

**Warren Township Schools
Warren Township, NJ**

Mandarin Curriculum Grade 7

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WARREN TOWNSHIP SCHOOLS
WORLD LANGUAGE – Mandarin Chinese

Grade 7

TEXTBOOKS: 你好 Nǐ hǎo 1 Introductory Level in Simplified Characters 3rd edition

UNIT 1: Chinese Review 中文复习 zhōngwénfùxí

Essential Question: Can I talk about myself and my family in Chinese?

CPI #	OBJECTIVES The learner will be able to:	RESOURCES	ASSESSMENTS
7.1.NM.B.1-4 7.1.NM.C.2 7.1.NM.A.1-3 7.1.NM.A.1,3,4 7.1.NM.A.3,4 7.1.NM.A.3,4,B.3,4,C.2	<p>Introduce self and classmates using Chinese names.</p> <p>Describe how many members in family, their name, age, and occupation.</p> <p>Say and follow common classroom phrases and commands.</p> <p>Recognize and pronounce vocabulary related to self, classmates, friends and family according to the Pinyin system.</p> <p>Differentiate the four tones plus the neutral tone .</p> <p>Recognize basic elements called radicals in the Chinese characters.</p> <p>Write Chinese characters according to stroke order.</p>	<p>你好 Nǐ hǎo 1 (pages 7 - 53)</p> <p>Student workbook (pages 9 - 41)</p> <p>Ni Hao Games CD-ROM to practice pinyin including tones.</p> <p>Flashcards of review words</p> <p>Bingo</p> <p>Character stroke order worksheets</p> <p>MP3 tone recognition practices</p> <p>Pinyin Poster</p> <p>Video and audio of Pinyin song</p>	<p>Pre-assessment of knowledge of China and the Chinese language.</p> <p>Observations of in-class assignments and activities.</p> <p>Self assessment and/or peer review of class work/homework</p> <p>Lesson quizzes (tones, pinyin) - interpretive</p> <p>Pair project - presentation of classmate's family with evaluation based on teacher - developed rubric (benchmark)</p> <p>Student portfolio</p>
7.1.NM.C.3-5	<p>Culture Day (in English)</p> <p>Describe modern day China and its relationship with the US. Compare and contrast population, geography, language and education system. Describe a typical classroom in a public grade school in Shanghai.</p>	<p>Video - LOOK Inside a Grade School in China</p> <p>http://www.youtube.com/watch?v=pOJ1Cbqf_h4</p> <p>China Beats Out Finland for Top Marks in Education</p> <p>http://www.time.com/time/world/article/0,8599,2035586,00.html</p>	<p>Construct country profile of regions where Mandarin Chinese is the primary language.</p>

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UNIT 2: My family's pets. 我家的宠物。 wǒjiā de chǒngwù – 第七课

Essential Question: How do I talk about my family's pets?

CPI #	OBJECTIVES The learner will be able to:	RESOURCES	ASSESSMENTS
7.1.NM.B.1-4 7.1.NM.C.2 7.1.NM.A.1-3 7.1.NM.A.1,3,4 7.1.NM.A.3,4 7.1.NM.A.3,4,B.3,4,C.2	<p>State the number of animals using the measure word that corresponds to the animal:</p> <ul style="list-style-type: none"> - Three dogs 三只狗 - Two horses 四匹马 - Five goldfish 五条鱼 <p>Ask about pets 宠物 and family members 家人.</p> <p>Describe a pet. big大, small小, ferocious凶, cute可爱</p> <p>Ask if someone has pets.</p> <p>Recognize and pronounce new vocabulary according to the Pinyin system.</p> <p>Differentiate the four tones plus the neutral tone .</p> <p>Write Chinese characters 宠, 物, 只, 狗, 马, 很, 大, 小, 没 according to stroke order.</p> <p>Recognize basic elements called radicals in the above Chinese characters.</p>	<p>你好 Nǐ hǎo 1 (pages 54 - 65)</p> <p>Student workbook (pages 42 - 48)</p> <p>Ni Hao Games CD-ROM to practice new vocabulary.</p> <p>Flashcards of new words</p> <p>Bingo</p> <p>Character stroke order worksheets</p> <p>MP3 tone recognition practices</p> <p>Pinyin Poster</p> <p>Video and audio of My Pets song</p>	<p>Oral practice - interpersonal</p> <p>Question/Answer - interpersonal</p> <p>Role-play - interpersonal, presentational</p> <p>TPR commands - interpretive</p> <p>Class work/homework</p> <p>Lesson quizzes - interpretive</p> <p>Performance-based speaking with evaluation based on teacher - developed rubric (benchmark)-presentational</p> <p>Songs - presentational</p>
7.1.NM.C.3-5	<p>Culture Day (in English)</p> <p>Describe the natural habitat of the giant panda 大熊猫. State and locate the most popular reserve in the province of Sichuan. Argue for or against the topic: Kung Fu Panda is a true representation of Chinese culture?</p>	<p>Movie Kung Fu Panda</p> <p>Article Defending Chinese Culture and Kung Fu Panda</p> <p>http://www.chengduliving.com/defending-chinese-culture/</p>	<p>A debate about the movie Kung Fu Panda reflecting American or Chinese culture.</p>

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UNIT 3: I can speak Chinese. 我会说汉语。 wǒ huì shuō hànyǔ. – 第八课

Essential Question: Where are you from and what language(s) do you speak?

