Englewood Public School District
World Language, Mandarin – 7th Grade
One Semester

Unit 1: Chinese: Greetings; Numbers; Self; Family; Pinyin/Pronunciation; Tones; Characters; Colors; Pets/Animals

Overview: During this unit, students will learn basic Chinese, including how to greet others appropriately, how to introduce themselves, including age, nationality, family and ask basic questions about others, count from 1 to 99. They will also learn about correct pronunciation, tones, pinyin, and about Chinese characters.

Students will develop listening comprehension skills, oral language, and acquire new vocabulary while reinforcing their primary language skills.

Time Frame: 7 weeks

Enduring Understandings:
● *Greeting people in appropriate Chinese and asking others basic questions about themselves is an important social language skill.*
● *Proficiency in Mandarin includes recognizing certain Chinese characters, identifying key parts/radicals of Chinese characters, distinguishing between the four tones, understanding the importance of tones in Chinese as well as using pinyin.*

Essential Questions:
● *How does Chinese differ from English?*
● *How does the existence of tones impact the learning and speaking of Chinese?*
● *How does the use of characters (instead of letters) impact the learning of Chinese?*

Standards	Topics and Objectives	Activities	Resources	Assessments
7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. **7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).**	**Topics** Chinese greetings, self and family, numbers, colors, and pets; pinyin and correct pronunciation and tones, and Chinese characters **Objectives** Students will ● be able to greet other people appropriately	Students will greet each other and the teacher in Chinese. Students will introduce themselves to each other. Students will create a presentation introducing their family to the class.	Beginning lessons of any middle school Chinese textbook https://www.laits.utexas.edu/ppp/practice.php?unit=1 http://www.ctcfl.ox.ac.uk/Pinyin_Notes.htm http://www.ctcfl.ox.ac.uk/Pinyin.htm	**Formative Assessments:** Teacher observes and/or takes anecdotal notes of students, focusing on verbal or non-verbal indications of comprehension while they are speaking, listening individually or with partners/groups.

7.1.NM.A.4 **Identify familiar people, places, and objects based on simple oral and/or written descriptions.** **7.1.NM.A.5** **Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.** **7.1.NM.B.1** **Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.** **7.1.NM.B.2** **Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.** **7.1.NM.B.3** **Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.** **7.1.NM.B.4** **Ask and respond to simple questions, make requests,**	● introduce themselves and their family, including names, ages, nationalities, and pets ● ask questions about others and their families ● count from 1 to 99 ● name the main colors ● use pinyin to represent the sounds of Chinese ● distinguish between the four tones, both in speaking and listening ● write basic Chinese characters ● use correct stroke order ● understand how Chinese characters are structured	Students will do basic math. Students will fill in a number table. Students will practice listening to and producing tones. Students will practice writing characters. Students create a character practice log. Students create a vocabulary review log. Students create and reflect on a language "Can-do" list.	http://www.ctcfl.ox.ac.uk/Lang%20work/Radicals/Strokes&Radicals.htm http://www.bbc.co.uk/languages/chinese/real_chinese/ http://www.ctcfl.ox.ac.uk/Radical_index.htm http://www.eon.com.hk/estroke/ https://www.hanzigrids.com https://www.yellowbridge.com/chinese/flashcards.php Colors http://hua.umf.maine.edu/Chinese/stories/xinxin/saving/colorc.html http://www.archchinese.com https://voicethread.com https://flipgrid.com https://www.lingt.com Companion Texts https://www.readworks.org/article/Shedding-Skin/0b83b8a2-37d4-45f4-9ec4-	Teacher assesses students by observing and/or taking anecdotal notes to determine whether students understand and can use unit vocabulary words correctly. Teacher assesses students by observing and/or taking anecdotal notes to determine whether students understand and can use unit language structures correctly. **Summative Assessments:** Assessment on writing characters Presentation **Benchmark Assessment:** Common Formative Assessment **Alternative Assessments:** Students will introduce themselves and their families using Voicethread or Lingt or Flipgrid.

