

## Are you judging this book by the cover? Jr.3 2018 Spring Curriculum

W e e k 1	Unit / Page	Goals	Language	Structure	Vocabulary
	Chinese New year. Pre book- class orientation	Class orientation Introduce new vocabulary. Discuss Chinese New Year. Lucky Money. Introduce course book.	Where did you go? With who? Did you get a fat, medium or thin red envelope?	Questions using Did + present tense verb. Wh. questions	Envelope Fat Thin Medium Lucky money Saved Bank Rest Percent Fractions
	Methodology		Teacher/ Class Topic brain -storming	Class listening. Pair work Class Question and Answer discussion Role-play	Pictionary Vocab repetition
	Notes and Supplementary materials	Chinese New Year & Lucky Money Survey			
	Homework	Revue key vocabulary			
W e e k 2	Unit / Page	Goals	Language	Structure	Vocabulary
	Chinese New year.	Discuss Chinese New Year. Lucky Money. Introduce course book	Where did you go? With who? Did you get a fat, medium or thin red envelope?	Questions using Did + present tense verb. Wh. questions	Envelope Fat Thin Medium Lucky money Saved Bank Rest Percent Fractions

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	Methodology		Teacher/ Class Topic brain -storming	Class listening. Pair work Class Question and Answer discussion Role-play	Pictionary Vocab repetition
	Notes and Supple- mentary materials	Chinese New Year & Lucky Money Survey			
	Homework	Get students to pre read unit 12 and check any words that they don't understand in a dictionary for homework and write the Chinese next to them. Have students find names of the richest people in the world			
W e e k 3	Unit / Page	Goals	Language	Structure	Vocabulary
	Unit 8	Introduce new vocabulary. Discuss lifestyle choices and the positive and negative effects of being wealthy	What would your lifestyle be like if you were a millionaire? What did you think a millionaire's lifestyle was like? What do you do with your own money? What are some positive and negative effects of being a millionaire?	Wh - questions for discussion Conversation using the idiom –high off the hog	millionaire lifestyle luxury profile mansion invest brainwashed media wealth .designer typical dull
	Methodology		Teacher/ Class Topic brain -storming	Class listening. Pair work Class Question and Answer discussion Role-play	Pictionary Vocab repetition
	Notes and Supplementary materials				
	Homework	Revue key vocabulary for next class			

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W e e k 4	Unit / Page	Goals	Language	Structure	Vocabulary
	Unit 8	Discuss lifestyle choices and the positive and negative effects of being wealthy	What would your lifestyle be like if you were a millionaire? What did you think a millionaire's lifestyle was like? What do you do with your own money? What are some positive and negative effects of being a millionaire?	Wh - questions for discussion Conversation using the idiom –high off the hog	millionaire .lifestyle .luxury profile mansion invest brainwashed media wealth .designer typical dull
	Methodology		Teacher/ Class Topic brain -storming	Class listening. Pair work Class Question and Answer discussion Role-play	Pictionary Vocab repetition
	Notes and Supplementary materials				
	Homework	Get students to pre read unit 9 and check any words that they don't understand for homework and write the Chinese next to them. Have students bring in a picture of an idol or someone they admire.			
W e e k 5	Unit / Page	Goals	Language	Structure	Vocabulary

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	Unit 9 The 10,000 Hour rule	Introduce new vocabulary. Discuss how to be successful at something, role models and idols	What would you like to master? How much did your hero or someone you admire become the best? How much have you already practiced something you are passionate about? If you started practicing now how long do you think it would take you to become a master?	Wh ,How, and conditional questions for discussion Conversation using the idiom – <b><i>the ball is in your court</i></b>	effortlessly genius intelligence master myth passion require talent successful routine
	Methodology		Teacher/ Class Topic brain -storming	Class listening. Pair work Class Question and Answer discussion Role-play	Pictionary Vocab repetition
	Notes and Supplementary materials		Pictures of student's idols		
	Homework	Revue key vocabulary for next class			
	Unit 9 Pre reading- Talk briefly about the picture and what Bill Gates is successful at doing and any pictures students bought in				
W e e k 6	Unit / Page	Goals	Language	Structure	Vocabulary

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	Unit 9 The 10,000 Hour rule	Discuss how to be successful at something, role models and idols	What would you like to master? How much did your hero or someone you admire become the best? How much have you already practiced something you are passionate about? If you started practicing now how long do you think it would take you to become a master?	Wh ,How, and conditional questions for discussion Conversation using the idiom – <b><i>the ball is in your court</i></b>	effortlessly genius intelligence master myth passion require talent successful routine
	Methodology		Teacher/ Class Topic brain -storming	Class listening. Pair work Class Question and Answer discussion Role-play	Pictionary Vocab repetition
	Notes and Supplementary materials		Pictures of student's idols		
	Homework	Get students to pre read unit 10 and check any words that they don't understand in their dictionary for homework and write the Chinese next to them. Have students find pollution indexes from newspapers or the internet to bring in for the next class			
W e e k 7		Goals	Language	Structure	Vocabulary