CPI #	OBJECTIVES The learner will be able to:	RESOURCES	ASSESSMENTS
7.1.NM.B.1-4 7.1.NM.C.2 7.1.NM.A.1-3 7.1.NM.A.1,3,4 7.1.NM.A.3,4,B.3,4,C.2 7.1.NM.C.1,3 7.1.NM.B.4,C.2,4 7.1.NM.A.3,4,B3,4,C.2	Ask about someone's nationality or ask if someone is of a certain nationality. Answer what nationality someone (or self) is or is not. Ask about language ability. Describe language ability. Recognize and pronounce new vocabulary according to the Pinyin system. Differentiate the four tones plus the neutral tone . Write Chinese characters 中, 国, 英, 也, 会, 说, 汉, 语 in correct stroke order. Match the name of the country in Chinese to the flag or location on the world map or globe.	你好 Nǐ hǎo 1 (pages 16-22) Student workbook (pages 14-21) Ni Hao Games CD-ROM to practice new vocabulary. Flashcards of new words Character stroke order worksheets MP3 tone recognition practices Pinyin Poster Video and audio of Pinyin song Jeopardy Rhyme and chant	Oral practice - interpersonal Question/Answer - interpersonal Role-play - interpersonal, presentational TPR commands - interpretive Class work/homework Lesson quizzes incorporating listening and speaking - evaluation based on teacher-developed rubric (benchmark) - interpretive Performance-based speaking-presentational
7.1.NM.C.3-5	Culture Day (2 in this unit) Identify where Mandarin Chinese is spoken. State the different terms used for Mandarin Chinese and the style of character used in these different countries or areas. Describe the relationship between China, Taiwan, Singapore, Hong Kong, and the overseas Chinese communities. Name the major newspapers in Chinese.	PPT summarizing where Chinese is used as the primary language and the key facts about each country or area. Research online news sources regarding the relationship between China, Hong Kong, Taiwan and the US.	Map of word indicating where Mandarin Chinese is spoken as a primary language. 100 word essay about the relationship between China, Hong Kong, and Taiwan.

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UNIT 4: I like swimming. 我喜欢游泳。 wǒ xǐhuan yóuyǒng - 第九课

Essential Question: How do you tell someone about your hobbies in Chinese?

CPI #	OBJECTIVES The learner will be able to:	RESOURCES	ASSESSMENTS
7.1.NM.B.1-4 7.1.NM.C.2 7.1.NM.A.1-3 7.1.NM.A.1,3,4 7.1.NM.A.3,4, 8 7.1.NM.A.4,B.4,C.4 7.1.NM.A.3,4,B.3,4,C.2	Ask what sports someone likes or ask if someone likes a certain sport. -What sports do you like? 你喜欢什么运动? -I like swimming or I like to swim. 我喜欢游泳。 -You like to play basketball? 你喜欢打篮球吗? -I do not like to play basketball. 我不喜欢打篮球。 Suggest an activity. -Let's... 我们去... 好吗? To answer OK. 好啊! To answer NO. 我不去。 To answer Let's go. 我么走吧。 Recognize and pronounce new vocabulary according to the Pinyin system. Write Chinese characters 喜, 欢, 运, 动, 打, 球, 去, 吧 according to stroke order. Recognize basic elements called radicals in the above Chinese characters.	你好 Nǐ hǎo 1 (pages 77 - 84) Student workbook (pages 55 - 62) Ni Hao Games CD-ROM to practice new vocabulary. Flashcards of new words Character stroke order worksheets MP3 tone recognition practices Pinyin Poster Video and audio of Summer Olympics coverage in Chinese Jeopardy Rhyme and chant	Oral practice - interpersonal Question/Answer - interpersonal Role-play - interpersonal, presentational TPR commands - interpretive Class work/homework Lesson quizzes incorporating listening and speaking – evaluation based on teacher-developed rubric (benchmark) - interpretive Performance-based speaking-presentational Songs
7.1.NM.C.3-5	Culture Day (1 in this unit) Describe national sports in China. Compare and contrast Summer Olympic medals between China and the US. Discuss Chinese martial arts.	Research online about national sports in China. Video of Summer Olympics highlights of China and the US wins.	PPT presentation on favorite Olympic sport in Chinese.

