

Fair Lawn Public Schools

Fair Lawn, NJ

Chinese
II CP

July

2015

Revised July 2015
Developed July 2011

Chinese II CP is a communicative based course that was developed by the Fair Lawn World Language Department and aligned to the New Jersey World Language Core Curriculum Content Standards and the American Council on the Teaching of Foreign Languages.

Fair Lawn School District

Committee Credits Chinese II CP

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Chinese II CP

I. Course Synopsis

This is a proficiency-based, experiential world languages course for students who have completed grade 8 Chinese at one of the district's middle schools or Chinese I at Fair Lawn High School. Students will be placed in meaningful, realistic situations where they must use their language skills for authentic communication purposes. They will be given the opportunity to take risks in the target language in simulated, yet realistic situations.

Instructional methods and materials provide for diversification across ability levels. Emphasis is placed on hands-on, interactive tasks where students learn by tasting, manipulating, speaking, singing and moving. Cooperative learning and project work are employed regularly. Assessment is on-going and essentially performance

based. New and formerly-learned concepts are spiraled through an increasingly challenging progression of activities.

The course is divided into seven themes, each of which is anchored by essential questions. Cultural practices and products are incorporated routinely so that students may develop a sense of cultural plurality and thereby expand and reconfigure their world view. Students will build on their knowledge of the Chinese pronunciation system, the pinyin writing system and Chinese calligraphy. Learners will also hone technology skills in the following ways: conducting research, composing thoughts, sorting and organizing information, developing presentations and following webquests.

II. Philosophy & Rationale

A. Modes of Communication:

The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of communication. The three modes are:

The interpretive mode: Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of one way reading or listening includes but are not limited to the cultural interpretation of texts, movies, radio and television broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to listen “between the lines.”

The interpersonal mode: Students engage in direct oral and/or written communication. Examples involving two way interactive communication are conversing face-to-face or exchanging personal letters or email messages.

The presentational mode: Students present through oral and/or written communications information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this

“one to many” mode of communication are making a presentation to a group or writing an article for the school newspaper.

B. “Can Do” statements

The NCSSFL-ACTFL Can-Do Statements are self-assessment checklists used by language learners to assess what they “can do” with language in the Interpersonal, Interpretive, and Presentational modes of communication. The checklists are best used by learners and learning facilitators as part of an overall reflective learning process that includes:

- setting goals
- selecting strategies
- self-assessing
- providing evidence
- reflecting before setting new goals

C. Proficiency vs. Performance

The American Council of Teachers of Foreign Languages (ACTFL) advises us to measure students’ learning in terms of *proficiency* rather than performance. Language proficiency refers to a student’s ability to communicate spontaneously in a language in a non-rehearsed context. It also refers to the degree of skill with which a student uses culturally appropriate language to read, write, listen and interpret the target language in real-world scenarios. ACTFL has identified eleven different levels of language proficiency.

D. Integrated Performance Assessment

The Integrated Performance Assessment (IPA) is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational. The three tasks are aligned within a single theme or content area, reflecting the manner in which students naturally acquire and use the language in the real world or the classroom. Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. They are standards-based, performance-based, developmental in nature, integrative. IPAs are designed to be used with scoring rubrics to show expectations.

III. Scope & Sequence

There are seven thematic units (Units 1-7); the goal is to study two units within the first three marking periods and one unit plus final review for the last marking period. Vocabulary, Language Functions, and Culture are embedded in each unit.

Unit 1. Let's Go to School!

Topic: Transportation (4 weeks)

Topic: Articulation in Chinese schools (1 week)

Unit 2. East and West Schools: Ying and Yang

Topic: Public versus private education (2 weeks)

Topic: Confucius' philosopher (3 weeks)

Unit 3. Teen's Daily Life: Teen Crib

Topic: Everyday routines (2 weeks)

Topic: After school activities (1 week)

Topic: Teen culture (1 week)

Topic: Chinese tea culture (1 week)

Unit 4. My Busy Family

Topic: Nuclear family versus extended family (1 week)

Topic: Popular occupations (3 weeks)

Topic: Family pass times (2 weeks)

Unit 5. American Teens Travel to China!

Topic: Chinese geography and tourist attractions (2 weeks)

Topic: Vacation and resort centers in China (3 weeks)

Unit 6. Bargaining—My Power Play!

Topic: Chinese souvenir market (2 weeks)

Topic: Currency system (2 weeks)

Topic: Traditional Chinese clothing (1 week)

Unit 7. Let's Eat at a Chinese Restaurant!

Topic: Chinese snacks (1 week)

Topic: Holiday foods (2 weeks)

Topic: Night market shopping (2 weeks)

IV. Unit One: Let's Go to School!

A. Enduring Understanding: Dense Chinese population requires mass transportation

B. Essential Questions:

1. How does population and space impact transportation?
2. Will China always be nicknamed "Kingdom of the Bicycle?"

C. Objectives: The students will be able to

1. Name the different means by which people travel to school or work
2. Ask and tell where someone lives and explain how to get there
3. Describe students' driving habits in the US
4. Compare general information about a school grade levels/division in the US and China
5. Name different types of vehicles
6. Measure and compare distances
7. Identify places on a map of Fair Lawn and Beijing 北京 (or Tianjin天津)
8. Compare the division of schools into grades in America and China
9. Locate Fair lawn schools on a map
10. Read and understand road signs
11. Interpret Chinese warning signs
12. Create a Mapquest about home and school address and distance

13. List color words for the purpose of describing cars, road signs, etc.
14. Provide directions
15. Read school signs and distinguish between a college, a high school, a middle school or an elementary school
16. Tell a group of Chinese speaking visitors about your school, your Chinese classes, Chinese students and Chinese teacher(s).

