

Englewood Public School District

World Language, Mandarin – 8th Grade (Chinese 1)

First Marking Period

Unit 1: Greetings: pinyin/pronunciation; tones; characters; greetings; numbers; classroom expressions

Overview: During this unit, students will begin to learn Chinese – greetings, classroom expressions - and the tools necessary to continue learning, including pinyin, tones, and characters.

Students will develop listening comprehension skills, oral language, and acquire new vocabulary while reinforcing their primary language skills.

Time Frame: 25-30 Days

Enduring Understandings:

- *Mandarin proficiency includes reading and writing Pinyin, understanding correct stroke order and distinguishing between the different tones.*
- *Greeting others appropriately requires using the appropriate term.*
- *Counting is an important skill in learning a new language.*

Essential Questions:

- *How is the Chinese sound system different from English?*
- *What impact on communicating does the use of characters have for a language?*
- *Is Pinyin Chinese?*
- *How do Chinese and English names differ?*

Standards	Topics and Objectives	Activities	Resources	Assessments
7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.	Topics Chinese greetings, classroom expressions, pinyin, pronunciation, tones, and characters Objectives Students will <ul style="list-style-type: none"> ● be able to greet other people appropriately. 	Students will greet each other and the teacher in Chinese. Students will do basic math. Students will fill in a number table.	Textbook Lessons: IC L1 P1 1; FECY 1 Unit 1; DC1 1 https://www.laits.utexas.edu/ppp/practice.php?unit=1 http://www.ctcfl.ox.ac.uk/Pinyin_Notes.htm http://www.ctcfl.ox.ac.uk/Pinyin.htm	Formative Assessments: Students will respond to classroom expressions Teacher uses in-class quiz-type game to assess student understanding. Teacher observes and/or takes anecdotal notes of

<p>practices associated with the target culture(s).</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p>	<ul style="list-style-type: none"> • respond appropriately to classroom expressions. • count from 0 to 99. • use pinyin to represent the sounds of Chinese. • pronounce Chinese correctly. • distinguish between the four tones in both speaking and listening. • write basic Chinese characters. • understand the structure of Chinese characters. 	<p>Students will practice listening to and producing tones.</p> <p>Students will practice writing characters.</p> <p>Practice numbers and hand gestures of numbers.</p> <p>Games on numbers: students count off by 3s; students count by ones and clap on every number that has a 4 or is divisible by 4.</p> <p>Students sing, 一 二 三 四 五 六 七, 我的朋友在哪里 song.</p> <p>Students start a running list of vocabulary items.</p> <p>Students start a running list of characters to write and recognize.</p> <p>Students start a running list of language structures.</p> <p>Students create and reflect on a language “Can-do” list.</p> <p><u>Culture Minute</u></p>	<p>http://www.ctcfl.ox.ac.uk/La ng%20work/Radicals/Stroke s&Radicals.htm</p> <p>http://www.ctcfl.ox.ac.uk/Sp oken%20Chinese/Speaking Mandarin.htm</p> <p>http://chinese.rutgers.edu/con tent_cs.htm</p> <p>http://www.eon.com.hk/estro ke/</p> <p>http://www.ctcfl.ox.ac.uk/Ra dical_index.htm</p> <p>Chinese Periodic Table https://en.wikipedia.org/wiki/Chemical_elements_in_East_Asian_languages#/media/File:Periodic_table_zh-hans.svg</p> <p>Videos: https://www.youtube.com/watch?v=2QSV6DVyvlM</p> <p>Number Hand Gestures https://www.youtube.com/watch?v=NEoG4FiUqC4</p> <p><u>Culture</u> https://www.youtube.com/watch?v=gd2extjZ7M4</p>	<p>students, focusing on verbal or non-verbal indications of comprehension while they are speaking, listening individually or with partners/groups.</p> <p>Teacher assesses students by observing and/or taking anecdotal notes to determine whether students understand and can use unit vocabulary words correctly.</p> <p>Teacher assesses students by observing and/or taking anecdotal notes to determine whether students understand and can use unit language structures correctly.</p> <p>Summative Assessments: Assessment on writing characters</p> <p>Performance evaluation of 一 二 三 四 五 六 七, 我的朋友在哪里 song</p> <p>Assessment on number recognition</p>
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		<p>书法</p> <p><u>Culture Activity</u> Students practice writing Chinese characters using brush and ink</p>	<p><u>Companion Texts</u> https://www.theepochtimes.com/respecting-teachers-and-cherishing-virtue_470277.html (NJSLSA R1)(NJSLSA R7)(NJSLSA R10)(RH 6-8.4)(RH 6-8.6)(RH 6-8.7)</p>	<p>Benchmark Assessment: Common Formative Assessment</p> <p>Alternative Assessments: Students self-assess their tones and pronunciation by listening to Chinese audio and comparing their own speech.</p> <p>Students self-assess their ability to correctly write and recognize the characters from the unit.</p>
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Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Speak and display terminology ● Teacher modeling ● Peer modeling ● Provide ELL students with multiple literacy strategies. ● Word walls ● Use peer readers ● Give page numbers to help the students find answers ● Provide a computer for written work ● Provide two sets of textbooks, one for home and one for school ● Provide visual aides ● Provide additional time to complete a task ● Use graphic organizers 	<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches. ● Work with a partner ● Provide concrete examples ● Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA) ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques- auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). 	<ul style="list-style-type: none"> ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. Oral prompts can be given. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. ● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). 	<ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings. ● Use project-based science learning to connect science with observable phenomena. ● Structure the learning around explaining or solving a social or community-based issue. ● Collaborate with after-school programs or clubs to extend learning opportunities.

