

WARREN TOWNSHIP SCHOOLS
WORLD LANGUAGE – Mandarin Chinese - Grade 8

TEXTBOOKS: 你好Nǐ hǎo 2 Elementary Level 3rd edition in Simplified Characters

UNIT 1: Revision/review 中文复习zhōngwénfùxí - Lesson 5 第五课

Essential Question: How do I tell someone about myself, my family, my home and my day?

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	Introduce self by stating Chinese name, age, date of birth. Look at family photo and describe each member of the family, what they're wearing, what they do and what their hobbies are. State where home is and describe the rooms in a house using relative locations. Ask the date, the day of the week State the date Ask about birthdays Ask what someone is doing Ask what time someone does something Ask the location of something/someone Ask what someone is doing somewhere Ask what someone is wearing State a discount Ask about someone's purchase Ask what to wear	你好Nǐ hǎo 2 (pages 55 - 57) Student workbook (pages 42 - 48) Ni Hao Games CD-ROM activities Edmodo assignments Flashcards of review vocabulary Bingo Character stroke order worksheets MP3 tone recognition practices Quizlet online activities and tests Video recording of pair activity dialogue (skit) using multimedia devices such as an iPad or a camcorder	Pre-assessment of lesson 5 including pinyin + tone marks, character writing, and word order. Observations of in-class assignments and activities. Self assessment and/or peer review of class work/homework Lesson quizzes - interpretive Pair project - skit of a dialogue with classmate about each other's family with evaluation based on teacher-developed rubric (benchmark) Student portfolio
7.1.NM.C.3-5	Culture Day (in English) Celebrate Mid-Autumn Festival which is a popular harvest festival held on the 15th day of the 8th lunar month according to the Chinese calendar. Describe the traditions and myths around the festival.	<i>Wikipedia:</i> en.wikipedia.org/wiki/Mid-Autumn_Festival <i>Chinatown.com.au</i> , "Stories of the Moon Festival": www.chinatown.com.au/eng/Legends_of_the_East : <i>Legends of the East:</i> legendsoftheeast.wordpress.com	Presentation project on the various folklores behind the festival with evaluation based on teacher-developed rubric (benchmark)

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UNIT 2: Go shopping 买东西mǎi dōngxī - Lesson 6第六课

Essential Question: How do I close a deal on a purchase?

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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	State an amount of money using 块 (kuài) for dollars, 毛 (máo) for ten-cent units, 分 (fēn) cents from one to nine Ask for how much something is using 多少钱 Ask how something is sold using 怎么卖 Reply depending on selling unit, e.g. by weight 一斤, 0.5 kilogram, or by item 一个. Express the degree of an opinion using adjectives such as expensive贵 or cheap便宜; sweet甜 or sour酸; big大 or small小; long长 or short短. 非常 extremely, 很 very, 不 not Make compare the degree of something: - 一点儿slightly more, 更even more Express an opinion then ask for an alternative by price, by size, by color or by others. - 这个太贵了, 有没有便宜一点儿的? - 这个还是太贵了, 有没有更便宜的? - 我不要红色的, 有没有绿色的?	你好Nǐ hǎo 2 (pages 58 - 69) Student workbook (pages 49 - 59) Ni Hao Games CD-ROM to practice new vocabulary Edmodo assignments Flashcards of new words Bingo Character stroke order worksheets MP3 tone recognition practices Quizlet online activities and tests Video and audio of the Chinese nursery Penny song 《贝瓦儿歌》第21集 - 一分钱 http://www.youtube.com/watch?v=APwVUdcvYOM	Oral practice - interpersonal Question/Answer - interpersonal Role-play - interpersonal, presentational TPR commands - interpretive Class work/homework Lesson quizzes - interpretive Performance-based speaking with evaluation based on teacher - developed rubric (benchmark)-presentational Songs - presentational
7.1.NM.C.3-5	Culture Day (2 in this unit) Describe shopping in stores and bargaining at local markets in China. Compare currencies in China, Hong Kong, Taiwan and the United States.	Online travel guides on shopping in Taipei, Shanghai, and Hong Kong. Authentic currencies from Taiwan, China and Hong Kong Prezi for presentation	How much food can you buy with \$10 in Taipei, Shanghai and Hong Kong? Presentation of choices and costs at each location.

