

## Northeast Middle School, Grade 7, Chinese Level 2, Year-Long Map

September/October	November/December	January/February/March	April/May/June
<p><b>Theme: People Around Me</b></p> <p><b>Enduring Understanding:</b> I contribute to multilingual and multicultural communities at home and around the world when I learn a language and understand cultures.</p> <p><b>Important Questions:</b></p> <ul style="list-style-type: none"> <li>• What is my role in the greater community?</li> </ul> <p><b>Vocabulary topics:</b></p> <ul style="list-style-type: none"> <li>• Review: greetings and courtesy, classroom phrases, numbers, personal information, family members</li> <li>• Making new friends</li> <li>• Physical appearances</li> <li>• School subjects</li> <li>• Jobs and professions</li> <li>• Calendar</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Ask basic questions</li> <li>• Give personal information</li> <li>• Identify common everyday objects and people</li> <li>• Tell dates (day, year)</li> <li>• Describe appearance</li> <li>• Write familiar Chinese characters</li> </ul>	<p><b>Theme: My Friends and I</b></p> <p><b>Enduring Understanding:</b> I can impact the multilingual and multicultural communities at home and around the world in a positive way.</p> <p><b>Important Questions:</b></p> <ul style="list-style-type: none"> <li>• How can I be a role model to my friends?</li> <li>• How can I have a positive impact on the community?</li> </ul> <p><b>Vocabulary topics:</b></p> <ul style="list-style-type: none"> <li>• Expressing likes and dislikes</li> <li>• Name of countries, nationalities, and languages</li> <li>• Daily routine and time</li> <li>• School subjects</li> <li>• Actions that help people, i.e., share, clean, pick-up, help, share, welcome, support, smile,</li> <li>• Register – how to address people with different social status</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Tell likes and dislikes</li> <li>• Talk about activities</li> <li>• Describe family</li> <li>• Give information about school activities</li> <li>• Describe daily schedule</li> <li>• Write familiar Chinese characters</li> </ul>	<p><b>Theme: Stories and Traditions</b></p> <p><b>Enduring Understanding:</b> Stories and myths are products of culture that shape the practices and perspectives of a cultural community. Traditions values influence worldview.</p> <p><b>Important Questions:</b></p> <ul style="list-style-type: none"> <li>• Why do we celebrate New Year?</li> <li>• What do our traditions say about our values?</li> </ul> <p><b>Vocabulary topics:</b></p> <ul style="list-style-type: none"> <li>• Calendar and dates</li> <li>• Zodiac animals and the story</li> <li>• Personality traits</li> <li>• New Year Traditions</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast</li> <li>• Understand main idea</li> <li>• Sequence</li> <li>• Describe</li> <li>• Write familiar Chinese characters</li> </ul>	<p><b>Theme: Heroes</b></p> <p><b>Enduring Understanding:</b> Heroes represent the values and perspectives of a cultural community.</p> <p><b>Important Questions:</b></p> <ul style="list-style-type: none"> <li>• What do different cultures admire in their heroes?</li> </ul> <p><b>Vocabulary topics:</b></p> <ul style="list-style-type: none"> <li>• Character traits</li> <li>• Adjectives</li> <li>• Action verbs, i.e., things people do to make a difference</li> <li>• Emotions</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Describe personal traits</li> <li>• Give reasons</li> <li>• Express admiration</li> <li>• Exchange information about what people do</li> <li>• Write familiar Chinese characters</li> </ul>
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Comprehension checks</li> <li>• Retell a story</li> <li>• Singing songs</li> <li>• Respond to TPR commands</li> <li>• Describe yourself, friend, or another adult</li> </ul>	<p><b>Summative integrated performance assessment:</b> “Extraordinary You and Me”</p> <ul style="list-style-type: none"> <li>• <b>Interpretive task:</b> Match pictures of people with a spoken description</li> <li>• <b>Presentational task:</b> Present a poem, song, or rap that shows what is “extraordinary” about oneself.</li> <li>• <b>Interpersonal task:</b> Interview a classmate for biographical information.</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Compare yourself with a person who was born in the same year. Find out how similar or different you are.</li> <li>• “Guess Who?” game- Students draw a card with three statements about traits and students guess which zodiac animal they are.</li> </ul>	<p><b>Summative integrated performance assessment:</b> “Heroic People”</p> <ul style="list-style-type: none"> <li>• <b>Interpretive task:</b> Match written descriptions with legendary characters</li> <li>• <b>Presentational task:</b> Write a description of someone they admire.</li> <li>• <b>Interpersonal task:</b> Ask and answer questions about story characters to identify similarities and differences using a Venn diagram.</li> </ul>
<p><b>Culture Connections:</b></p> <ul style="list-style-type: none"> <li>• Cultural connotations of various greetings</li> <li>• Family values</li> <li>• Age and gender order</li> <li>• Year-Month-Day</li> <li>• Confucius-Teacher’s Day</li> <li>• Mid Autumn Festival</li> </ul>	<p><b>Culture Connections:</b></p> <ul style="list-style-type: none"> <li>• Traditional values</li> <li>• Public stewardship, communal responsibility</li> <li>• Compare educational systems</li> <li>• Compare attitudes to community service in China and U.S.</li> </ul>	<p><b>Culture Connections:</b></p> <ul style="list-style-type: none"> <li>• Zodiac calendar</li> <li>• Cultural connotations of color</li> <li>• Birthday celebrations</li> <li>• New Year’s traditions</li> <li>• Lion Dance</li> </ul>	<p><b>Culture Connections:</b></p> <ul style="list-style-type: none"> <li>• Kung-Fu</li> <li>• The legend of Mulan</li> <li>• Respected personality traits</li> <li>• Dragon Boat Festival</li> </ul>