

World Language Department – Cambridge Public Schools

Language: 7<sup>th</sup> grade– Upper School Chinese

Name of Unit/Level: Unit 1 Greetings and useful phrases

<b>Unit - Summative Performance Tasks</b>	
<b>Interpretive</b>	
<p>Students will be able to greet Chinese speakers and respond to their greetings.</p> <p>Students will be able to ask how someone is and reply to the questions about how they are.</p> <p>Students will be able to ask how the members of someone’s family are and answer questions about how their own family is.</p> <p>Students will be able to ask where someone is going and answer questions about where they are going.</p> <p>Students will be able to ask about someone’s work or studies and answer questions about their own work or studies.</p> <p>Students will be able to visit someone at their home, using typical courtesy language and appropriate accompanying behavior.</p>	
<b>Presentational</b>	<b>Interpersonal</b>
<p>Students will be asked to make modifications to the dialogue to show their understanding of the vocabularies and the whole dialogue. Students will act out their modified dialogues to reinforce the learning results and also for their peers to practice listening.</p>	<p>Students will do role-plays of the following scenarios:</p> <ul style="list-style-type: none"> <li>• Meeting a classmate on campus</li> <li>• Meeting an old friend on the street</li> <li>• Chance encounter on the street</li> <li>• Visiting an acquaintance at his/her home</li> </ul>
<b>Unit - Can Do Statements</b>	
<b>Interpretive</b>	<p>Students can read, listen, and understand:</p> <ul style="list-style-type: none"> <li>• Greetings and useful phrases</li> <li>• Interrogative question</li> <li>• Location words</li> <li>• Verbs of come and go</li> <li>• pronouns</li> </ul>
<b>Presentational</b>	<p>Students can present information on or about:</p> <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Chinese pinyin of the vocabularies</li> <li>• An modified dialogue</li> </ul>
<b>Interpersonal</b>	<p>Students can:</p> <ul style="list-style-type: none"> <li>• Greet friends and acquaintances in a culturally appropriate way</li> <li>• Ask where someone is going</li> <li>• Answer when being asked where they are going</li> <li>• Ask how someone (or family members, work, study) is</li> </ul>

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- Answer when being asked how they are (or their family members, work, study)

<i>Summary</i>	<i>Transfer</i>	<i>Mass. World Language Standards</i>
<p>This Unit introduces learners to the basic greetings and chitchats in Chinese. In addition, students will also learn the Chinese culture of how to address someone is elder/younger and acquaintances.</p>	<p><i>Students will be able to independently use their learning to ...</i></p> <ul style="list-style-type: none"> <li>• communicate effectively for a variety of audiences and scenarios.</li> <li>• understand the connections between language and culture.</li> <li>• use learning strategies and tools to help them communicate and understand better.</li> </ul>	<p>Massachusetts [FL 5-8 C] 1.10</p> <p>Foreign Language &gt; Stage 2 &gt; Communication &gt; Students of modern languages will converse in a language other than English to provide and obtain information, express feelings and emotions, and exchange opinions. Students of classical languages will engage in simple oral exchanges and will develop reading skills with discussions of texts conducted in English.</p>
<p>Pacing /Number of weeks: 4</p>	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ol style="list-style-type: none"> <li>1. that Chinese pinyin system and English phonetic system have similarities and differences</li> <li>2. that speaking another foreign language helps to gain knowledge of other cultures</li> </ol>	<p><b>ESSENTIAL QUESTIONS</b></p> <ol style="list-style-type: none"> <li>1. What are the features of the Chinese way of greeting?</li> <li>2. How can you use the phrases you have learned in the real world?</li> </ol>
<p>Sources/Texts Basic Spoken Chinese Unit 1</p>	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <p>Student will know the vocabularies or phrases for</p> <ol style="list-style-type: none"> <li>1. Greetings</li> <li>2. Saying goodbyes</li> <li>3. Location words</li> <li>4. Question word “where”</li> <li>5. Action verbs: “come” and “go”</li> <li>6. Asking and answering “How is it going?”</li> <li>7. Chinese Pinyin</li> </ol>	<p><i>Students will be skilled at...</i></p> <p>Students will be skilled at.....</p> <ol style="list-style-type: none"> <li>1. Greeting friends or acquaintances</li> <li>2. Asking where someone is going</li> <li>3. Answering questions about where they are going</li> <li>4. Asking how someone is</li> <li>5. Answering questions about how they are</li> <li>6. Pronouncing –r sound</li> </ol>


