

# Grade 8 Mandarin Chinese Curriculum

Length of Course: **Full Year**

*(Edited Summer 2017)*

## Course Description: Mandarin Chinese Intermediate Level

In this course, students will expand their listening and speaking ability in handling everyday situations while developing reading and writing skills with more complex texts. This school year will start with a comprehensive review of grammatical structures that facilitate further speaking and reading. By the end of the school year students are expected to be able to engage in basic daily conversation, read Intermediate-Low level texts as well as write for daily needs. Accurate tones and pronunciation are expected.

<b>Unit Name:</b> My Community Section II	<b>Big Ideas for Unit:</b> In this unit, students will demonstrate their language ability to describe the neighborhoods by conducting conversations about basic public services ; ask and give detailed directions of the town they live in; when emergency happens, where should we go and to do what in the community; how to be good a neighbor.
<b>Course Objectives for Unit:</b> Students will be able to get a further understanding of Chinese community, how to interact with neighbors when you have complaints, and how you can ask for help.	
<b>Essential Questions</b> <ul style="list-style-type: none"><li>What are the necessary public services a good community should have?</li></ul> Why? e.g. 我们的社区里应该有一个警察局，因为有的时候我需要帮助，我可以去找警察帮助我。	<b>Enduring Understandings</b> <ul style="list-style-type: none"><li>Chinese communities have some unique public facilities like mahjong parlor and KTV due to Chinese people's different lifestyle</li><li>Differences and similarities in American and Chinese communities (public services, schools, and the neighborhood)</li></ul>

<ul style="list-style-type: none"> <li>Why is it important to know how to ask directions? Place 在哪儿？ Place 怎么走？</li> </ul>	<ul style="list-style-type: none"> <li>In an emergency students will know how to ask for help by calling 110 (like 911 in the USA), go to police station, or call American embassy.</li> <li>What qualities make a good community member, such as willing to help, being a good neighbor, and participating in community activities.</li> <li>How to make a complaint and negotiate in a polite way. Students will understand that to negotiate in a polite way they must say:             <ul style="list-style-type: none"> <li>请不要……, 好吗？</li> <li>如果你可以……, 好吗？</li> </ul> </li> <li>Use directional verbs 拐、转、向</li> <li>Use directions: 左（手）、右（手）、东、南、西、北、前、后</li> <li>Use sequencing words: 先、然后、再、最后</li> </ul>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b> Students will:</p> <p>7.1.IM.A.1</p> <p>Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level- appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p> <p>7.1.IM.A.2</p> <p>Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p> <p>7.1.IM.A.3</p> <p>Analyze the use of verbal and non-verbal</p>	<p><b>Examples, Outcomes, Assessments</b></p> <p><b>Instructional Focus:</b> ask and answer the direction questions?</p> <ul style="list-style-type: none"> <li>describe a location: p1在p2的左边。 p1的右边是P2.</li> <li>use directional verbs 拐、转、向 to make the instruction clearer and authentic to Chinese people's way</li> <li>use ordinal numbers to express order: 第一个、第二个</li> <li>use duration in directions             <ul style="list-style-type: none"> <li>e.g. walk straight for 2 minutes 直直的走两分钟</li> </ul> </li> <li>ask about how long time does it take: 需要多长时间？</li> <li>describe activities we should and shouldn't do to make our community a better place</li> </ul>