and express preferences using memorized words and phrases. **7.1.NM.B.5** **Exchange information using words, phrases, and short sentences practiced in class on familiar topics.** **7.1.NM.C.3** **Copy/write words, phrases, or simple guided texts on familiar topics.**			ffdb510621de#!articleTab:content/ https://www.commonlit.org/en/texts/fish-cheeks?search_id=3967331 **(NJSLSA R1)(NJSLSA R7)(NJSLSA R10)(RH 6-8.4)(RH 6-8.6)(RH 6-8.7)**	Teacher uses in-class quiz-type game to assess student understanding.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for "can do's" as outlined by WIDA – https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
● Speak and display terminology ● Teacher modeling ● Peer modeling	● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional	● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written	● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking

• Provide ELL students with multiple literacy strategies. • Word walls • Use peer readers • Give page numbers to help the students find answers • Provide a computer for written work • Provide two sets of textbooks, one for home and one for school • Provide visual aides • Provide additional time to complete a task • Use graphic organizers	• Use multi-sensory teaching approaches. • Work with a partner • Provide concrete examples • Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA). • Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).	format. Oral prompts can be given. • Peer Support • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).	skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction • Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings. • Use project-based science learning to connect science with observable phenomena. • Structure the learning around explaining or solving a social or community-based issue. • Collaborate with after-school programs or clubs to extend learning opportunities.

Interdisciplinary Connections:

ELA - NJSLS/ELA:
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Social Studies:
RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts

Career Ready Practices:
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Integration of Technology Standards:
8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

Integration of 21st Century Standards:
9.2.8.B.3 Evaluation the communication, collaboration and leaderships skills that can be developed through school, home and work and extracurricular activities for use in a career.

Key Vocabulary:
我、你、您、她、他、好、吗、叫、名字、什么、学生、老师、岁、美国、人、家、爸爸、妈妈、哥哥、姐姐、弟弟、妹妹、几、一、二、两、三、四、五、六、七、八、九、十、个、加、减、除、乘、等于、宠物、狗、猫、红色、绿、白、黑、蓝、黄、灰、紫、橙
Radicals
亻、纟、木、女、口、犭、火、心

Key Language Structures:
是、不是、Verb 不Verb、吗、什么、几、有没有、还是？

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Unit 2: Culture: Zodiac; martial arts; tea; Go and chess

Overview: During this unit, students will learn about various aspects of Chinese culture, including the Chinese version of the Zodiac, Chinese martial arts, tea culture, the board games Go and Chinese chess.

This is a culture-based unit.

Time Frame: 4 Weeks

Enduring Understandings:
- *Learning about the Chinese zodiac helps to understand the culture.*
- *Understanding the rules to common Chinese games, like Go and Chinese chess, help to understand the culture.*
- *Trying different types of Chinese tea will help to understand the culture.*

Essential Questions:
- *How does the Chinese Zodiac differ from your culture's?*
- *How is it that Chinese chess is simultaneously different from and similar to the chess we play here?*

Standards	Topics and Objectives	Activities	Resources	Assessments
7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. **7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).**	**Topics** Chinese zodiac, martial arts, tea, Go and Chinese chess **Objectives** Students will ● Learn about the Chinese Zodiac animals ● Compare the characteristics of their animal year to themselves and their family ● Learn about the traditional martial arts ● Learn the different types of tea ● Learn how to play Go ● Learn how to play Chinese chess	Students will identify their own Zodiac animal and that of their family members. Students will compare the traditional characteristics associated with Zodiac animals to those of themselves and others they know. Students will taste different Chinese teas. Students will play Go. Students will play Chinese chess. Students will practice Tai Chi.	http://agfgo.org/pages/learn1.php Free Go Sets and pamphlets http://agfgo.org/pages/agf-sampler.php http://ancientchess.com/page/play-xiangqi.htm Martial Arts https://kids.kiddle.co/Chinese_martial_arts Taichi http://www.shenwu.com/taichi.htm https://www.youtube.com/watch?v=TBvF6r6DOvc http://taichivideos.org	**Formative Assessments:** Teacher uses in-class quiz-type game to assess student understanding. Observation of participation in Chinese games, and tai chi. Students will identify two types of tea **Summative Assessments:** Assessment on characteristics of Chinese zodiac animals Students will name the animals in the Chinese zodiac **Benchmark Assessment:** Common Formative Assessment