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UNIT 3: Making a phone call 打电话dǎ diàn huà. - Lesson 7第七课

Essential Question: How do I call my friend at home 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,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 if someone is home 请问王先生在家吗？ Ask when someone is coming back 你什么时候回来？or 你几点回来？ Ask who is speaking on the telephone 您是哪位？ Ask if someone has come back 他回来了吗？ Answer yes 他回来了or no 他还没回来。 Ask for someone's phone number 你家的电话号码是多少？ Ask someone who he/she is looking for 你找谁？or 您找哪位？ Ask if someone is available 你明天有空吗？ Seek an agreement to do an activity. 我明天去看你，可以吗？	你好Nǐ hǎo 2 (pages 70-81) Student workbook (pages 60-68) Ni Hao Games CD-ROM to practice new vocabulary. Edmodo chats Quizlet activities and tests Flashcards of new words Character stroke order worksheets MP3 tone recognition practices Jeopardy Video and audio of the Telephone song Rhyme and chant 打电话儿歌 - Dǎ diàn huà ér gē (Call Rhyme) http://www.youtube.com/watch?v=_wM-Q-zQOc	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) Visit Chinatown or explore a nearby Chinese migrant community or gathering. Identify where Chinatowns are located in the NJ/NY/PA area. Describe the history of Chinese migrants dispersion around the world. Compare and contrast the Chinese immigration journey with another group of migrants in the US.	Web resources for students to research various Chinatowns regionally and around the world. PPT Storyboard about teacher's immigration journey from Taiwan to US. PPT about learner's own (or interview someone he/she knows) immigration journey as compared to a Chinese migrant journey.	Presentation of self or someone the learner knows' immigration story.

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UNIT 4: Dining out 吃饭wǒ xīhuan yóuyǒng - 第八课

Essential Question: How do you carry a polite conversation over a meal?

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	Order food from a menu: - Ask guests to order food from a menu: 您点什么菜? - Order for the table: 我们要 ... - Offer a choice, A or B 你要吃A还是B? Express usually or often does something: often 常常;not often 不常;usually 平常 Explain or state a cause and its consequence: because ... so ... 因为... 所以... State polite expressions when visiting a Chinese family for dinner. 欢迎你来; 请进; 请坐; 请喝茶; 谢谢。 Host:你自己来。 Guest: 好, 我自己来。 Host:别客气。 Guest: 我不客气。 Host:今天没什么菜。 Guest: 您太客气了。 Host:多吃点儿。 Guest:我吃很多了, 谢谢。	你好Nǐ hǎo 2 (pages 82 - 93) Student workbook (pages 69 - 77) Ni Hao Games CD-ROM to practice new vocabulary. Flashcards of new words Character stroke order worksheets MP3 tone recognition practices Video and audio of dialogue and role play skit 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) Explain the Chinese belief of yin and yang in food. Describe a typical meal served to guests at home. Compare and contrast the table etiquettes and polite speech between a Chinese family meal and the learner's own family meal.	Movie: The Joy Luck Club Movie: Eat Drink Man Movie	Essay about the family meal scene in each movie and compare with own family meal.

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TEXTBOOKS: 中文听说读写 Integrated Chinese Level 1 Part 1 in Simplified Characters

UNIT 5: Visiting friends 看朋友 kàn péngyǒu - Lesson 5 第五课

Essential Question: What are the Chinese customs of visiting a friend's home? (high school+)

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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	<p>Welcome a visitor 请进，请进，快进来！</p> <p>Introduce one person to another 来，我介绍一下，这是我姐姐，高小音。 小音，你好。认识你很高兴。</p> <p>Name different beverages Offer beverages to visitors 你们想喝点儿什么？喝茶还是喝咖啡？ Accept/decline the offer 我喝茶吧！ 我要一瓶可乐，可以吗？</p> <p>Compliment the house 你们家很大，也很漂亮。</p> <p>Describe a visit to a friend's place by stating when the visit was, who went, who were there, what each had to drink, what did everyone do, when did everyone leave.</p>	<p><u>Integrated Chinese Level 1 Part 1</u> (pages 121-169)</p> <p>PPT introducing vocabulary and grammar structure</p> <p>Video/audio of textbook dialogue</p> <p>Quizlet activities and tests</p> <p>Edmodo assignments</p> <p>Pair activity - survey likes and dislikes of different beverages</p> <p>Small group activity - act out dialogue</p> <p>Charade - read narrative of a day at a friend's house and act it out</p>	<p>Oral practice - interpersonal</p> <p>Question/Answer - interpersonal</p> <p>Role-play - interpersonal, presentational</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>
7.1.NM.C.3-5	<p>Culture Day (1 in this unit)</p> <p>Compare and contrast a modern upscale tea house 茶馆儿(chágǔǎnr) with a coffee shop such as Starbucks, 星巴克(Xīngbākè) in Chinese cities. What is more popular? Why is tea called the national drink of China?</p>	<p>PPT on the significance of tea and the influence of the west on Chinese culture in beverage choices for the young and the old.</p>	<p>Celebrate tea with a tea tasting party.</p> <p>Bring different tea to sample</p> <p>Dialogue in Chinese between server and taster.</p>

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UNIT 6: Making appointments 约时间 yuē shí jiān - Lesson 6 第六课

Essential Question: How to ask someone to meet using proper phone etiquettes?