<p>etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p> <p>7.1.IM.A.4</p> <p>Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.8</p> <p>Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.B.1</p> <p>Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p> <p>7.1.IM.B.2</p> <p>Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.4</p> <p>Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p>7.1.IM.B.5</p>	<ul style="list-style-type: none"> <li>● describe good qualities we need to have to make our community a better place</li> <li>● 把 sentence focus on the result or influence of an action, like get something done in English <ul style="list-style-type: none"> <li>○ e.g. 把饭吃了 把水喝了</li> </ul> </li> </ul> <p><b>Sample Assessments:</b></p> <ul style="list-style-type: none"> <li>● Written vocabulary quiz</li> <li>● Vocabulary presentation for each unit</li> <li>● vocabulary dictation</li> <li>● listening practice: TPR 把 sentences</li> <li>● Interpretive, interpersonal, and presentational project: students need to interview and be interviewed with one peer talking about what a good community should have in terms of basic infrastructures and how community members can benefit from the infrastructures; both the interviewer and interviewee need to jot down the notes since they will switch their roles; record their speech talking about a good community</li> <li>● Oral assessment: if you have to get rid of one public service infrastructure or place, which one would you choose to be taken down and why?</li> <li>● Skit: given a scenario, students are going to act out when emergency happens, what they need to do, where to go, and how to communicate to get help.</li> </ul> <p><b>Instructional Strategies:</b></p> <p><b>Interpretive:</b></p>
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Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

#### 7.1.IM.B.1

Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

#### 7.1.IM.B.2

Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities in familiar and some unfamiliar situations.

#### 7.1.IM.B.5

Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

- make one vocabulary exploration slide, which includes pinyin, pictures, sample sentences, and ways to memorize and share with the peers
- Use radicals and simple characters in the new vocabulary as a clue to decode the meanings of new characters.
- Vocabulary dictation TPR
- according to the interview, students are going to jot down the notes
- location dictation practice/game: blindfold one student and ask another student to give instructions to get to somewhere.
- read a passage and students are going to draw the location based on the meaning

#### **Interpersonal:**

- create a survey about our town: What are our favorite places in the town.
- given a random map, a student is going to finish a prompt conversation with another student for suggestions on giving directions.
- given a lousy neighbor scenario, students are going to role play both the neighbor and “you” on the spot, and the audience votes who speaks and acts better

#### **Presentational:**

- vocabulary quiz for each lesson
- write a two-paragraph essay talking about what a good community should have in terms of basic infrastructure

- given a scenario and time to rehearse, students are going to act out when emergency happens, what they need to do, where to go, and how to communicate to get help.
- Oral assessment:if you have to get rid of one public service infrastructure places, which one would you choose to be taken down and why?
- Unit Test

#### **Interdisciplinary Connections:**

- Social Studies: Students learn how different cultures will affect what a community will look like.
- Forensics: Student are trying to apply forensic skills in their prompt skit to convince their peers that their speech is more convincing .
- Math: Students learn how to convert mile to kilometer.

#### **Technology Integration**

- Google Maps: students use Google maps to explore the town we live in
- Google Classroom: to write out scripts and post assignments.
- Screencastify: students use the extension to record their project

#### **Global Perspectives**

- Students will have a general understanding of differences and similarities in American and Chinese communities

#### **Culturally Responsive Teaching**

- Understanding what a community

	looks like depends on many different reasons: culture, geographic features, religions, lifestyles, etc. Using the student population in class we will share how their individual cultural background and experiences contributes to our classroom community.
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### Additional Resources:

how to use 把 :

[https://resources.allsetlearning.com/chinese/grammar/Using\\_%22ba%22\\_sentences](https://resources.allsetlearning.com/chinese/grammar/Using_%22ba%22_sentences)

中文故事：我的家，我的社区，我的学校:

<http://www.youtube.com/watch?v=omH1iDk75LA>

我的社区quizlet : [https://quizlet.com/\\_1r4dmj](https://quizlet.com/_1r4dmj)