D. Vocabulary

1. Terms related to school location: *far, close, nearby, map*
2. Terms related to school divisions (*high school, middle school, primary school, junior high* etc.)
3. Terms related to asking for directions: *here, there and where*
4. Terms related to modes of transportation

E. Character writing

1. Directional terms
2. Terms related to asking for directions
3. Terms related to modes of transportation

F. Cultural Products, Practices and Perspectives

1. Conduct a welcome activity to begin this year's learning.
2. Compare the school grade division in America with that in China
3. Read and understand major road signs in China
4. Understand warning traffic road signs

G. Suggested Activities

1. Ask and answer questions about directional activities
2. Conduct an inventory activity to practice the names of vehicles.
3. TPR for the verb and verb combination for driving a car/train, riding in a car/on a train, riding a bicycle/motorcycle/horse, or walking
4. Create a PowerPoint presentation about transportation

5. Q&A to find out how students go to school; how often they come to school by using a given vehicle.
6. Community map activity: locate student's home on the map and tell where they live; compare the distances from their homes to school
7. Group Project: "Morning on ...(Fair Lawn) street"
8. Show and tell: different types of cars
9. Imaginary activity: "My family's car is lost."
10. TPR storytelling: modes of transportation
11. Brainstorm activity: "Let's be Descriptive!" : He sings like _____. He walks like 他唱歌唱得像. . .
12. Competition in road sign reading
13. Role play: how to get to Chinatown on Sunday
14. Graphic chart to compare the grade division in China and America
15. Fly Swatter (Chinese characters and pictures)
16. Envelope task for sentence construction

H. Assessments

1. Skit about travel to school
2. Short paragraph about roadside signs and vehicles
3. Picture narration of "Bicycle Kingdom" concept
4. Written vocabulary quizzes
5. Pair presentation: My family car is lost!
6. *Gouin* series about family itinerary in Fair Lawn

I. Standards

1. Chinese Communication: 1.1; 1.2
2. Chinese Culture: 2.1; 2.2
3. Chinese Connections: 3.1; 3.2
4. Chinese Comparison: 4.1; 4.2
5. Chinese Communities: 5.1; 5.2
6. Language Arts Literacy 3.1, 3.3

7. Social Studies 6.1, 6.3, 6.6
8. Comprehensive Health and Physical Education 2.2

Unit 2: East and West Schools (Ying and Yang)

学校体系

A. Enduring Understanding: Tests at various grade levels determine the kind of schools that students are allowed to attend.

B. Essential Questions:

1. How do the educational systems of the US and China reflect cultural perspectives?
2. Why do people have a different perception about public school vs. private school in these two cultures?
3. Who is Confucius and why is he so important? Is there any counterpart in the US?

C. Objectives: The students will be able to

1. Compare aspects of schooling in China and in the US
2. Name subjects learned in school in China
3. Ask about students' grade level, classroom number, subjects and homeroom teacher.
4. Use expressions that relate to school
5. Name and understand some popular after school activities in China and the US
6. Compare and contrast after school programs in the US
7. Outline students' daily schedule in China
8. Talk about their favorite school subjects
9. Use ordinal numbers (*first, second, third*, etc.) to describe a school schedule
10. Interpret a school schedule of a student from China
11. Label the school with signs in Chinese
12. Re-create their own daily schedule in the Chinese language

13. Understand Chinese school structure and study behavior; for instance, middle school in China includes 7-12 grades
14. Recite ordinal numbers and apply to the discussion of school life
15. Use possessive adjectives with school vocabulary
16. Explain why Confucius is important in Chinese history
17. Name the four books containing Confucius' philosophy
18. Create a student ID card

D. Vocabulary

1. Terms related to school members: (*teacher, classmates, principal, secretary...etc.*)
2. Nouns related to school subjects: (*math, social studies, science, health, language arts, etc.*)
3. Words related to school system: (*grade, elementary school, middle school, university and graduate school*)
4. Vocabulary related to telling time
5. Question formation and interrogative expressions
6. Adverbs of frequency (*sometimes, often, daily, etc.*)
7. Materials found in a backpack and in a classroom (*binder, notebook, pencil, etc.*)
8. Confucius' four books
9. Terms related to after school activities
10. Terms indicating possession
11. Parts of a school building (*main office, library, classroom, etc.*)
12. Types of schools (*public, private, middle, elementary, etc.*)
13. Components of a student ID

E. Character writing

1. Ordinal numbers
2. School-related terms
3. School subjects
4. Clock times

F. Cultural Products, Practices and Perspectives

1. The organizational structure of Chinese education
2. School routines of teenagers in Chinese-speaking countries
3. Grading procedure in Chinese-speaking countries
4. The Chinese attitude of uniformity in dress code and behavior
5. Day-to-day experiences for students in Chinese schools
6. A culture of academic rigor, competition and leveling in Chinese education
7. Comparison of school schedules in China and the US
8. Identify some aspects of school systems in Chinese-speaking countries
9. Identify educational and vocational options for students in Chinese-speaking countries
10. Compare educational systems in the US and in China
11. Compare a typical school day in the US and in China
12. Compare grading scales in the US and in China
13. Courses offering in Chinese speaking countries
14. The life and teachings of Confucius

G. Suggested Activities

1. Ask and answer questions about school-related activities
2. Exchange information about past school-related activities compared to current school-related activities
3. Discuss the courses taken at various grade levels in China, including the quantity of courses and frequency of class sessions
4. Interpret spoken and written presentations about school-related activities
5. Produce spoken and written presentations in relation to classes and school routines
6. Present rehearsed and unrehearsed material in Chinese about school-related activities such as role-plays, skits, poems, plays, short narratives, and songs.
7. Paired conversation using school vocabulary learned
8. Fill out a daily schedule in Chinese
9. PowerPoint presentation about Confucius and the four books containing his philosophy
10. Create a student ID card

11. *Quia* activities on website
12. Venn Diagram – comparing and contrasting schools in China and Fair Lawn
13. Role Play: first day in a Chinese school
14. Role Play: present your school to visitors from China
15. Survey peer attitudes about school subjects
16. Describe your teacher in first grade and kindergarten
17. Graph favorite after school activities
18. Create a PowerPoint presentation about your school
19. Label the school in Chinese
20. Fly Swatter (Chinese characters and pictures)
21. Envelope task for sentence construction