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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	Answer a phone call and initiate a phone conversation 喂, 请问, 常老师在吗? 我就是。您是哪位? Set up an appointment with a teacher on the phone 老师, 今天下午您有时间吗? 我想问您几个问题。 Ask for a favor 要是您方便, 四点半我到您的办公室去, 行吗? Ask someone to return your call 请她回来以后给我打电话, 我等她的电话。 Analyze and utilize the preposition 给and跟, the modal verb要and得, the adverb别, directional complements 来/去	<u>Integrated Chinese 1</u> (pages 150 - 169) PPT introducing vocabulary and grammar structure Teacher created grammar worksheets Video/audio of textbook dialogue Pair activity - survey where to go for fun, favorite place to eat, what movie to watch Quizlet activities and tests Character stroke order worksheets Role Play - call a classmate to go out but she/he is not at home, thus speak to a parent "Blind Date" activity	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
7.1.NM.C.3-5	Culture Day (2 in this unit) Describe how to make a long distance call in China. Compare and contrast cell phone usage between China and the US. Explore how cell phones from the US can be used in China. Determine the most convenient and cost effective way to acquire a cell phone in China.	Authentic advertisement and TV commercials of latest cell phones in China and Taiwan. Video segments of popular TV dramas prominently displaying latest cell phones.	Presentation on what are some of the most popular wireless phones in China and how are they different from what are available here in the US?

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TEXTBOOKS: 中文听说读写 Integrated Chinese Level 1 Part 1 in Simplified Characters

UNIT 7: Revision for high school placement test - Lessons 1 to 6

Essential Question: How to I prepare for the placement test to advance my Chinese learning?

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	Exchange basic greetings Request a person's last name and full name and provide your own Determine whether someone is a teacher or a student Ascertain someone's nationality Employ basic kinship terms Describe a family photo Ask about someone's profession Say some common professions Tell and speak about time and dates Talk about one's age and birthday Invite someone to dinner Arrange a dinner date Say and write the terms for basic personal hobbies Ask about someone's hobbies Ask friends out to see a movie Set up plans for the weekend	<u>Integrated Chinese 1</u> (pages 1- 120) Teacher prepared worksheets to bridge the gaps between Nihao and Integrated Chinese vocabulary and grammar in units on greetings, family, dates and time, hobbies Flashcards of new words Character stroke order worksheets Quizlet games and tests MP3 pronunciation exercises Word order exercises Small group activity - organize a weekend activity with classmates Teacher prepared practice test	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) Describe the arduous task of Chinese high school students preparing for the college entrance exam. Compare and contrast the life of a typical high school student in China with a high school student in the US. Debate the value of high stakes testing.	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: **Seasons and weather. 四季和天气。sìjì hé tiānqì - 第九课**
Essential Question: **What is the weather like today?**

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>Inquire about the weather: 今天天气怎么样? How's the weather today? 今天下雨。It's raining today.</p> <p>Ask about the season. Describe weather in the spring, summer, fall and winter. 北京的春天怎么样? How's spring in Beijing? 北京的风沙很大。Spring in Beijing has a lot of dust storms.</p> <p>Give a weather forecast. 明天: 多云 Tomorrow: cloudy 最高气温摄氏三十二度, 最低二十六度。 The high is 32 °C and the low is 26 °C.</p> <p>Use 又 in a Chinese sentence to display two conditions or two actions happening at one time. 北京的夏天又热, 又常下雨。</p> <p>Use 死了 in a Chinese sentence orally as an adverb to describe an extreme situation. 今天热死了。</p> <p>Use 就 in a Chinese sentence to indicate a consequence from a condition previously stated. 那就不要去了!</p> <p>Use 会 in a Chinese sentence to describe something which is going to or likely to happen in the future. 明天会很冷。</p>	<p><u>你好Nǐ hǎo 2</u> (pages 94 - 105) Student workbook (pages 78 - 86) Ni Hao Games CD-ROM to practice new vocabulary. Flashcards of new words Character stroke order worksheets Quizlet games Online weather forecast in Chinese 气象-Yahoo! 奇摩新聞 http://tw.news.yahoo.com/weather-forecast/ 天气预报-中国天气网 http://www.weather.com.cn/forecast/</p>	<p>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 Weather forecast project-presentational</p>