<b>Unit Name: My School</b>	<b>Big Ideas for Unit:</b> This unit displays authentic scenarios of a Chinese student's academic challenges, school life , and classmates interactions.
<b>Course Objectives for Unit:</b> In this unit, students can demonstrate their understanding of Chinese school life by talking about academic challenges, different education systems, and academic challenges in China.	
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>What are the major differences between Chinese and American SAT systems?</li> <li>How to describe our school? (Including compare with another place, where is it? Which direction? Which floor? Which place is closeby?)</li> </ul> <p>E.g. LCJSMS 山峰市中学有图书馆。图书馆在一楼。图书馆的里面有一个电脑实验</p>	<b>Enduring Understandings</b> Students will understand that... <ul style="list-style-type: none"> <li>different subjects and test system in China make Chinese students' academic life very different from American students'</li> <li>Chinese colleges don't take grades, application letter, or anything else as the criteria for selection students. 高考 (Chinese SAT) is the only key.</li> <li>various reasons, such as personal preferences, teachers, and current</li> </ul>

<p>室。</p> <p>There is a library in LCJSMS. The library is on the first floor. Inside the library, there is a lab.</p> <ul style="list-style-type: none"> <li>How to borrow or return something from your classmate and refuse politely?</li> </ul> <p>请, 借, 行吗, 好吗, 可以吗, 对不起, 还,</p>	<p>trends may cause students choose/not choose and like/dislike certain subjects</p> <ul style="list-style-type: none"> <li>Chinese K-12 schools in the big cities' layout is more scattered comparing with LCJSMS. Chinese schools from bigger cities utilizes different buildings for different purposes instead of having all the classrooms in one building like in LCJSMS.</li> <li>Conversations of Borrowing and returning things are very similar in both American and Chinese languages. However, Chinese people tend to make objections more euphemistic.</li> <li>Chinese people use a suffix word 吧 at end of a sentence to give suggestions.</li> </ul> <p>e.g. 我们去吃饭吧 Instead of giving commands we go eat, 吧 softens the tone and makes the sentences into let's go eat.</p>
<p><b>Areas of Focus: Proficiencies</b></p> <p>Students will:</p> <p>7.1.IM.A.1</p> <p>Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level- appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p> <p>7.1.IM.A.4</p> <p>Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.7</p> <p>Infer the meaning of some unfamiliar words in</p>	<p><b>Examples, Outcomes, Assessments</b></p> <p><b>Instructional Focus:</b></p> <p>express being interested in 对...感兴趣</p> <ul style="list-style-type: none"> <li>unlike English, Chinese has two different feels in Chinese: 感觉 (physical sensation) 和 觉得 (inferential thinking, assume)</li> <li>express be nice to 对...好 (something/somebody)</li> <li>introduce someone or something or to someone 介绍(someone/something)给 (someone)</li> <li>as soon as 一...就</li> <li>to borrow something from a person 借给我... (用一下),可以吗?</li> <li>distinguish and utilize 怎么 and 怎么样 in different situations:</li> </ul>

<p>some new contexts.</p> <p>7.1.IM.B.2</p> <p>Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.3</p> <p>Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.5</p> <p>Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>7.1.IM.C.1</p> <p>Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IM.C.3</p> <p>Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.C.4</p>	<ul style="list-style-type: none"> <li>○ 怎么 how <ul style="list-style-type: none"> <li>■ 你怎么上学？ how do you go to school?</li> </ul> </li> <li>○ 怎么样 how does it sound; how is it? How is your school?</li> </ul> <p><b>Sample Assessments:</b></p> <ul style="list-style-type: none"> <li>● written vocabulary quiz</li> <li>● reading assignment: read the description of a school and draw a map based on the description and use it to answer some questions</li> <li>● write a short introduction of your school for a new student coming from China. Include information such as the school's location, its facilities, the number of students enrolled, the number of staff, and the types of courses offered.</li> <li>● reading, listening, and writing assessment about Chinese SAT and education</li> <li>● 小明的课程表: group into 2, students need to read one party of the schedule readings. Each group work together to finish a worksheet</li> <li>● Vocabulary presentation for each Lesson</li> <li>● Subject interview: students are going to interview each other and find out what classes is the easiest, hardies, most interesting, least intersint, etc. They are going to present their result.</li> </ul> <p><b>Instructional Strategies:</b></p> <p><b>Interpretive:</b></p>
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Synthesize information found in age- and level-appropriate culturally authentic materials.