H. Assessments

1. Poster contrasting daily schedules in China and US
2. Create a student ID card
3. Skit performance interviewing school principal
4. Written vocabulary quizzes
5. Power Point presentation about Confucius and the four books

I. Standards

1. Chinese Communication: 1.1; 1.2
2. Chinese Culture: 2.1; 2.2
3. Chinese Connections: 3.1; 3.2
4. Chinese Comparison: 4.1; 4.2
5. Chinese Communities: 5.1; 5.2
6. Language Arts Literacy 3.1, 3.3
7. Social Studies 6.1, 6.3, 6.6
8. Comprehensive Health and Physical Education 2.2

Unit 3: Teen's Daily life —Teen Crib**我的一天**

A. Enduring Understanding: Parallels exist in teens' daily life, whether it be East or West

B. Essential Question:

1. How did the Chinese teen culture originate and how is it manifested each day?
2. How does the significance of time differ in Chinese and American cultures?

C. Objectives. The students will be able to

1. Ask and answer about their daily schedule
2. List daily activities
3. Graph time spent in school, leisure and chores
4. Tell time
5. Make an appointment at a given time
6. Tell activities occurring at various times
7. List Chinese meals and the times that they are eaten
8. Use chopsticks appropriately
9. Recite two Chinese idioms about time and the daily schedule
10. Listen to other people's daily schedule and give advice
11. Compare and contrast the daily schedule in the elementary school and middle school
12. Express likes and dislikes as they pertain to the daily schedule
13. Design an ideal day
14. Compare the traditional Chinese breakfast menu to the American breakfast
15. Describe the elements of Chinese tea culture

16. Name a variety of teas and distinguish among them
17. Sequence daily events
18. Arrange a table place setting according to Chinese tradition
19. Relate the story of the ten sons
20. Sequence the story of the ten sons

D. Vocabulary

1. Terms related to time (*morning, afternoon, night*)
2. Terms related to appointment (*late, early, on time, etc.*)
3. Terms related to daily events (*wash face, brush teeth, wake up*)
4. Terms related to advice (*you should, earlier, later, more, less, etc.*)
5. Terms related to time (*every day, often, seldom*)
6. Terms related to Chinese breakfast items (*noodles, Chinese pancake, soybean, steamed buns, etc.*)
7. Terms related to breakfast service (*plate, fork, spoon, chopsticks*)
8. Terms related to tea (*hot water, cup, tea set and coffee*)
9. Terms related to American breakfast (*coffee, juice, cereal, bacon, etc.*)
10. Adjectives related to foods (*delicious, tasty, bitter, sweet, hot, cold, etc.*)
11. Vocabulary related to extracurricular activities
12. Terms related to popular school activities such as *yearbook, band, and theater*

E. Character Writing

1. Terms related to school activities
2. Terms related to after school activities
3. Items in a traditional Chinese and Western breakfast: 豆漿, 燒餅, 油條, 稀飯
4. Terms related to typical American food: (*hotdog, pizza, hamburger, soft drinks*)
5. Terms related to meal and meal times: (*milk, coffee, tea, chopsticks, spoon, breakfast, lunch and dinner*)

6. Daily activities (*eat breakfast, eat lunch, eat dinner, go to school, etc.*)
7. Terms related to time (*at 1:00, at 2:00, etc.*)
8. Terms related to scheduling: (*this morning, this afternoon, tonight, tomorrow night, weekend; weekday; future, and past*)
9. Terms related to popular after school activities in both China and US
10. Vocabulary related to extracurricular activities
11. Terms related to popular school activities such as yearbook, band, and theater

F. Cultural Products, Practices and Perspectives

1. Origin of the teen culture in China
2. Identify some aspects of school systems of Chinese-speaking countries
3. Compare and contrast school routines in the US and in Chinese-speaking countries
4. Chinese table manners and place setting
5. Identify the significance of Chinese pottery and tea sets
6. Chopsticks protocol and history
7. Greeting: “Have you eaten?”
8. Chinese regional cooking styles
9. Making and serving tea in ceremony

G. Suggested Activities and Assessments

1. Picture narration / description activity
2. Ask and answer questions about daily routines in the home
3. Exchange information about family routines in the home
4. Identify daily routines based on spoken and written description
5. Describe daily routines based on spoken and written description
6. Describe family members in relation to daily routines
7. Read the story of the ten sons
8. Envelope task sequencing the events of the story
9. Chant: 老狼老狼幾點了? (“*lao lang lao lang ji dian le?*”) and watch the short animation of this story
10. Play bingo game (time and time expressions)
11. Conversation using time expressions

12. Clock demonstration activity
13. Demonstrate time on individual white boards
14. Role play (Chinese tea service)
15. Paired interview about breakfast habits
16. Create a breakfast or tea poster
17. Mark the cadence with hand clappers
18. Venn diagram: Chinese and American breakfasts
19. *Gouin* series of daily activities
20. Role play: making an appointment
21. Practice using chopsticks with various foods
22. Conduct a chopsticks race
23. Write a short paragraph about daily events
24. Character identification activity
25. Word search

H. Assessments

1. Partner role play about first day in Chinese school
2. Flyer presentation of your school to visitors from China
3. Oral presentation about your school
4. Written vocabulary quizzes
5. Narrative about kindergarten class

I. Standards

1. Chinese Communication: 1.1; 1.2
2. Chinese Culture: 2.1; 2.2
3. Chinese Connections: 3.1; 3.2
4. Chinese Comparison: 4.1; 4.2
5. Chinese Communities: 5.1; 5.2
6. Language Arts Literacy 3.1, 3.3
7. Social Studies 6.1, 6.3, 6.6
8. Comprehensive Health and Physical Education 2.2

Unit 4: My Busy Family**课外活动**

A. Enduring Understanding: Cultural preferences and values determine how families spend their free time.

B. Essential Questions:

1. What is the meaning of nuclear family versus extended family and its impact on teen life in East and West?
2. How does the one child policy affect family life?
3. What do the top ten occupations in China and the US tell about cultural perspectives?
4. What is perceived as a healthy lifestyle in Chinese-speaking countries and in the US?
5. What is Youth-Palace 少年宫 throughout China? Does it compare it with YMCA/YWCA in the US?
6. Is there any relationship between zodiac signs and occupations in Chinese thinking?