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	Unit 10 The invisible killer	Introduce new vocabulary. Discuss pollution and its effect on our health and planet and how we can reduce it	Is a major part of acid rain. Adds to the "greenhouse effect." Causes serious burns. Speeds rusting of many metals. found in cancerous tumors Found in many rivers, lakes and oceans. Is used in nuclear power plants. used in pesticides causes billions of dollars of damage	discussion using facts to come to an opinion and solution of a problem Conversation using the idiom – <b>wash your hands of something or somebody</b>	petition ban chemical solid acid tumor greenhouse effect nuclear power plants pesticide contamination
	Methodology		Teacher/ Class Topic brain –storming facts	Class listening. Pair work Class discussion Signing a petition Role-play	Pictionary Vocab repetition
	Notes and Supplementary materials		Pollution indexes		
	Homework	Review key vocabulary for next class.			
Week 8		Goals	Language	Structure	Vocabulary

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	Unit 10 The invisible killer	Discuss pollution and its effect on our health and planet and how we can reduce it	Is a major part of acid rain. Adds to the "greenhouse effect." Causes serious burns. Speeds rusting of many metals. found in cancerous tumors Found in many rivers, lakes and oceans. Is used in nuclear power plants. used in pesticides causes billions of dollars of damage	discussion using facts to come to an opinion and solution of a problem Conversation using the idiom – <b>wash your hands of something or somebody</b>	petition ban chemical solid acid tumor greenhouse effect nuclear power plants pesticide contamination
	Methodology		Teacher/ Class Topic brain –storming facts	Class listening. Pair work Class discussion Signing a petition Role-play	Pictionary Vocab repetition
	Notes and Supplementary materials		Pollution indexes		
	Homework				
Week 9	Unit / Page	Goals	Language	Structure	Vocabulary
	Test	Written Review and enforcement Assessment of students progress	Unit 8 to 10	Unit 8 to 10 structures Multiple choice questions	Unit 8 to 10
	Methodology			Student reading and listening	
	Notes and Supplementary materials				

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	Homework	Practice oral presentations for test.			
W e e k 10	Unit / Page	Goals	Language	Structure	Vocabulary
	Test	Oral and Aural Review and enforcement Assessment of students progress	Unit 8 to 10	Unit 8 to 10 Oral presentations Multiple choice listening questions.	Unit 8 to 10
	Methodology			Student reading and listening	
	Notes and Supplementary materials				
	Homework	Get students to pre read unit 11 and check any words that they don't understand for homework and write the Chinese next to them. Have students bring in a picture of an idol or someone they admire			
	Unit 11 Pre reading- Discuss picture on first page				
W e e k 11	Unit / Page	Goals	Language	Structure	Vocabulary
	Unit 11 No one getting out of here alive	Review test results. Introduce new vocabulary. Discuss fears ,mortality Heaven and Hell	What's the closest you have been to death?  What would be the worst way to die?  What happens to you after you die?	Wh - questions for discussion Statistics for discussion Conversation using the idiom - bite the dust	ironic flight statistical eventually catch up on heart disease stroke <i>Carpe diem</i> disease . attractive figure out



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	Methodology		Teacher/ Class Topic brain –storming	Class listening. Pair work Class Question and Answer discussion Role-play	Pictionary Vocab repetition
	Notes and Supplementary materials		Cosplay pictures Cultural pictures		
	Homework	Revue new vocabulary			
	Unit 11 Pre reading- Discuss picture on first page				
W e e k 12	Unit / Page	Goals	Language	Structure	Vocabulary
	Unit 11 No one getting out of here alive	Continue vocab introduction Discuss fears ,mortality Heaven and Hell	What's the closest you have been to death?  What would be the worst way to die?  What happens to you after you die?	Wh - questions for discussion Statistics for discussion Conversation using the idiom - bite the dust	ironic flight statistical eventually catch up on heart disease stroke <i>Carpe diem</i> disease . attractive figure out
	Methodology		Teacher/ Class Topic brain –storming	Class listening. Pair work Class Question and Answer discussion Role-play	Pictionary Vocab repetition
	Notes and Supplementary materials		Cosplay pictures Cultural pictures		
	Homework	Pr-read Unit 11			
	Unit 11 Pre reading- Discuss picture on first page				