7.1.IM.C.5

Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.

- vocabulary exploration PowerPoint
- use radicals in characters as a clue to decode the meanings of new characters.
- vocabulary dictation practices
- listen to Audio Lingua podcast: a chinese middle school boy talking about his school life
- finish an IPA assessment about Chinese SAT 高考
- read a map and write a description of the campus
- read a description and create a map based on it
- listen to a description of a campus and draw a map of it
- Listening assessment: watch a video about Chinese education system and answer True or False question.

**Interpersonal:**

- two students pair up and talk about courses and classes they have for this year. They need to make a schedule for each other with time, classes, teacher, and location in it
- create a survey about favorite and least favorite subjects, school rooms, and teachers; compare findings with classmates.

**Presentational:**

- Finish written vocabulary quiz
- Your ideal school project: students are going to talk about their ideal school, what does it look like, what facilities

the school has, describe a specific cool classroom (objects in the classroom), and what courses are offered to students.

- oral assessment: describe a classroom and a school layout.
- IPA assessment about Chinese SAT

**Interdisciplinary Connections:**

- Social Studies: Students connect their school experiences with Chinese school system
- Language arts: 给 means for somebody or to give something , which is somewhat used like “give” and “for” in English.

**Technology Integration**

- Audio Lingua: for good listening materials
- Youtube: watch a documentary of Chinese SAT system
- Google Sheets: students will use Google Sheets to create a class schedule for a peer.

**Global Perspectives**

- Students will have an insight of why Asian education system is bringing up so many good students that are scoring almost perfectly. Students will compare and contrast differences and similarities between Asian and American styles.

**Culturally Responsive Teaching**

- Students will have a better understanding of how different styles

	<p>of education will cultivate various people with diverse learning styles and competence.</p> <ul style="list-style-type: none"> <li>Using the student population in class we will share how each other of their individual competence and experiences contributes to our classroom.</li> </ul>
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<b>Unit Name: Food Section II</b>	<b>Big Ideas for Unit:</b> In this unit students will be introduced to the unique grocery shopping experience in China where each city has street grocery markets; students will explore a variety of cultural Chinese snacks and compare and contrast with students eating habits in the United States
<b>Course Objectives for Unit:</b> students will be able to talk about Chinese snacks, drinks, and staple foods. Students also will be able to understand Chinese table manners and food culture.	
<b>Essential Questions</b> <ul style="list-style-type: none"> <li>What makes Chinese grocery shopping special?</li> <li>What are some major differences between an American menu and a Chinese menu? Why?</li> <li>What are the differences between American and Chinese snacks?</li> </ul>	<b>Enduring Understandings</b> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>popular Chinese dishes, beverages and snacks:</li> </ul> <p>Chinese cuisine habit is very unique and different from American style. Besides Americans' popular Chinese dish, like General Tso's Chicken, which Chinese people consider it not real authentic Chinese, they think it is an American Chinese food. Chinese people love 糖醋排骨, 麻婆豆腐 and 宫保鸡, which ones are authentic and traditional.</p> <ul style="list-style-type: none"> <li>how to order in a Chinese restaurant: 你点菜吗?</li> </ul>