C. Objectives: The students will be able to

1. Talk about occupations in their family
2. List the top ten occupations/jobs in China and in the US
3. Compare job opportunities in China and the US
1. Compare the sports studied and played in the U.S. with sports played in China
2. Contrast the traditional family structure with the concept of “big family” and its impact on teen life
6. Identify popular family activities in a teen’s life in China
7. Identify popular family activities in a teen’s life in the US
8. Discuss the role of leisure activities in a teen’s life
1. Identify and discuss prominent individuals involved in sports and the arts in China
10. Discuss where young people meet during leisure time.
11. Discuss the impact of a belief system on teen life
12. Compare typical customs of socializing or teen (young adults)

13. Describe a traditional teen's party in China and in the US
14. Explain the gift-giving protocol for special birthdays and occasions
15. Express hopes and wishes of self and for others—my dream job
16. Describe family members' occupations
17. Compare and contrast the protocol for addressing relatives in China and the US
18. Tell the degree to which a person likes or dislikes various occupations
19. Identify occupations and activities being described
20. Tell the degree to which a person likes or dislikes various activities
21. Tell when and how frequently a given person (or one family member) participate in various activities
22. Tell what family activities a person does or does not do
23. Recount the story of the three monks
1. Identify the use of various verbs and prepositions with sports and activities in English and Chinese

D. Vocabulary

1. Terms for occupations
2. Adjectives to describe physical appearance (*pretty, tall, etc.*)
3. Adjectives to describe personality (*strict, smart, happy, witty, loyal, industrious*)
4. Terms related to birthday celebrations and other special events (*cake, candle, etc.*)
5. Zodiac animals
6. Terms for family members and their respective zodiac signs
7. Special terms related to the number of siblings
8. Terms of comparison (*tall, taller, tallest, as tall as... etc.*)

E. Character writing

1. Expression words: 我希望. . . (*I wish, I like, I will strive for, I am proud of, I am dreaming ofetc.*)
2. Emotions: 快樂, 高興, 不高興 (*happy, unhappy, excited*)
3. Terms related community life: (*clubs, gym, pool, sports complex and health centers*).
4. Terms related to occupations
5. Terms related to gift giving (*red envelope, invite to eat, etc.*)

6. Vocabulary related to extracurricular activities
7. Terms related to popular school activities such as *yearbook*, *band*, and *theater*

F. Cultural Products, Practices and Perspectives

1. Compare and contrast the popularity of school-related activities such as yearbook and band in Chinese-speaking countries and the US.
2. Identify after school activities and extracurricular sports available in China
3. Describe parental control in Chinese families (*discipline*) vs. parental control in the US
4. The role of the lunar calendar and zodiac sign in predicting family members' occupations
5. Identify activities offered through community clubs in China and in the US
6. The role of Youth Palace in modern China
7. Compare fitness activities and sports complexes (such as gyms) in China and the US.
8. Interpret authentic Chinese language materials related to community activities
9. Comprehend simple, culturally authentic announcements and advertisements related to leisure activities
10. Ask and answer questions about interests and occupations of family members
11. Identify occupations
12. Express likes and dislikes of a particular occupation
13. Express like and dislikes of a particular family activity
14. Understand the business card exchange protocol in modern Chinese culture
15. Know the facts and impact of the "One Child Policy" in Chinese family life

G. Suggested Activities

1. Watch video segments about the three monks
2. Role play three monks story in groups
3. Fly Swatter (*Chinese characters and occupations*)
4. Bingo game (*family members and occupations*)
5. Word search (*family members and occupations*)

6. Sing the birthday song and Chinese New Year song
7. Paired conversations (*family members and occupations*)
8. Inside/outside circles
9. Newspaper “want ad” activity
10. Presentational activity about family
11. Hand clappers with chants on family
12. Clapping numbers activity
13. Survey numbers of siblings in each class family
14. PowerPoint presentation Chinese family and one child policy
15. Occupation prediction – want ads
16. Birthday sequence line up
17. Phone call invitation to a party
18. Design a party invitation
19. Picture ID from oral description
20. Play *Guess Who?*
21. Play four corners (*birthday; occupations; zodiac signs...etc.*)

H. Assessments

1. Paragraph about family after school activities
2. Role play eating breakfast
3. Chart labeling family members zodiac sign and professions
4. Paragraph about the role of Youth Palace in modern China
5. Vocabulary quizzes
6. Oral presentation about future career goals
7. Creation of business card and perform skit about card exchange

I. Chinese Content Standards

1. Chinese Communication: 1.1; 1.2
2. Chinese Culture: 2.1; 2.2
3. Chinese Connections: 3.1; 3.2
4. Chinese Comparison: 4.1; 4.2
5. Chinese Communities: 5.1; 5.2
6. Language Arts Literacy 3.1, 3.3
7. Social Studies 6.1, 6.3, 6.6