**Stage 2 - Evidence**

Evaluative Criteria	Assessment Evidence
<p>Performance Task 1</p> <ul style="list-style-type: none"> <li>• Correct use of greetings</li> <li>• Understanding of the questions about locations</li> </ul>	<p>Curriculum Embedded Performance Assessment</p> <p><b>Performance task 1- Dialogue 1</b></p> <p><u>Activity 1</u></p> <p>Students will listen to the dialogue and repeat the lines. After practice of the pronunciation, students will be asked to list the vocabularies from the dialogue.</p> <p><u>Activity 2</u></p> <p>Students will work in pair to do role-play. After the role-play, students will answer the following questions about the dialogue.</p> <ul style="list-style-type: none"> <li>• Do they know each other?</li> <li>• Where is Wang Jing-sheng going?</li> <li>• Where is Ke Lei-en going?</li> </ul> <p><u>Activity 3</u></p> <p>Students will work in pair and make some modification to the dialogue. After practicing, students will record themselves reading the modified dialogue.</p>
<p>Performance Task 2</p> <ul style="list-style-type: none"> <li>• Understanding of the meaning of the dialogue lines.</li> <li>• Correct use of the useful phrases</li> </ul>	<p><b>Performance task 2- Dialogue 2</b></p> <p><u>Activity 1</u></p> <p>Students will listen to the dialogue and repeat the lines. After practice of the pronunciation, students will be asked to list the vocabularies from the dialogue.</p> <p><u>Activity 2</u></p> <p>Students will work in pair to do role-play. After the role-play, students will answer the following questions about the dialogue.</p> <ul style="list-style-type: none"> <li>• Do they meet often?</li> <li>• Is Zhao married? How do you know? (Write down the supporting line in Chinese)</li> <li>• Does Zhao have children? How do you know? (Write down the supporting line in Chinese)</li> <li>• How is Smith?</li> </ul>

<p>Performance task 3</p> <ul style="list-style-type: none"><li>• Understanding of the meaning of the dialogue lines</li><li>• Correct use of addressing people that is older/younger</li></ul>	<ul style="list-style-type: none"><li>• Why does Smith have to leave first? How do you know? (Write down the supporting line in Chinese)</li></ul> <p><u>Activity 3</u></p> <p>Students will work in pair and make some modification to the dialogue. After practicing, students will record themselves reading the modified dialogue.</p> <p><b>Performance task 3- Dialogue 3</b></p> <p><u>Activity 1</u></p> <p>Students will listen to the dialogue and repeat the lines. After practice of the pronunciation, students will be asked to list the vocabularies from the dialogue.</p> <p><u>Activity 2</u></p> <p>Students will work in pair to do role-play. After the role-play, students will answer the following questions about the dialogue.</p> <ul style="list-style-type: none"><li>• How is Gao?</li><li>• How is He?</li><li>• How is He’s work going?</li><li>• How is Gao’s study going?</li><li>• Who is older? How do you know?</li></ul> <p><u>Activity 3</u></p> <p>Students will work in pair and make some modification to the dialogue. After practicing, students will record themselves reading the modified dialogue.</p>
<p>Performance Task 4</p> <ul style="list-style-type: none"><li>• Understanding of the meaning of the dialogue lines</li><li>• Correct use of greeting phrases in a visiting scenario.</li></ul>	<p><b>Performance task 4- Dialogue 4</b></p> <p><u>Activity 1</u></p> <p>Students will listen to the dialogue and repeat the lines. After practice of the pronunciation, students will be asked to list the vocabularies from the dialogue.</p> <p><u>Activity 2</u></p> <p>Students will work in pair to do role-play. After the role-play, students will answer the following questions about the dialogue.</p> <ul style="list-style-type: none"><li>• Why do they say “welcome” and “thank you” twice?</li><li>• Are they close friends? How do you know?</li></ul>

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	<p><u>Activity 3</u></p> <p>Students will work in pair and make some modification to the dialogue. After practicing, students will record themselves reading the modified dialogue.</p>
	<p>OTHER EVIDENCE:</p> <ol style="list-style-type: none"><li>1. Daily do now</li><li>2. The in-class recording work</li><li>3. The modified dialogue activities</li></ol>
<p style="text-align: center;"><b>Stage 3 – Learning Plan</b></p>	