



Manhattan Center for Science and Math High School

LOTE Department Curriculum

Content/Discipline Chinese

<http://mcsportal.net>

Marking Period 1

Topic and Essential Questions

- What is today's date?
- What is the day of the week?
- What was yesterday's date?
- What will be tomorrow's date?
- What time is it now?
- What sports and activities do you play or have at different times during a day?
- What do you do for the weekend or next week and next month?

Unit/Topics

Main Theme:

- Sports and Activities
- Syllabus
- Calendar time
- Clock time
- schedules

SWBAT/Objectives

- Memory and recognize about vocabulary and phrases for sports, activities, calendar days and clock time.
- Tell and read calendar date, 12 months
- Tell clock time
- Ask questions in idiomatic way by duplicating verb.
- Talk about capabilities and skills by using "can, be able to".
- Talk after-school life including TV programs, movies, music, plays and sports.
- Express their broad opinions within the topic.
- Asking about interest
- Inviting someone to do something

Vocabulary/Key Terms

**Assessments:**

## Performance Tasks:

## Listening

- Listen to dialogues and answer questions
- Pinyin spelling multiple choices.
- Pinyin tones multiple choices.
- Watch video clips

## Speaking

Can reproduce sentences in appropriate tones and give simple answers to questions. Can communicate with others on topics, including

- Dialogues of initiating a conversation.
- Dialogues of making requests with courtesy.
- Dialogue of asking and giving directions.
- Performing Oral Quiz with appropriate body gestures and *étiquette*.

## Reading

- Reading stories about the topic.
- Reading diaries and journals.

## Writing

- Write dialogues as per pictures.
- Write your daily, weekly, and yearly schedules.
- Make a yearly calendar, and mark the days for certain activities.

**Common Core Standards:****CCS ELA Speaking and Listening**

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1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

1e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied

**CCS ELA Informational Text**

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**CCS ELA Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**Differentiated****SWD**

**Instruction:** Depending on individual student strengths and areas of need, specific comprehension and writing strategies will be employed. These include scaffolding, chunking material, graphic organizers, non-linguistic representations of vocabulary, and Venn diagrams.

**ELLs:** **ELL**

**SWDs:** Students will be able to make linguistic connections between Chinese and their home language and English.

**High-Achievers:** **HIGH PERFORMING**  
Students have the opportunity to access different resource reading materials for this unit in multiple reading levels, from basic to materials written for native high school speakers.

### Resources/Books

Homework: Per Teacher



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Marking Period 2

### Topic and Essential Questions

- What western food do you like to eat?
- What food do you not like to eat? Why?
- What eight major types of regional cuisine, each possessing its own distinctive characteristics.
- What are the customary use of round tables and even numbers of seats?
- What is the order of the Chinese course. (Rice serve later and Soup as the last course)
- What is the appropriate use of chopsticks. e.g. not stuck into rice bowl; not pointed at people.
- Host's responsibility to serve.
- What is the symbolism in the food culture of China? (people tend to eat certain kinds of food for special events because of the meanings or the good wishes that the food represents)

### Unit/Topics

Main Theme: Food

## and Drinks

### SWBAT/Objectives

*Students will be able to ...*

- Order food in a Chinese restaurant.
- Inquire and express preferences for food and drinks.
- Discuss various dishes and their flavors.  
Compare meals, meal times, and table manners between China and the United states.
- Understand basic ways of cooking Chinese food

### Vocabulary/Key Terms

### Assessments:

Performance Tasks:

Listening

- Listen to the menu, and select the right food.

Speaking

- Create a questionnaire to survey your classmates about their food preferences.
- You want to pick up some dinner for your friend. Give him or her two choices of Chinese dishes to order.
- Students simulate ordering, making a complaint about, and paying for a meal.

Reading

- Read a menu, and then place the order.
- Read the lesson text fluently in Chinese.
- Read more complex texts from the regents for comprehension.
- Quiz: read the lesson texts in Chinese fluently.

Writing/Presentation

- Design the menu for a Chinese New Year banquet.
- Create and label a graphic organizer comparing Chinese and American meals.
- List and illustrate at least three examples of Chinese table etiquette.