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TEXTBOOKS: 你好 Nǐ hǎo 1 Introductory Level in Simplified Characters

UNIT 5: Happy Chinese New Year! 恭喜发财! Gōngxǐ fācái

Essential Question: Why is Chinese New Year also called Spring Festival?

CPI #	OBJECTIVES The learner will be able to:	RESOURCES	ASSESSMENTS
7.1.NM.B.1-4 7.1.NM.C.2 7.1.NM.A.1-3 7.1.NM.A.1,3,4 7.1.NM.A.3,4, 8 7.1.NM.A.3,4,B.3,4,C.2	Demonstrate understanding of the concept of tradition and culture. Identify and participate in three traditional activities to celebrate Chinese New Year Explain why the traditional activities are done Express Chinese New Year good wishes: 新年快乐! 拜年啦! 恭喜发财! 万事如意! Recognize and match the Chinese New Year's items to their Chinese characters: Red envelope 红包, luck 福, firecracker 爆竹 Name the main colors(red 红 and gold 金) of Chinese New Year and their meanings Compare and contrast Christmas or Thanksgiving with Chinese New Year Identify common symbolic foods served during Chinese New Year: dumplings 饺子, Spring Roll 春卷, whole fish 鱼, longevity noodles 寿面 Name the twelve animal signs of the Chinese zodiac: rat 鼠, ox 牛, tiger 虎, rabbit 兔, dragon 龙, snake 蛇, horse 马, sheep 羊, monkey 猴, rooster 鸡, dog 狗, pig 猪	PPT introducing Chinese New Year. Video of Chinese New Year celebrations Lunar calendar Paper decorations Red envelope Ink, brush pen (Chinese calligraphy) Song sheet Slideshow of New Year's eve family meal Red envelope Video of Chinese mythology - the story of nian 年 Video of the story of how the twelve zodiac animals were selected	Oral practice - interpersonal Question/Answer - interpersonal Role-play - interpersonal, presentational Class work/homework Lesson quizzes incorporating listening and speaking - evaluation based on teacher-developed rubric (benchmark) - interpretive Performance-based speaking-presentational Songs-presentational
7.1.NM.C.3-5	Culture Day (1 in this unit) Describe the Chinese New Year by stating when it begins, why it varies year to year, and how it is celebrated.	PPT on the significance of Chinese New Year or Chun Jie (Spring Festival) Video of prior year celebration in China and in Chinatown, NYC.	Spring Festival Decoration Project Celebrate Chinese New Year Party

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UNIT 6: My friend. 我的朋友? wǒ de péngyǒu - 第十课

Essential Question: How to describe someone in Chinese?

CPI #	OBJECTIVES The learner will be able to:	RESOURCES	ASSESSMENTS
7.1.NM.B.1-4 7.1.NM.C.2 7.1.NM.A.1-3 7.1.NM.A.1,3,4 7.1.NM.A.3,4, 8 7.1.NM.A.3,4,B.3,4,C.2	Identify parts of a face: Face 脸, head 头, eyes 眼睛, eyebrow 眉毛, nose 鼻子, mouth 嘴巴, ear 耳朵, hair 头发 Introduce friends. This is my friend. His name is David Bai. 这是我的朋友。 他叫白大伟。 Ask what grade someone is in at school. 你上几年级? Ask about someone's identity. 他是谁? Ask if someone is in the same class. 他和你同班吗? Write Chinese characters 朋, 友, 叫, 上, 年, 级, 和, 同, 学 according to stroke order. Recognize basic elements called radicals in the above Chinese characters.	你好 Nǐ hǎo 1 (pages 85 - 92) Student workbook (pages 63 - 68) Ni Hao Games CD-ROM to practice new vocabulary. Flashcards of new words Character stroke order worksheets MP3 tone recognition practices Pinyin Poster Bingo Quizlet games Rhyme and chant	Oral practice - interpersonal Question/Answer - interpersonal Role-play - interpersonal, presentational Class work/homework Lesson quizzes incorporating listening and speaking - evaluation based on teacher- developed rubric (benchmark) - interpretive Performance-based speaking- presentational Songs-presentational
7.1.NM.C.3-5	Culture Day (2 in this unit) Describe pop stars from China, Hong Kong or Taiwan and compare with the US entertainment icons. What is beauty?	Video segments of popular shows from China, Hong Kong and Taiwan. Music video of Mandopop groups S.H.E. and Fahrenheit.	Sing Karaoke to a Mandarin pop song from either the Mandopop girl group S.H.E. or boy group Fahrenheit.

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UNIT 7: I'm really hungry. 我真饿。 wǒ zhēn è - 第十一课

Essential Question: What do I want to eat when I am hungry?