	<p>来一个麻婆豆腐。再来一个可乐。谢谢！</p> <ul style="list-style-type: none"> <li>● food symbolism in Chinese culture: Chinese have some customs on how to eat certain fruits. For example, a Chinese couple does not cut a pair and share pear (梨) because pear(梨 Lǐ) sounds the same as 离 (Lí) which means to separate.</li> <li>● order courses in a Chinese meal: cold dishes, hot dishes, rice or noodles, soup, and fruits at last.</li> <li>● Most Chinese cuisines require fresh ingredients. Because of it, vendors run farmers' market every day for people to get fresh grocery. Shopping or wandering in the market becomes an important routine for some people who have a lot of spare time.</li> <li>● Chinese menus are organized in categories based on cooking methods. In China, the most popular ways to prepare food include steam, stir fry, and stew.</li> <li>● Choices vary when people related to different ages:, snack categories, where to get snacks, and how much snacks cost.</li> </ul>
<p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b> Students will:</p> <p>7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level- appropriate, culturally</p>	<p><b>Examples, Outcomes, Assessments</b></p> <p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>● apply 要 in different situations: <ul style="list-style-type: none"> <li>○ want to 想要</li> <li>○ be going to future time+</li> <li>○ need to 需要</li> </ul> </li> <li>● use the grocery and food vocabulary</li> </ul>

<p>authentic materials found in electronic information and other sources related to targeted themes.</p> <p>7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p> <p>7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p> <p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other</p>	<ul style="list-style-type: none"> <li>describe when do something more often or less frequently: 多/少+ verb <ul style="list-style-type: none"> <li>e.g. drink less soda 少喝汽水</li> </ul> </li> <li>share likes and dislikes about food preferences</li> <li>utilize 从 in multiple words : 从小 from childhood <ul style="list-style-type: none"> <li>从来 always; 从来不 never; 从...开始 start from; 从....到... start from</li> </ul> </li> <li>to express the idea of doing some action to completion : verb+ 完了。 <ul style="list-style-type: none"> <li>e.g. 我吃完了。</li> </ul> </li> <li>Use measure words appropriately in a recipe or to order food <ul style="list-style-type: none"> <li>For Example - to say a cup or a bottle of something :</li> <li>杯 cup <ul style="list-style-type: none"> <li>一杯水 a cup of water</li> </ul> </li> <li>瓶 bottle <ul style="list-style-type: none"> <li>一瓶可乐 a bottle of coke</li> </ul> </li> </ul> </li> </ul> <p><b>Sample Assessments:</b></p> <ul style="list-style-type: none"> <li>written vocabulary quizzes</li> <li>Interpretive, interpersonal, and presentational project: students are going to watch <i>a Bite of China</i> and make a “delicious map” or a itinerary for a 7- day foodie trip. They need to present their project to the class.</li> <li>create a favorite Chinese dish menu</li> <li>Unit test</li> <li>interpretive reading comprehension of a Chinese menu</li> <li>quizlet</li> </ul> <p><b>Instructional Strategies:</b></p> <p><b>Interpretive:</b></p> <ul style="list-style-type: none"> <li>understand when someone tells me his</li> </ul>
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content areas, and some unfamiliar topics and situations.

**7.1.IM.C.1**

Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

**7.1.IM.C.2**

Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

**7.1.IM.C.3**

Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

**7.1.IM.C.4**

Synthesize information found in age- and level-appropriate culturally authentic materials.

**7.1.IM.C.5**

Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.

or her food and drink preferences.

- read and understand a simple menu.
- order food in the Chinese manner.
- illustrate a food map based on *a bite of China* documentary
- Listening assessment: watch a video *a bite of China* documentary and answer True or False question.

**Interpersonal:**

- share information about the tastes of the foods I eat.
- ask and answer choice-type questions about food and drink
- exchange information on likes and dislikes as well as food and drink preferences, including stating the degree of preference.

**Presentational:**

- create a menu of foods the he/she would like to eat
- order and describe a Chinese dish
- present their foodie map
- order and take order in a Chinese manner

**Interdisciplinary Connections:**

- Social Studies: students will have a better understanding of traditional Chinese food culture.
- Science: Students will understand how geographic factors may affect food plantation and people's eating habits
- Health: students will understand how different eating habit will cause different health problems.