			https://www.youtube.com/watch?v=XALpOmuQR88&t=157s Tea https://ed.ted.com/lessons/the-history-of-tea-shunan-teng http://teapedia.org/en/Main_Page http://www.pardeehome.org/TeaCulture_Module.pdf http://en.chinaculture.org/focus/2013-06/04/content_461982.htm https://www.slideshare.net/sulaoshi/chinese-tea-introduction https://www.youtube.com/watch?v=3y9N1l7ofYY https://www.youtube.com/watch?v=AC1w5c19Bxw https://www.banateacompany.com/pages/mastery-new.html#overview Zodiac http://www.paulnoll.com/China/Zodiac/index.html https://www.yourchineseastrology.com/zodiac/	**Alternative Assessments:** Peer to Peer discussion Self-Assessment

		https://www.ted.com/talks/shaolan_the_chinese_zodiac_explained https://www.china-family-adventure.com/chinese-zodiac.html https://depts.washington.edu/triolive/quest/2007/TTQ07030/index.html Companion Texts https://www.readworks.org/article/The-Tea-Ceremony/9d93d603-7110-4739-97a7-a190c64dc660#!articleTab:content/ https://newsela.com/read/elem-world-chinese-zodiac/id/27166/ The Girl Who Played Go, by Shan Sa **(NJSLSA R1)(NJSLSA R7)(NJSLSA R10)(RH 6-8.4)(RH 6-8.6)(RH 6-8.7)**	

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for "can do's" as outlined by WIDA –
 https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
- Speak and display terminology - Teacher modeling - Peer modeling - Provide ELL students with multiple literacy strategies. - Word walls - Use peer readers - Give page numbers to help the students find answers - Provide a computer for written work - Provide two sets of textbooks, one for home and one for school - Provide visual aides - Provide additional time to complete a task - Use graphic organizers	- Utilize modifications & accommodations delineated in the student's IEP - Work with paraprofessional - Use multi-sensory teaching approaches. - Work with a partner - Provide concrete examples - Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA). - Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).	- Using visual demonstrations, illustrations, and models - Give directions/instructions verbally and in simple written format. Oral prompts can be given. - Peer Support - Increase one on one time - Teachers may modify instructions by modeling what the student is expected to do - Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. - Review behavior expectations and make adjustments for personal space or other behaviors as needed. - Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. - Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations	- Curriculum compacting - Inquiry-based instruction - Independent study - Higher order thinking skills - Adjusting the pace of lessons - Interest based content - Real world scenarios - Student Driven Instruction - Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.

		via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).	● Use project-based science learning to connect science with observable phenomena. ● Structure the learning around explaining or solving a social or community-based issue. ● Collaborate with after-school programs or clubs to extend learning opportunities.

Interdisciplinary Connections:

ELA - NJSLS/ELA:
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Social Studies:
RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Career Ready Practices:
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP12. Work productively in teams while using cultural global competence.

Integration of Technology Standards:
8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

Integration of 21st Century Standards:
9.2.8.B.3 Evaluation the communication, collaboration and leaderships skills that can be developed through school, home and work and extracurricular activities for use in a career.

Key Vocabulary:
茶、喝茶、武术、太极拳、下、围棋、象棋、属、鼠、牛、虎、兔、龙、蛇、马、羊、猴、鸡、狗、猪

Key Language Structures:
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Englewood Public School District
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Unit 3: Festivals: Mid-Autumn Festival; Spring Festival (New Year)

Overview: During this unit, students will learn about the major Chinese festivals.

This is a culture-based unit.