Unit 5: American Teens Travel to China!**到中国去旅行**

A. Enduring understanding: Chinese landmarks and geography have been molded by five thousand years of history.

B. Essential questions:

1. Why does China attract so many visitors?
2. What do I learn about Chinese people by studying the Chinese language?

C. Objectives: Students will be able to

1. Respond to basic travel planning questions: (including *transportation schedules, modes of transportations destinations and activities*)
2. Interpret materials providing travel information
3. Describe past travel experiences and future travel plans
4. Identify at least five nations and the corresponding nationality
5. Understand written and spoken directions
6. Interpret directions with the assistance of a map
7. Give directions to a destination
8. Identify similarities and differences between American cities and major cities in Chinese-speaking countries
9. Access and interpret maps from Chinese-speaking countries
10. Identify Chinese-speaking countries/regions: (*China, Singapore, Taiwan, and Hong Kong etc.*)
11. Locate China and at least five major cities: *Beijing, Tianjin, Shanghai, Nanjing, Xian* and *Si Chuan province (Chengdu city)* on a world map
12. Describe some important Chinese landmarks and treasures: (*Great Wall of China, Panda, Taipei 101, Terracotta Warriors, and Sun Wu Kong: Monkey King*).
13. Locate the cities and countries listed above on a world map
14. Use the situational words of *north, south, east and west*
15. Recognize popular road signs in China

16. Describe the cultural beliefs related to Chinese names and some frequently used Chinese characters
17. Discuss common modes of transportation in Chinese-speaking countries
18. Discuss typical vacation spots and resorts in Chinese-speaking countries
19. Discuss teen's popular hangout places in China and in the US
20. Use map-reading skills to interpret a map of China or a Chinese speaking country or region

D. Vocabulary

1. Words related to nation and nationality: (国家名称 *China, Chinese, US, American, England, English, France, French, Germany, German, India, Indian, Africa, African...etc.*)
2. Names of languages
3. Meaning of surnames
4. Expressions of (*please, thank you, may I, excuse me, etc.*)
5. Nouns relating to people: (*teacher, students, classmates, and friends*)
6. Interrogatives: (*where, who, when, what and how*)
7. Geographic terms: (*地理 mountains, oceans, rivers, etc.*)
8. Directional terms: (*north, south, east and west*)
9. Landmarks

E. Character writing

1. Directional terms
 2. Terms related to asking for directions
 3. Terms related to modes of transportation
 4. Characters related to directions: (*east, west, north and south*)
5. Preposition with places and transportation

F. Cultural Products/Practices/Perspectives

1. The significance of using name cards and exchanging name cards
2. The introduction protocol in China

3. The geographical location of Chinese speaking countries and their neighboring countries
4. Temperature and weather in China
5. The use of 24-hour clock in the East
6. The ancient Chinese art of time expression and calculation
7. Popular tourist spots in China
8. Cultural significance of landmarks
9. Compare travel and vacations in the US and Chinese-speaking countries
10. Compare the importance of public transportation in the US and in China
11. Discuss the impact of current events on foreign travel

G. Suggested Activities

1. Discuss and make travel plans
2. Ask and answer questions about travel and vacations
3. Name common modes on transportation in China and in the US
4. Discuss typical vacation spots and resorts in China and in the US
5. Discuss what teens in Chinese-speaking countries enjoy doing while on vacation
6. Mapping activities: produce a map of China with major cities and related descriptions
7. Access and interpret maps from Chinese-speaking countries
8. Interpret past travel experiences and future travel plans
9. Interpret materials providing travel information
10. TPR practice (*greetings, actions and/or characters*)
11. Use authentic materials to make travel plans to go to or travel in China
12. Watch short video clip on the Great Wall of China (United Streaming) and Beijing
13. Play 老師說 (Chinese version of Simon says) for character recognition
14. Role play: introduce people and exchange business cards
15. Tear sheet vocabulary
16. Write a paragraph explaining the treatment of elders in Chinese culture
17. Fly swatter game to practice names of cities and landmarks
18. Survey nationalities and report in chart format
19. Graphic organizer for global population
20. Word search/crossword puzzle (Chinese culture)
21. Labeling activities (interactive map on the Internet)

22. Envelope task for sentence construction
23. Word/Picture associations
24. Listening comprehension activities/assessments
25. Chanting (nationality)
26. Magnet mapping activity
27. Searching for country-related characters in signs
28. Making pinyin name posters
29. Play four corners with important landmarks

H. Assessments

1. Travel brochure
2. Written vocabulary quizzes
3. Pairs give and follow directions on a map
4. Paragraph about a Chinese landmark
5. Recitation of chant about city, state, country.
6. Group role play promoting a city in China

I. Standards

1. Chinese Communication: 1.1; 1.2
2. Chinese Culture: 2.1; 2.2
3. Chinese Connections: 3.1; 3.2
4. Chinese Comparison: 4.1; 4.2
5. Chinese Communities: 5.1; 5.2
6. Language Arts Literacy 3.1, 3.3
7. Social Studies 6.1, 6.3, 6.6
8. Comprehensive Health and Physical Education 2.2
9. Comprehensive Health and Physical Education 2.2

Unit 6: Bargaining – My Power Play!

去小商品市场买衣服！

A. Enduring understanding: Bargaining is an acceptable practice in China, especially at the night market where a wide variety of items is offered for purchase.

B. Essential questions:

1. Why is the free market so important in Chinese people's daily life?
2. What do the items for sale in the night market tell us about Chinese practices and perspectives?