### Common Core Standards:

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**CCS ELA Writing**

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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**Differentiated Instruction:**

SWD

Depending on individual student strengths and areas of need, specific comprehension and writing strategies will be employed. These include scaffolding, chunking material, graphic organizers, non-linguistic representations of vocabulary, and Venn diagrams.

**ELLs:**

ELL

**SWDs:**

Students will be able to make linguistic connections between Chinese and their home language and English.

**High-Achievers:**

High Performing

Students have the opportunity to access different resource reading materials for this unit in multiple reading levels, from basic to materials written for native high school speakers.

**Resources/Books**



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**Marking Period 3**

**Topic and Essential Questions**

- **How do I choose what type of clothes to buy?**
- **What is the shopping experience like in China?**

How does Chinese clothes manufacturing have anything to do with the world economy?

**Unit/Topics**

Clothes and Shopping

**SWBAT/Objectives**

- Ask for and give the price of different articles of clothing.
- Describe different kinds of clothes and comment on their sizes and colors.
- Bargain for a lower price and make a purchase with Chinese currency.
- Recognize and describe traditional Chinese clothing.

Express opinions about clothes

## Vocabulary/Key Terms

### Assessments:

#### Performance Tasks:

##### Listening

- Teacher describe a person's outfit, students draw the outfit.

##### Speaking

- Students will be asked to role-play purchasing clothing using Chinese currency and bargaining for a lower price.
- Identify a classmate who the teacher is describes based on what he/she is wearing.
- Info gap activities to ask for price of the clothing with missing price. Pair work: create a dialogue between a parent and his/her teenage child discussing/arguing over what clothes the teenager wants to buy for a party.
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##### Reading

- Students read an article that describes two people's shopping list for clothes. Students fill in Venn diagram to show the similarities and differences between the lists.

##### Writing

- Match verbal descriptions of clothes with its correct picture and write down the price of each article of clothing next to its picture according to the teacher's instruction.

Write a letter to your Chinese pen friend describing what you like and do not like to wear. Include questions for your pen pal related to clothing.

### Common Core Standards:

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<b>Differentiated Instruction:</b>	SWD Depending on individual student strengths and areas of need, specific comprehension and writing strategies will be employed. These include scaffolding, chunking material, graphic organizers, non-linguistic representations of vocabulary, and Venn diagrams.
<b>ELLs:</b>	ELL Students will be able to make linguistic connections between Chinese and their home language and English.
<b>SWDs:</b>	High Performing Students have the opportunity to access different resource reading materials for this unit in multiple reading levels, from basic to materials written for native high school speakers.
<b>High-Achievers:</b>	

#### Resources/Books



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#### Marking Period 4

#### Topic and Essential Questions

- How is today's weather?
- What will be tomorrow's weather like?
- How does the weather affect our free time activities?
- What are the weathers and temperatures in different places in the world?
- What will you wear in each season and weather?
- What are the main Chinese festivals and American festivals in each season?

<b>Unit/Topics</b>	Weather and Seasons Activities and Sports in each season
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| <b>SWBAT/Objectives</b> | <ul style="list-style-type: none"> <li>• Name and identify the four seasons.</li> <li>• Describe the different weather conditions in each season.</li> <li>• State what you like/dislike to do during each season.</li> <li>• Describe how frequently you do various activities.</li> </ul> |
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Explain why you like to do certain activities in different seasons.

## Vocabulary/Key Terms

### Assessments:

#### Performance Tasks:

##### Listening

- Listen to a description about what someone likes to do and circle the Chinese characters that associate with that activity.
- Play “Mr. Weather” broadcasting and ask them to write down the weather for each report.

##### Speaking

- Peer dialogues of telling people what you like to do in different seasons and explain why.
- Peer dialogues: How is the weather in your city.

##### Reading

- Read dun stories about weather, season and activities.