CPI #	OBJECTIVES The learner will be able to:	RESOURCES	ASSESSMENTS
7.1.NM.B.1-4 7.1.NM.C.2 7.1.NM.A.1-3 7.1.NM.A.1,3,4 7.1.NM.A.3,4,B.3,4,C.2 7.1.NM.C.1,3 7.1.NM.B.4,C.2,4 7.1.NM.A.3,4,B3,4,C.2	Express hunger or thirst in Chinese. 我真饿。他不饿。 我很渴。她不渴。 Ask what someone would like to eat or drink. 你想吃什么？我想吃春卷。 你想喝什么？我想喝果汁。 Ask if someone likes Chinese food. 你喜欢吃中国菜吗？ Talk about someone's abilities. (to cook, to use chopsticks) 你会不会做中国菜？ 他会不会拿筷子？ Write Chinese characters 真, 饿, 吃, 想, 渴, 菜, 饭 according to stroke order. Recognize basic elements called radicals in the above Chinese characters.	你好 Nǐ hǎo 1 (pages 93 - 101) Student workbook (pages 69 - 74) Ni Hao Games CD-ROM to practice new vocabulary. Flashcards of new words Character stroke order worksheets Pinyin Poster Bingo Quizlet games MP3 tone recognition practices Rhyme and chant Cooking and eating segment from Ang Lee's 1994 movie Eat Drink Man Woman	Oral practice - interpersonal Question/Answer - interpersonal Role-play - interpersonal, presentational TPR commands - interpretive Class work/homework Lesson quizzes incorporating listening and speaking - evaluation based on teacher-developed rubric (benchmark) - interpretive Performance-based speaking-presentational Small group Let's have a Party menu project-presentational
7.1.NM.C.3-5 9.1.8.D.4 9.1.8.D.5:	Culture Day (2 in this unit) Compare and contrast the diet of a teenager in Shanghai to one in the NY/NJ area. How has the diet changed as a result of modernization and westernization? Compare and contrast nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding. Justify the need for greater cross-cultural understanding due to globalization.	Research and interview students, parents or friends from China.	A paper in English on the similarities and differences in food culture between China and the US.

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TEXTBOOKS: 你好 Nǐ hǎo 2 Elementary Level in Simplified Characters

UNIT 8: My day. 我的一天。wǒ de yī tiān - 第二课

Essential Question: How do I describe my daily routine?

CPI #	OBJECTIVES The learner will be able to:	RESOURCES	ASSESSMENTS
7.1.NM.B.1-4 7.1.NM.C.2 7.1.NM.A.1-3 7.1.NM.A.1,3,4 7.1.NM.A.3,4,B.3,4,C.2 7.1.NM.C.1,3 7.1.NM.B.4,C.2,4 7.1.NM.A.3,4,B3,4,C.2	<p>Ask and state what someone is doing. 你在做什么？我在做功课。</p> <p>Ask and state the time. 现在几点？九点半。</p> <p>Ask what time someone does something. 你几点起床？</p> <p>Use 了 le after a verb, an adjective or at the end of a sentence. -to confirm or emphasize a situation: 太好了 -to indicate a change in a situation: 我不吃了 -indicate that time is late: 十点半了 -to urge someone to do something: 起床了 -to emphasize that something happened in the past: 我吃了</p> <p>Write Chinese characters 在, 做, 下, 写, 字, 看, 书, 现, 点, 分, 半, 了, 早, 午, 晚, according to stroke order.</p> <p>Recognize basic elements called radicals in the above Chinese characters.</p>	<p>你好 Nǐ hǎo 2 (pages 16 - 29)</p> <p>Student workbook (pages 10 - 20)</p> <p>Ni Hao Games CD-ROM to practice new vocabulary.</p> <p>Flashcards of new words</p> <p>Character stroke order worksheets</p> <p>Pinyin Poster</p> <p>Bingo</p> <p>Quizlet games</p> <p>Article on a kid's life in China: http://library.thinkquest.org/CR0212302/china.html</p> <p>MP4 video of a typical high school student's day in preparing for the national college exam.</p> <p>MP3 tone recognition practices</p> <p>Rhyme and chant</p>	<p>Oral practice - interpersonal</p> <p>Question/Answer - interpersonal</p> <p>Role-play - interpersonal, presentational</p> <p>TPR commands - interpretive</p> <p>Class work/homework</p> <p>Lesson quizzes incorporating listening and speaking - evaluation based on teacher-developed rubric (benchmark) - interpretive</p> <p>Performance-based speaking-presentational</p> <p>Digital my daily routine project-presentational</p>
7.1.NM.C.3-5	<p>Culture Day (2 in this unit)</p> <p>Describe life of a modern day participant of the Dragon Boat Festival race in preparing for the race.</p>	<p>Online research on dragon boat training.</p> <p>Video on dragon boat races and interviews with winning team.</p>	<p>Small group project on a training regimen in preparation for a dragon boat race.</p>