Field trips to local authentic Chinese restaurant.</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:</p> <p>Role-plays: An American student in China, who has been invited to banquets by his Chinese teacher.</p> <p>Have a class field trip to one of the local authentic Chinese restaurant.</p> <p>Internet research paper about six schools of Chinese cuisine and have students to make PPT presentation to the class.</p>
<p><u>Suggestions on how to differentiate in this unit:</u></p> <ul style="list-style-type: none"> • 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 III**

Unit #6: School Calendar and School Campus

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

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 school calendar and campus activities, also differences between Chinese schools and schools in United States.

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 a Chinese school work?</p> <p>How to express in oral and written Chinese on topics related to school life?</p>	<p>Students will be able to:</p> <p>Identify school calendar; Identify regular school activities; Identify school facilities.</p> <p>Students will understand:</p> <p>Differences between Chinese schools and American schools.</p>	<p>Far East Chinese for Youth Level 3 pp. 71- 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>Bring in your school calendar and map of the school. Ask students to make labels in Chinese, and label the map.</p> <p>Ask students to get as many as possible pictures of Chinese schools. Divide students into groups (2-4 people/group) and ask them to make their own 3-D schools (either American school or Chinese school) on a poster. The school must have major facilities such as sports field and auditorium. Each group is asked to make an introduction about it. They are also supposed to answer questions from other students about their project.</p> <p>Students are also asked to make a school calendar in 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: Students can go online and bring in pictures of Chinese schools. Put up the pictures on the wall and ask students to work in pairs. Students will write as many sentences about Chinese schools as possible in five minutes.</p> <p>Role-Play: Xiao Ma and Xiao Wang are tour guides of a group of American high school students. They need to introduce all facilities of this Chinese school, and the calendar. They'll explain why and how the school works like that, what the culture and social value behind it.</p> <p>Write an introduction about Chinese schools, and then present the introduction 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 III**

Unit 7: Subjects and Schedules

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

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 school academic life.

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 values and beliefs of education are embedded in regular Chinese students’ daily life?</p> <p>What technological applications can be employed to facilitate my language acquisition?</p>	<p>Students will be able to:</p> <p>Identify subjects Identify class schedule Express their preference for subjects</p> <p>Students will understand:</p> <p>School class schedule; School life of middle school and high school; Chinese educational system.</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>Ask students to make class schedule for their group members (can’t be the same).</p> <p>Introduce differences of subjects in Chinese school and American school.</p> <p>Introduce Chinese educational system : its history and impact. Let students do research about Chinese educational system.</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: Discussion on both Chinese and American school systems.</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 researching 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 III**

Unit 8: Beautiful China

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

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 geography of China including major cities and attractions.

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 geographic differences in China and the United States?</p> <p>What technological applications can be employed to facilitate my language acquisition?</p> <p>How does content help me respond to important questions that extend my learning beyond the classroom?</p>	<p>Students will be able to: Identify major attractions, and what they are famous for. Introduce China briefly in Mandarin.</p> <p>Students will understand: What makes this cities/scenery so famous? The differences from city to city not only exist in dialects but also in people's day-to-day life.</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>Show pictures, videotapes or movies for students to see all areas of China. Explain the geographic features by using a map.</p> <p>Introduce Chinese history to students.</p> <p>Ask students to work in pair or group to introduce different Chinese areas/cities: its language, history, custom, tradition, 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 design a picture essay in characters regarding one city/attraction in China (with pictures and paragraphs about its location, history, etc.). Role-plays One student can act as a tour guide/pen pal, and the other as a student abroad.</p>
<p><u>Suggestions on how to differentiate in this unit:</u></p> <ul style="list-style-type: none"> • Teachers may employ cooperative learning strategies to facilitate peer assistance to all students. • Teachers may also provide ancillary materials and researching 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 III**

Unit 9: Making Plans for a Trip

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 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>What technological applications can be employed to facilitate my language acquisition?</p>	<p>Students will be able to: Make a plan for a trip to China, including getting visa, booking air flight ticket and hotel, scheduling activities of each day, etc.</p> <p>Students will understand: Geographical and cultural differences between China and America.</p>	<p>Far East Chinese for Youth Level 3 pp. 113 - 126</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 post cards, pictures or through internet find place/places that students might interest in visiting. All language learning and activities of this lesson will be about what is chosen.</p> <p>Explain the differences of a developing country and a developed country and also the culture and value behind their daily life.</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 the whole class discuss what they might need for a trip to China, and make a list of all possible problems/difficulties they might encounter.</p> <p>Have each group of students write a plan/schedule, including time and budget. In each group, they need a WRITER (who writes the plan), a SPEAKER (who will present their plan to the whole class, a RESEARCHER (who will collect all information / pictures), etc.</p>
<p>Suggestions on how to differentiate in this unit:</p> <ul style="list-style-type: none"> • Teachers may employ cooperative learning strategies to facilitate peer assistance to all students. • Teachers may also provide ancillary materials and researching 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 III**

Unit 10: A Past Trip

Enduring Understanding: 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.

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 sharing experience of a trip to China.

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 feeling about an experience in China. Express personal preferences in places of China.</p> <p>Students will understand: Culture differences play an important role in communication.</p>	<p>Far East Chinese for Youth Level 3 pp. 127 - 140</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 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: A field trip to China Town or a Chinese supermarket. Or ask students to bring in pictures or video which show a trip. It doesn’t have to be a trip in China. Students will be asked to introduce the trip in Mandarin. Encourage students to bring in souvenirs to show the culture.</p>
<p><u>Suggestions on how to differentiate in this unit:</u></p> <ul style="list-style-type: none"> • 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. 				