C. Objectives: Students will be able to

1. Identify Money systems for the US, China, and Taiwan
2. Understanding the value of Chinese bills
3. Understanding the signs and couplets that are used for the Chinese New Year
4. Buy things at a Chinese souvenir market
5. Tell about an experience at a Chinese market
6. Know the difference and Compare garage sale in the US and free market in China
7. Experience Chinese New Year celebration through food culture
8. Learn "Four Treasures of Scholars" or "Four Treasures of a Chinese Study) (文房四宝) – brush pen, ink, ink stick and rice paper
9. Practice calligraphy with Chinese scholars' four treasures
10. Identify the shape of an object
11. Borrow or lend a study object (i.e. pen, brush pen)
12. Identify regular pens and colored pens
13. Identify different clothes and
14. Use the measure words for different clothes items correctly
15. Use correct measure words for various Chinese souvenir market items
16. Comment on clothes and express opinions about them
17. Understand the discounts appearing in store advertisements
18. Learn about Chinese traditional clothes and its cultural meanings

D. Vocabulary

1. Terms related to Chinese money and US money: 钱 ; 美元 ; 台币 ; 人民币 ; 块 ; 元 ; 毛 ; 角 ; 分。
2. Terms related to popular Chinese souvenir: market, Chinese fans, gift; lanterns, Straw hats etc.
3. Terms related to going shopping: buy; sell; some; cheap; expensive; enough; give you change; welcome back.
4. Terms related to bargaining: how much; enough; too expensive; inexpensive; how could that be; how about this; etc.
5. Terms related to clothes items.
6. Terms related to sizes of my clothes.
7. Terms related to commenting on clothes: name brand; fashionable; comfy; not only...but also; is better than; is cheaper than.... ; although...etc.
8. Terms related to buying clothes: price, discount; reduced price; seventy percent off; be fooled.

E. Character writing

1. Terms related to buy and sell in free market: discount; 30% off; reduce prices; just right; buy one get one free; not only...but also; although ; money; market; buy and sell; objects. 买卖 ; 东西 ; 虽然 ; 可是 ; 减价 ; 打折 ; 打七折 ; 买一送一 ; 正好 ; 价钱。
2. Terms related to currency in China and US: dollar; cents; ten cents; penny; RMB; Taiwan dollar; US dollar. : 钱 ; 美元 ; 台币 ; 人民币 ;
3. Terms related to bargain: 多少钱 ; 太贵了 ; 一些 ; 再说吧 ; 给你 ; 够了 ; 什么 ; 真的吗 ; 不够钱 ; 行 ; 不行 ; 上当 ; 不但 ; 而且 ; 虽然 ; 可是 ; 找钱 ; 比较。

F. Cultural Products/Practices/Perspectives

1. Use Chinese money and go shopping in a Chinese souvenir market
2. Understand the cultural meaning of Changpao 长袍, Qipao旗袍 (from qing dynasty)
3. Know Laohu Xie 老虎鞋 and Cixiu 刺绣
4. Learn the Chinese culture of bargaining

5. Know what is xiaoshangping shichang小商品市场 and its importance in daily life in China
6. Knowledge about color and culture content
7. Learn how to exchange money with different currency in the bank.

G. Suggested Activities

1. Use real American dollars to practice money words
2. Guessing game: how much money do I have? How much money does it cost?
3. Compare and guess the real value: real Chinese money, Taiwanese money; Hong Kong money and any other money in the class.
4. Play Chinese version of Monopoly with Chinese money.
5. Show and tell: pictures of souvenir markets in China and talk about it.
6. Talk about the marketplaces nearby students house; or in Fair Lawn
7. Conduct short and focused practice on measure words: matching games; brainstorming; chanting measure word chains; pictures narrations.
8. Make Chinese fans and use them for learning language and culture
9. Make believe Chinese money with Chinese Hongbao红包 (New Year's money)
10. Role-play: Sunday go to the Chinese souvenir market to buy a gift.
11. Writing a paragraph telling your experience with a friend at the market.
12. Tell the history of Chinese money by power point presentation.
13. Show and tell names of articles of clothing
14. Tell sizes of clothes they are wearing
15. Do a fashion show about traditional Chinese clothes: 汉服服装秀
16. Read and design signs for free market.
17. Conduct an imaginary activity: Classroom Market: get ready for the market; set up the "classroom market"; playing "classroom market."
18. Role-Play: currency exchange.
19. Read authentic sale signs: identifying the characters and guess the meaning from the context.

20. Read the picture story in the textbook and change it into a class play: which will include episodes of making a phone call, walking to the market; shopping and returning home.
21. Check the China-US currency exchange rate daily and make a weekly chart.
22. Practice read signs in the market, esp. in the free market
23. Practice read signs in the bank, esp. for current exchange
24. Compare Chinese free market and US garage sale.
25. Role-play: garage sale in Fair Lawn.

H. Assessments

1. Create a mini market and role play bargaining activities
2. Written vocabulary quizzes
3. Currency conversion assessment
4. Fashion show narrative
5. Create a sign promoting goods

I. Standards

1. Chinese Communication: 1.1; 1.2
2. Chinese Culture: 2.1; 2.2
3. Chinese Connections: 3.1; 3.2
4. Chinese Comparison: 4.1; 4.2
5. Chinese Communities: 5.1; 5.2
6. Language Arts Literacy 3.1, 3.3
7. Social Studies 6.1, 6.3, 6.6
8. Comprehensive Health and Physical Education 2.

Unit 7: Let's Go to a Chinese Restaurant!

中国菜和中国饭馆

- A. Enduring Understanding:** Cooking and eating are important practices in Chinese culture.

B. Essential questions:

1. Why do they say “food is heaven” in China? What are the cultural meanings?
2. What is the difference between American “snack” 点心 and Chinese “Xiaochi” 小吃? What are the customs, religions, history and geography meaning behind the Xiao chi culture 小吃文化 in China?
3. What are the connections among history, geography and holiday tradition in Chinese food culture?