##### Writing

- Create a picture book titled “My Favorite Activities for the Four Seasons” with a short description for each picture stating what you like to do in each season and explain why.
- Exchange information about favorite seasonal pastime activities with a pen pal.
- Compare popular American sports with Chinese sports in different seasons.
- Compare the leisure activities of young people in Chinese-speaking countries and the U.S.

### Common Core Standards:

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### Differentiated Instruction:

#### SWD

Depending on individual student strengths and areas of need, specific comprehension and writing strategies will be employed.



<b>ELLs:</b>	These include scaffolding, chunking material, graphic organizers, non-linguistic representations of vocabulary, and Venn diagrams.
<b>SWDs:</b>	ELL Students will be able to make linguistic connections between Chinese and their home language and English.
<b>High-Achievers:</b>	High Performing Students have the opportunity to access different resource reading materials for this unit in multiple reading levels, from basic to materials written for native high school speakers.

### Resources/Books



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Marking Period 5

### Topic and Essential Questions

- What are the different means of transportation?
- How do you plan a trip to a Chinese speaking country?
- What are the famous tourist attractions; famous cities in China?
- What are then common transportation in China?

### Unit/Topics

- Travel and Transportation

### SWBAT/Objectives

- 1. Talk about means of transportation
- 2. talk about travel plans
- 3. talk about past travel experiences
- 4. Sequential words: first, second, then, finally

### Vocabulary/Key Terms

**Assessments:**

## Performance Tasks:

## Listening

- Listen to a description of the tourist attractions in China and check the proper ones for your family or friends.
- Play Bingos – pick random 16 new words that you may bring for the tour.

## Speaking

- Students act as travel agents trying to promote a tour in one of the provinces of China (Beijing, Xian, Guilin and Hangzhou) with a detailed schedule including the dates of travel, times, places to go, meal and flight times, transportation schedules, etc.

## Reading

- You are going to travel to China, please make a list of at least 15 items, in Chinese, pinyin or English, of all the items you need to bring

## Writing

- are going to travel to China, please make a list of at least 15 items, in Chinese, pinyin or English, of all the items you need to bring
- Design a travel itinerary that includes the dates of travel, times for three meals, modes of transportation for traveling, and tourists spots.
- Compare US vs. China’s travel options and modes of transportation and Time Zone in China vs. in US.

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**Differentiated Instruction:**

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Marking Period 3

Topic and Essential Question

- How do you ask if someone is alright?
- How do you ask if someone is sick?
- How do you find out what illness someone has?
- How do you describe your illness and symptoms?
- How do you ask for a medical leave?
- How will you give medicine and medical advice if you were a doctor?

Unit/Topics

Health and Medicines

1. Describe the symptoms of an illness.
2. learn terms and phrases of common illnesses
3. Describe one's health condition.
4. Communicate with a doctor
5. Ask for leave in school or at work
6. Give advice and take care of a patient.

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| <b>SWBAT/Objectives</b> | <ul style="list-style-type: none"><li>• Recognize and memorize all health and medical related word list to be functionally speak, read and write on the topic.</li><li>• To talk about illness of yours.</li><li>• Talk about your health condition.</li><li>• Understand medical instructions and advice from a doctor or family members.</li><li>• Communicate with someone else and find out what is wrong with the person's health.</li><li>• Read and understand the prescriptions, medical instructions, notes, conversations, etc.</li><li>• Call or write to ask for medical leave.</li></ul> |
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**Vocabulary/Key Terms**

- Assessments:**
- Performance Tasks:
- Listening
- Listen to some conversations about people who are sick and put check off symptoms that are described on a check list.
  - Speaking
  - Role-play: You and your friend were planning to see a movie. You wake up with a severe headache, so you call your friend to cancel your appointment.
  - Create a survey about health problems and interview your classmates. Present the results to the class.
  - Visit a doctor in China.
- Reading
- A prescription from a doctor.
  - An email from a sick student and a sick employee.
  - Read Traditional Chinese medicine
  - What are herbs?
  - A note from a sick student.
  - Medical system in China.
- Writing
- You heard that your friend is ill. Send him/her an email, advising what to do to get better and wish him/her a quick recovery dialogues as per pictures.

**Standards:**

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**Resources/Books**