	<p><b>Technology Integration :</b></p> <ul style="list-style-type: none"> <li>● Utilize Quizlet flashcard games to get students familiar with the vocabulary</li> <li>● Authentic Chinese documentary “A Bit of China”</li> <li>● Utilize Google classroom and Google slides to prepare vocabulary assignment</li> <li>● use Google Docs to make a menu</li> </ul> <p><b>Global Perspectives :</b></p> <ul style="list-style-type: none"> <li>● Students will be presented with various food from China and have a better understanding of why people from certain cultures have specific eating habits.</li> <li>● name some popular Chinese food dishes and beverage</li> <li>● tell the order of courses in a Chinese meal</li> <li>● talk about food symbolism in Chinese culture</li> </ul> <p><b>Culturally Responsive Teaching</b></p> <ul style="list-style-type: none"> <li>● Discuss the “authenticity” of the Chinese food students have tasted or are familiar with. Break stereotype of what traditional Chinese food is based on their perceptions and experiences of what Americans experience or define as “Chinese” food.</li> </ul>
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Additional Resource:

舌尖的中国（主食） : <https://www.youtube.com/watch?v=PCgYUKPNCug>

舌尖的中国 厨房的秘密:

[https://www.youtube.com/watch?v=EJVRG68\\_cZI&list=PLodP2yDwGRJHDoEGcR4P3iSwow4YGaur\\_&index=5](https://www.youtube.com/watch?v=EJVRG68_cZI&list=PLodP2yDwGRJHDoEGcR4P3iSwow4YGaur_&index=5) 舌尖上的中国 一日三餐 :

<https://www.youtube.com/watch?v=S0oriKFY08w>

从 : <https://resources.allsetlearning.com/chinese/grammar/从>

完 :

[https://resources.allsetlearning.com/chinese/grammar/Result\\_complement\\_%22-wan%22\\_for\\_fi\\_nishing](https://resources.allsetlearning.com/chinese/grammar/Result_complement_%22-wan%22_for_fi_nishing)

<b>Unit Name: Meeting New People</b>	<b>Big Ideas for Unit:</b> In this unit, students will explore different Chinese professions. Students will talk about one's profession and describe one's workplace. Also, talk about famous people and express view on those people.
<b>Course Objectives for Unit:</b> Students will be able to explore professions, share their aspirations, and learn about the career paths of successful and famous people representative of each profession.	
<b>Essential Questions</b> <ul style="list-style-type: none"><li>● Why choosing a correct career for you is very important ?</li><li>● How to prepare yourself for your dream job?</li><li>● What unique characteristics do successful people in different areas need to possess to serve as a good example?</li></ul>	<b>Enduring Understandings</b> <p>Students will understand that...</p> <ul style="list-style-type: none"><li>● To ask and talk about one's profession you use the following language:<ul style="list-style-type: none"><li>○ e.g. 他是做什么的？他是工程师。</li></ul></li><li>● describe one's work place using the following structure:<ul style="list-style-type: none"><li>○ S.+ Place + 当+ profession</li><li>○ e.g. 他在学校里当老师。</li></ul></li><li>● state one's aspirations and describe a possible profession : 打算 : to pla<ul style="list-style-type: none"><li>○ 你以后打算在什么行业工作？</li></ul></li></ul>



	<ul style="list-style-type: none"> <li>○ 我打算在金融行业工作。</li> <li>● Talk about famous people: in which specific area does the person has specialty in: use 在xx方面 <ul style="list-style-type: none"> <li>○ 李云迪在音乐方面很有特长。</li> </ul> </li> <li>● express views on a person by using 不仅...还.. to express not only but also <ul style="list-style-type: none"> <li>○ 我觉得他不仅有学问，还很聪明。</li> </ul> </li> <li>● The conjunction 如果 expresses supposition. It is placed before or after the subject in the first clause to introduce a situation or condition that might happen. The adverb 就 is used in the second clause to indicate the result produced from the situation or condition mentioned in the first clause. An adverb can be added before the verb to intensify the degree of the action. <ul style="list-style-type: none"> <li>○ e.g. 如果我是歌手，我会好好的唱歌。</li> </ul> </li> <li>● the pattern “在+name of area/field +方面” is placed after the subject to identify the area or field, and is followed by an adjectival phrase to describe how well the subject performs in that area or field. <ul style="list-style-type: none"> <li>○ e.g. Jeremy Lin 在篮球方面很有特长。</li> </ul> </li> </ul>
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**Areas of Focus: Proficiencies  
(Cumulative Progress Indicators)**

Students will:

**7.1.IM.A.1**

Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level- appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.