C. Objectives: Students will be able to

1. Identify and express preferences about food
2. Sustain conversation in a Chinese restaurant.
3. Tell personal choices in choosing a restaurant.
4. Learn about special food in China.
5. Set tables in Chinese style and compare that with the US table setting
6. Express my favorite dishes and snacks.
7. Use correct measure words to practice the measure words in this lesson.
8. Know the difference between US supermarket and Chinese wet market.
9. Identify dining utensils by comparing the Chinese way of setting a table with the American way.
10. Read authentic Chinese take out menu from Fair Lawn.
11. Learn about the practices for celebrating elder people’s birthday with a traditional Chinese food
12. Identify and compare popular food items in the US, China, and Taiwan
13. Know the beliefs, values associated with Chinese food
14. Make fried rice and fried noodle
15. Express different degrees of likeness and dislike ness of food
16. Know certain places and their famous foods in Asia: *Beijing, Shanghai, Tianjin, Xian, Hong Kong, and Taipei.*

D. Vocabulary

1. Terms related to popular Chinese dishes and American food
2. Measure words (MW) of Chinese food items and utensils

3. Words about food celebration in traditional Chinese holiday.

E. Character writing

1. Popular food items in China and the US
2. Terms related to food order
3. Terms related to utensils in China and the US
4. Terms related to measure words (MW) of food items and utensils

F. Cultural Products/Practices/Perspectives

1. Know the great philosophy of Lao Zi [老子] and understand his teaching: “governing a great nation is much like cooking a small fish” (治大国如烹小鲜)
2. Know the four styles of cooking -- Northern style, southern style, eastern style and Western style – and its significance in Chinese food culture
3. The historical content of selected famous Chinese dishes: Dongpo Pork东坡肉, General Zuo’s Chicken 左宗堂鸡, Daqian Chicken 大千鸡, Gong Bao Chicken 宫保鸡丁, Mapo Tofu麻婆豆腐.
4. Identify, on a Chinese map, places and their famous foods. (Beijing – Roast Duck; Shanghai – Wangtang etc.) 北京烤鸭；上海馄饨；山东馒头
5. Read authentic Chinese restaurant menu and/or clipping from a Chinese magazine
6. The meaning of Lao Shouxing老寿星, or the God of Longevity
7. Know the story about The Peach of Immortality and some other symbols of longevity.
8. Know the history of Chinese dumpling and how to make dumpling
9. Use proper protocol language in Chinese restaurant
10. Read Chinese Menu
11. Learn an ancient Chinese poem related to Chinese food (*Hui Xiang Ou Shu*, 回乡偶书)

G. Suggested Activities

1. Turn the classroom into a restaurant and take the role of a server to teach restaurant expressions in the imaginary situation.
2. Paired work to act out different restaurant food ordering scene.

3. Practice different roles of customers (rude, polite, patient, impatient)
4. Practice a traditional Chinese Table Setting
5. Practice a typical American table setting
6. Field trip to a Chinese restaurant, require the students to speak Chinese
7. Show and tell: pictures of different Chinese dishes
8. Show and tell: identify the ingredients in Chinese dishes
9. Comparison activity: show pictures of different kinds of restaurants and talk about the differences between them
10. Presentation about students' favorite restaurant and provides at least two reasons
11. Brainstorm activities to get familiar with characters for food: different kinds of soup, different names of ingredients for dumpling making
12. Ask students to bring in take-out menus from nearby Chinese restaurants. Work in pairs to select two dishes.
13. Create a menu for your restaurant and put the menu on the wall, read out loud and
14. Compare your menu with a real menu from a Chinese restaurant
15. Picture story: follow picture story and make a play based on it. Elaborate the play to include details about the party.
16. Practice identifying dining utensils
17. Compare the Chinese way of table setting with the American way. Ask the students to demonstrate the differences.
18. TPR and clapping game to introduce new vocabularies.
19. Make a power point presentation on various kinds of Chinese food.
20. Role play: American teens eating in a Chinese restaurant.
21. Mapping activity: places and their famous food.
22. Research on night market in Taiwan and its significance in the food culture in Taiwan.
23. Compare Asian traditional market with American supermarket.
24. Read a clipping from a Chinese food magazine and figure out what this clipping is about.
25. Make fried rice and fried noodles in class.
26. Celebrate one of the elder family member's birthdays with traditional Chinese dishes, i.e. Longevity noodle 寿面.

27. End of the year project -- My World 我的小小世界 -- booklet that includes all the previous units learned this year.

H. Assessments

1. Chant foods poem
2. Create a menu for your Chinese restaurant
3. Poster explaining four styles of Chinese cooking
4. Picture narration of food flashcards
5. Role play restaurant visit

I. Standards

1. Chinese Communication: 1.1; 1.2
2. Chinese Culture: 2.1; 2.2
3. Chinese Connections: 3.1; 3.2
4. Chinese Comparison: 4.1; 4.2
5. Chinese Communities: 5.1; 5.2
6. Language Arts Literacy 3.1, 3.3
7. Social Studies 6.1, 6.3, 6.6

V. Materials & Resources

My First Chinese Reader. Better Chinese Ltd., 2005: Palo Alto, California

Everyday Chinese for Children (遠東天天中文). Wei-ling Wu, Vicky Chang and Jume L. Shen, Far East Publishing, 2006: Taiwan. North America Distributor, U.S. International Publishing, Inc.

Chinese for Youth (遠東少年中文) Wei-ling Wu and Shu-han Wang, Far East Publishing, 2006: Taiwan. North America Distributor, U.S. International Publishing, Inc.

Learn Chinese with Me (跟我学汉语). People's Education Press, 2006, 4th edition, Beijing, China.

Chinese Made East, Yamin Ma and Xinying Li, Joing Publishing (HK), 2006

Fun with Chinese Characters, Huan Peng Tan, Federal Publications, 2007

ACTFL Performance Guideline for K-12 Learners, American Council on the Teaching of Foreign Languages, 2007

Intergraded Chinese, People's Education Press, C&T Asian languages Series, 2008.

China, DK Eyewitness Books (Hardcover) by Hugh Sebag-Montefiore, New York, 2007,

Children's Map of China and Children's Map of The World, 2007, Cheng Du Di Tu (Map) Publishing House, China.

Essential of HSK, Higher Education Press, Zhao Jin, 2005.

Exploring Chinese: EMC publishing., Joan G. Sheeran, 2008.

Huanyu Leyuan (Chinese Paradise – the fun way to learn Chinese) 汉语乐园, People's Education Press, Liu Fu Hua & Liu Wei, et.al.