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W e e k 13	Unit / Page	Goals	Language	Structure	Vocabulary
	Unit 11 No one getting out of here alive	Discuss fears ,mortality Heaven and Hell. Heaven and hell –jobs around the world.	What’s the closest you have been to death?  What would be the worst way to die?  What happens to you after you die?  Best workers.  Worst workers.	Wh - questions for discussion Statistics for discussion Conversation using the idiom - bite the dust. Superlative questions and Answers.	ironic flight statistical eventually catch up on heart disease stroke <i>Carpe diem</i> disease . attractive figure out
	Methodology		Teacher/ Class Topic brain –storming	Class listening. Pair work Class Question and Answer discussion Role-play	Pictionary Vocab repetition
	Notes and Supplementary materials		Heaven and Hell work hand out		
	Homework	Get students to pre read unit 12 and check any words that they don’t understand in a dictionary for homework and write the Chinese next to them. Have students find names of video games			
W e e k 14	Unit / Page	Goals	Language	Structure	Vocabulary

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	Unit 12 Monkey see Monkey do- The effects of video games on children	Finish Heaven and Hell- work Survey and discussion. Introduce new vocabulary. Discuss how Video games effect children	Why do you think video games are so popular today for teenagers? Do your parents know what kind of video games you play? Do you believe playing violent video games make teenagers more aggressive? How many hours a week do you play video games?	Wh ,How, and Do questions for discussion Conversation using Adjectives to describe the effects of video games	available consumers encourage constant limit impact coordination technology graphics aggressive majority instead of
	Methodology		Teacher/ Class Topic brain -storming	Class listening. Pair work Class Question and Answer discussion Role-play	Pictionary Vocab repetition
	Notes and Supplementary materials				
	Homework	Revue new vocabulary			
	Unit 12 Pre reading- Talk briefly about the meaning of the picture on the first page				
W e e k 15	Unit / Page	Goals	Language	Structure	Vocabulary

## Are you judging this book by the cover? Jr.3 2018 Spring Curriculum

	Unit 12 Monkey see Monkey do- The effects of video games on children	Discuss how Video games effect children	Why do you think video games are so popular today for teenagers? Do your parents know what kind of video games you play? Do you believe playing violent video games make teenagers more aggressive? How many hours a week do you play video games?	Wh ,How, and Do questions for discussion Conversation using Adjectives to describe the effects of video games	available consumers encourage constant . limit impact coordination technology graphics aggressive majority instead of
	Methodology		Teacher/ Class Topic brain -storming	Class listening. Pair work Class Question and Answer discussion Role-play	Pictionary Vocab repetition
	Notes and Supplementary materials				
	Homework	Revue story and questions			
W e e k 16	Unit / Page	Goals	Language	Structure	Vocabulary

## Are you judging this book by the cover? Jr.3 2018 Spring Curriculum

	Unit 12 Monkey see Monkey do- The effects of video games on children	Discuss how Video games effect children	Why do you think video games are so popular today for teenagers? Do your parents know what kind of video games you play? Do you believe playing violent video games make teenagers more aggressive? How many hours a week do you play video games?	Wh ,How, and Do questions for discussion Conversation using Adjectives to describe the effects of video games	available consumers encourage constant . limit impact coordination technology graphics aggressive majority instead of
	Methodology		Teacher/ Class Topic brain -storming	Class listening. Pair work Class Question and Answer discussion Role-play	Pictionary Vocab repetition
	Notes and Supplementary materials				
	Homework				
W e e k 17	Unit / Page	Goals	Language	Structure	Vocabulary
	Test	Written Review and enforcement Assessment of students progress	Unit 11 to 12	Unit 11 to 12 structures Multiple choice questions	Unit 11 to 12
	Methodology			Student reading and listening	

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	Notes and Supplementary materials				
	Homework	Practice oral presentations for test.			
W e e k 18	Unit / Page	Goals	Language	Structure	Vocabulary
	Test	Oral and Aural Review and enforcement Assessment of students progress	Unit 11 to 12	Unit 11 to 12 Oral presentations Multiple choice listening questions.	Unit 11 to 12
	Methodology			Student reading and listening	
	Notes and Supplementary materials	Test paper			
W e e k 19	Unit / Page	Goals	Language	Structure	Vocabulary
	Units 11 to 12	To go over test results	What did you think of the test? Why? What was the most difficult part of the test? Why? What was the easiest part of the test? Why?	Wh- Questions	Unit 11 to 12
	Methodology		Brainstorm	Student reading and listening class survey and discussion	Teacher student pronunciation recitation
	Notes and Supplementary materials				