Time Frame: 1 Week

Enduring Understandings:
● *Learning about the two most important Chinese festivals will help to understand the culture.*

Essential Questions:

- *How do Chinese view the New Year celebration differently from your culture?*
- *How does the Mid-Autumn festival compare to Thanksgiving?*

Standards	Topics and Objectives	Activities	Resources	Assessments
7.1.NM.C.4 **Present information from age- and level-appropriate, culturally authentic materials orally or in writing.** **7.1.NM.C.5** **Name and label tangible cultural products and imitate cultural practices from the target culture(s).**	**Topics** Chinese Spring and Mid-Autumn festivals **Objectives** Students will ● Learn about the Chinese Spring festival ● Compare the Spring festival to our New Year ● Learn about the Mid-Autumn festival ● Compare the mid-autumn festival to Thanksgiving	Students make wontons. Students make moon cakes. Students make paper lanterns. Students compare Chinese New Year with the new year celebration in their own culture. Student compare the mid-Autumn festival with Thanksgiving or similar celebration in their own culture. Students create a chart or Venn diagram to compare and contrast Chinese festivals/holidays with those of their own culture.	http://pages.ucsd.edu/~dkjordan/chin/hbtales.html#festivals https://www.youtube.com/watch?v=oXczHYZcRvo https://www.youtube.com/watch?v=0uJbp8d_d9c&t=50s https://schoolsonline.britishcouncil.org/sites/default/files/2380_bc-chinese_mid-autumn_pack_2015_0.pdf http://www.theholidayspot.com/chinese_new_year/ https://chinaquest.weebly.com/task-4-chinese-new-year.html http://www.theteachersguide.com/chinesenewyear.htm https://www.teachervision.com/holidays/chinese-new-year# Companion Texts https://www.readworks.org/article/Traditional-Festivals-in-East-Asia/4da033e1-b1b9-41ea-9a45-4e2a873877c6#!articleTab:c	**Formative Assessment:** Teacher uses in-class quiz-type game to assess student understanding. **Summative Assessments:** Students retell the story of Nian verbally. Comparative essay **Benchmark Assessment:** Common Formative Assessment **Alternative Assessments:** Observation of participation Peer to Peer Discussion Self-Assessment

			ontent/contentSection:c1877178-0736-46fb-998a-9a2262556681/ **(NJSLSA R1)(NJSLSA R7)(NJSLSA R10)(RH 6-8.4)(RH 6-8.6)(RH 6-8.7)**	

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for "can do's" as outlined by WIDA – https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
● Speak and display terminology ● Teacher modeling ● Peer modeling ● Provide ELL students with multiple literacy	● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional	● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. Oral prompts can be given. ● Peer Support	● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content

strategies. ● Word walls ● Use peer readers ● Give page numbers to help the students find answers ● Provide a computer for written work ● Provide two sets of textbooks, one for home and one for school ● Provide visual aides ● Provide additional time to complete a task ● Use graphic organizers	● Use multi-sensory teaching approaches. ● Work with a partner ● Provide concrete examples ● Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA). ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).	● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. ● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).	● Real world scenarios ● Student Driven Instruction ● Engage students with a Variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings. ● Use project-based science learning to connect science with observable phenomena. ● Structure the learning around explaining or solving a social or community-based issue. ● Collaborate with after-school extend learning opportunities.	progr

Interdisciplinary Connections:

ELA - NJSLS/ELA:
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Social Studies:
RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Career Ready Practices:
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Integration of Technology Standards:
8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

Integration of 21st Century Standards:
9.2.8.B.3 Evaluation the communication, collaboration and leaderships skills that can be developed through school, home and work and extracurricular activities for use in a career.

Key Vocabulary:
节日、春节、中秋节、红包、月饼

Key Language Structures:
N/A

World Language, Mandarin – 7ᵗʰ Grade
One Semester

Unit 4: Inventions

Overview: During this unit, students will learn about the contributions China has made to world history through inventions.

This is a culture-based unit.

Time Frame: 2 Weeks

Enduring Understandings:
● *China contributed many important inventions to the world.*

Essential Questions:
● *How did China contribute so many important inventions throughout history?*

Standards	Topics and Objectives	Activities	Resources	Assessments
7.1.NM.C.5 **Name and label tangible cultural products and imitate cultural practices from the target culture(s).** **7.1.NM.C.4**	**Topics** Chinese inventions, including gunpowder, fans, kites, paper and printing, bombs, horse collar, wheelbarrow, plow, paper money, cast iron, helicopter rotor, propeller,	Students will research a Chinese invention. **(NJSLSA R1)(NJSLSA R7)(NJSLSA R10)(RH 6-8.4)(RH 6-8.6)(RH 6-8.7)**	What the Chinese Knew https://www.youtube.com/watch?v=5U7nI9N_MJo The Story of Paper	**Formative Assessments:** Students will name 5 important Chinese inventions

| Present information from age- and level-appropriate, culturally authentic materials orally or in writing. | decimal system, seismograph, matches, rockets, embroidery, silk

Objectives

Students will
● Learn about Chinese inventions
● Consider how and why the Chinese invented so much | Students will create a presentation about the history and use of the invention OR Students will create an advertising campaign to "sell" their invention.