Kuaile Hanyu, 快乐汉语 Beijing language and Culture University Press,

CDs, CDRoms, DVDs

Chinese Children Songs, Better Chinese, Better Chinese Ltd., Palo Alto, CA 2005.

Chinese Holiday Songs, Better Chinese, Better Chinese Ltd., Palo Alto, CA 2005.

Chinese Joyous Music, Nanjin (China) 2007.

Online Resources

Quia teaching tool: www.quia.com

Chinese Pod: <http://www.ChinesePod.com>

E-Z Learn Chinese: <http://www.ezlearnchinese.com>

Fairfax county public schools: <http://www.edu/DIS/OHSICS/forlang/>.

On line map: <http://www.nationsonline.org/>

Language Guide Org: <http://www.languageguide.org/>

Asia Society: Ask Asia Org <http://www.askasia.org/teachers/>

Columbia University: Asia for Educators <http://afe.easia.columbia.edu>

Association of Asian Studies: Education about Asia
<http://www.aasianst.org/aaa-toc.htm>

China Sprout: <http://www.chinasprout.com>

Chinese calligraphy on line tool:
<http://www.chinese-tools.com/tools/calligraphy.html>

Asia For Kids: <http://www.afk.com/>

China Books: <http://www.chinabooks.com/>

Laowai Chinese, www.laowaichinese.net

EZ Learn Chinese: <http://www.ezlearnchinese.com>

FSI Language Course: <http://fsi-language-courses.com/Chinese.aspx>

Introduction to Chinese characters video: <http://sonicnovel.com/kanjia.html>

The online Teacher Resource

http://www.technology.com/teachers/lesson_plans/current_events/china/

Discovery Lesson Plan Library: <http://school.discovery.com/lessonplans/>

Primary Source: Online Curriculum <http://www.primarysource.ort/resources/>

Discovery Education streaming

<http://streaming.discoveryeducation.com/index.cfm>

Traditional vs. Simplified Characters, <http://sonicnovel.com/Simp3.html>

VI. Assessments

Summative:

SOPA test

Mid term exam

Final exam

End-of year project: My World Booklet

Cumulative:

See each unit (letter H)

VII. Cross Curriculum Aspects

Geography of China, major regions and landmarks

Use of mapquests

Currency conversion

Ordinal numbers

History of China

Great Chinese philosophers

Chinese foods / food pyramid

Occupations

Job preparedness

Calculation of Celsius temperature

24 hour clock

Calligraphy

VII. Suggested Modifications and Accommodations for Special Education, ELL, At-Risk, and Gifted Students

<u>ACCOMODATIONS</u>			
Preferential seating	Repeating/ simplifying of directions	Ample use of visuals	Use of manipulatives
Strategic/flexible grouping and pairing	Clear visual, verbal and demonstrative modeling	Kinesthetic activities Rhythm, music, body movements	Use of graphic organizers
Ample wait time before calling on students	Think/Pair/Share	Teach vocab in context, and in small chunks	Frequent repetition
Student self-assessment, self-monitoring of progress	Have students set personal growth goals	Break down assignments into manageable parts/tasks	Learning centers or stations that address varied activities, skills, learning modalities
<u>MODIFICATIONS</u>			
<p><u>Speaking</u> <u>Provide:</u> -sentence starters -processing time -cues and prompts -embedded</p>	<p><u>Groups/Pairs</u> <u>Teach:</u> -rules and expectations -skills of independence – bridging phrases,</p>	<p><u>Reading</u> <u>Use:</u> -peer tutoring -label main ideas -label 5 W’s -visual imagery -graphic organizers</p>	<p><u>Writing</u> -Shorten task -Require lists rather than sentences <u>Allow:</u> -note-taking</p>

<p>choices -practice time</p>	<p>disagreeing agreeably, voice level -strategies for moving in and out of groups -signal for getting teacher's attention <u>Allow:</u> Flexible grouping Adequate/extra time Assign group roles</p>	<p><u>Allow:</u> -Highlighting of key words/concepts -Silent pre-reading -Partner reading <u>Teach:</u> -Pre-reading strategies -'During' reading strategies -Post-reading strategies</p>	<p>-visual representation of ideas -collaborative writing -Brainstorm word bank -Pre-writing with graphic organizers <u>Provide:</u> -Model of writing -Structure for writing -Fill-in-blank form for note-taking</p>
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VIII. New Jersey Core Curriculum Content Standards

- Common Core Curriculum Standards
(<http://www.state.nj.us/education/cccs/2014/wl/WL-1-NH.pdf>)

7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.

7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.

- 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.
- 7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
- 7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.
- 7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
- 7.1.NH.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.
- 7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.
- 7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
- 7.1.NH.C.3 Describe in writing people and things from the home and school environment.
- 7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

- Technology standards (<http://www.state.nj.us/education/cccs/2014/tech/>):

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software

8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

- Workplace readiness standards
(<http://www.state.nj.us/education/cccs/1996/05ccwrready.html>):

7.1.15 Explore employment opportunities where languages are advantageous.

7.2.13 Use technology to enhance language acquisition, and to acquire current cultural information, in order to develop more accurate impressions of the culture studied.

7.2.8 Examine interrelationships between the language and the culture of a given group of people, as evidenced in literary works.

7.1.17 Communicate and interact in a limited range of task-oriented and social situations.

- 21st Century Content Standards
(<http://www.state.nj.us/education/cccs/standards/9/#91>):

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

VIII. Interdisciplinary Connections and Alignment to Technology standards

The following topics have connections to other content areas:

- Social Studies - (Geography of Target Language Countries, Immigration, Service Learning)

6.1.8.B.1.b Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.

6.1.12.B.1.a Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.

6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

- Math - Currency Exchange Rates, Metric System

CCSS.MATH.CONTENT.3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs

CCSS.MATH.CONTENT.6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

- English - Central Idea/Summarizing, Transition words, Sequencing of events

CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-LITERACY.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Technology - *Please see above*
- 21st Century Life and Careers - *See above*