**7.1.IM.A.2**

Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.

**7.1.IM.A.3**

Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.

**7.1.IM.A.4**

Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.

**7.1.IM.A.5**

Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.

**7.1.IM.B.1**

Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.

**7.1.IM.B.2**

**Examples, Outcomes, Assessments**

**Instructional Focus:**

- to ask about someone's profession, in addition to the old way learned in sixth grade “你做什么工作？” and “你的工作是什么？”， use the question “你是做什么工作的？” or “你是做什么的？”
- to describe where someone is working, use the pattern “在+ workplace +里” and place it before the verb
  - e.g. 我在医院里工作。
- Identify professions and specify the associate workplace using 当 after the pattern to introduce his or her profession.
  - e.g. 我在医院里当医生。
- use 什么行业 to ask questions to find out in which industry someone would like to work.
  - e.g. 你将来想要在什么行业工作？
- use conjunctions and adverbs to intensify the degree of an action
- describe how well the person performs in an area or a field

**Sample Assessments:**

- written vocabulary quizzes
- reading comprehension: read a dialogue and answer true or false questions
- create a dialogue about your aspirations: include details on which industry/field you and your partner would like to work in, and the possible work you would like to engage in if you were in that profession
- research information about two famous people and their profession 是; in groups of three, students ask each

Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities in familiar and some unfamiliar situations.

**7.1.IM.B.5**

Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

**7.1.IM.C.1**

Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

**7.1.IM.C.2**

Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

**7.1.IM.C.3**

Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

other questions in Chinese about the famous person. The first students to get the answer become the new question asker.

- writing assessment: research a famous person who is in the profession that you aspire to become. Write a paragraph about him/her containing details about his/her profession, the area he/she is good in, and what you think about him/her

**Instructional Strategies:**

**Interpretive:**

- understand when someone talks about his/her profession and place to work
- read and understand short, simple descriptions about one's profession and aspirations
- understand when someone describes something the person excels in
- understand when someone comments on a person's personality
- Identify professions based on the reading of job postings and description of qualities needed

**Interpersonal:**

- converse about people's professions and their personality traits.
- talk to others about my career aspirations
- ask questions and get information about other people's professions and career aspirations
- Participate in mock interviews

**Presentational:**

- write about, introduce, and describe someone's profession

- talk about my career aspirations
- give a short presentation on one of the famous persons: Jet Li, Vera Wang, Jackie Chan, Jimmy Choo, Yao Ming, and Yo-yo Ma,
- sing a song 《相信自己》-零点乐队

**Interdisciplinary Connections:**

- Social Studies: students can talk about four main social classes in ancient China
- Social Studies: students will know 3 famous historical Chinese figures.

**Technology Integration :**

- Google search engine: search for Chinese celebrities and their experiences
- learn to sing a song from Youtube: 《相信自己》-零点乐队
- Google Slides: students can make a slideshow to present a Chinese celebrity to the class.
- Use samples of Chinese LinkedIn ads and profiles for interpretive tasks

**Global Perspectives :**

- Compare and contrast - common professions across countries in comparison to China

**Culturally Responsive Teaching**

- Students will look into similar types of American and Chinese celebrities they like and summarize the similar characteristics the celebrities demonstrate. They are also encouraged to compare and contrast

	their home culture's celebrities with American and Chinese celebrities.
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