Students will present their presentations or advertisements to the class.

Students will meet in small groups to discuss the impact of these inventions on American society. | http://cctv.cntv.cn/lm/journeysintime/special/storyofpaper/index.shtml

https://ethemes.missouri.edu/themes/1557?locale=en

http://www.digitalwish.com/dw/digitalwish/view_lesson_plans?id=7477

https://www.davis.k12.ut.us/cms/lib/UT01001306/Centricity/Domain/329/Chinese%20Inventions%20Article.pdf

https://cpb-us-w2.wpmucdn.com/u.osu.edu/dist/a/43197/files/2017/02/Chinese-Inventions-Harris-23nxljp.pdf

Companion Text
https://www.readworks.org/article/An-Empire-Built-on-Paper/2bbe3b66-1726-4690-8391-f9962eb82c5b#!articleTab:content/
(NJSLSA R1)(NJSLSA R7)(NJSLSA R10)(RH 6-8.4)(RH 6-8.6)(RH 6-8.7) | Teacher uses in-class quiz-type game to assess student understanding.

Summative Assessment: Teachers use a presentation rubric to assess student presentation.
www.rubistar.com

Benchmark Assessment: Common Formative Assessment

Alternative Assessments: Peer to peer discussion

Observation of participation

Self-Assessment |

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be

attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for "can do's" as outlined by WIDA – https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
- Speak and display terminology - Teacher modeling - Peer modeling - Provide ELL students with multiple literacy strategies. - Word walls - Use peer readers - Give page numbers to help the students find answers - Provide a computer for written work - Provide two sets of textbooks, one for home and one	- Utilize modifications & accommodations delineated in the student's IEP - Work with paraprofessional - Use multi-sensory teaching approaches. - Work with a partner - Provide concrete examples - Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA). - Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).	- Using visual demonstrations, illustrations, and models - Give directions/instructions verbally and in simple written format. Oral prompts can be given. - Peer Support - Increase one on one time - Teachers may modify instructions by modeling what the student is expected to do - Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. - Review behavior expectations and make adjustments for personal space or other behaviors as needed. - Structure lessons around questions that are authentic,	- Curriculum compacting - Inquiry-based instruction - Independent study - Higher order thinking skills - Adjusting the pace of lessons - Interest based content - Real world scenarios - Student Driven Instruction - Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their

		relate to students' interests, social/family background and knowledge of their community. • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).	understandings. ● Use project-based science learning to connect science with observable phenomena. ● Structure the learning around explaining or solving a social or community-based issue. ● Collaborate with after-school programs or clubs to extend learning opportunities.
for school ● Provide visual aides ● Provide additional time to complete a task ● Use graphic organizers			

Interdisciplinary Connections:

ELA - NJSLS/ELA:
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Social Studies:
RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Career Ready Practices:
CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Integration of Technology Standards:
8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

Integration of 21st Century Standards:
9.2.8.B.3 Evaluation the communication, collaboration and leaderships skills that can be developed through school, home and work and extracurricular activities for use in a career.

Key Vocabulary:
N/A

Key Language Structures:
N/A

Notes:

Please see the extensive notes that accompany this curriculum.

<u>**Chinese Language**</u>

<u>**Skills Rubric**</u>

Is able to make him/herself understood through level-appropriate speaking.	
Is able to understand Chinese spoken in a normal, level-appropriate manner.	
Is able to make him/herself understood through level-appropriate written Chinese.	
Is able to understand by reading Chinese written in a normal, level-appropriate manner.	
Pronunciation and Tones	
Flow and Fluidity	
Word Usage	
Grammar and Structures	

Exceeds Standard	ES
Meets Standard	MS
Approaching Standard	AS
Getting Started	GS