Interdisciplinary Connections:

ELA - NJSLS/ELA:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Social Studies:

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Integration of Technology Standards:

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

Integration of 21st Century Standards:

9.2.8.B.3 Evaluation the communication, collaboration and leaderships skills that can be developed through school, home and work and extracurricular activities for use in a career.

Key Vocabulary:

上课、下课、请说中文、有没有问题、懂不懂、我懂、我懂了、我不懂、我不知道、英文怎么说、中文怎么说、请坐、请站起来、请把作业给我、请把书打开、请举手、跟我说、请再说一遍、慢点儿、快点儿、开始吧、时间到了、请安静点儿、写下来、对不对、我要上厕所。你、您、好、老师、部首、声旁、汉字、写字、你好、早、大家好、早上好、早安、晚安、再见、

Radicals: 讠、讠、心、忄、足、口、扌、手、日、亻

Key Language Structures:

请、Verb不Verb、是、不是、

Englewood Public School District
World Language, Mandarin – 8th Grade (Chinese 1)
First, Second Marking Period

Unit 2: About Myself: self-introduction; name; nationalities; languages; age

Overview: During this unit, students will learn to talk about themselves and ask others about name, age, nationality, and languages spoken.

Students will develop listening comprehension skills, oral language, and acquire new vocabulary while reinforcing their primary language skills.

Time Frame: 25-30 Days

Enduring Understandings:

- *Relating and asking others about personal information is an important social language skill.*

Essential Questions:

- *How do Chinese and English names differ?*
- *Does a Chinese person my age describe/introduce themselves differently than I do?*

Standards	Topics and Objectives	Activities	Resources	Assessments
7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through	Topics Self-introduction, including name, age, nationality, languages spoken	Students will introduce themselves to each other.	Textbook Lessons: FECY 1 Unit 2, 3, 4, 5, 6; DC1 2, 3, 4;	Formative Assessments: Students will respond to classroom expressions

<p>appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5</p>	<p>Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> ● be able to introduce themselves. ● state their name and the names of others. ● ask others their name. ● state their age and the age of others. ● ask others their age. ● state their nationality and the nationality of others. ● ask others their nationality. ● state what languages they can speak and what languages others can speak. ● ask others what languages they speak. ● understand the difference between how names work in Chinese and English. ● write their Chinese name in Chinese characters. 	<p>Students will create a presentation introducing themselves to the class.</p> <p>Students will write their own Chinese name (either self-chosen or created by the teacher).</p> <p>Students will ask each other about their names, ages, nationalities and languages spoken.</p> <p>Students will create a survey (Google form) to find about people's names, ages, nationalities and languages spoken and survey their classmates (and other Chinese classes).</p> <p>Students type an email on a computer, including their Chinese names, nationalities, languages, age, etc.</p> <p>Students listen to a dialogue where two people introduce themselves and answer each other's questions.</p> <p>Students start a running list of vocabulary items.</p>	<p>http://www.ctcfl.ox.ac.uk/Sproken%20Chinese/SpeakingMandarin.htm</p> <p>http://www.archchinese.com</p> <p>https://voicethread.com</p> <p>https://flipgrid.com</p> <p>https://www.lingt.com</p> <p>Videos:</p> <p>https://www.youtube.com/watch?v=m5X4tsUmSu0</p> <p>https://www.youtube.com/watch?v=Vwg7FjkghHc</p> <p>https://www.youtube.com/watch?v=36toRDvepXg</p> <p>https://www.youtube.com/watch?v=9Eth2OctZ9I</p> <p>https://www.youtube.com/watch?v=cxhs1Bfq93w</p> <p>Culture</p> <p>https://www.youtube.com/watch?v=PWuMe8tf_38</p>	<p>Teacher uses in-class quiz-type game to assess student understanding.</p> <p>Teacher observes and/or takes anecdotal notes of students, focusing on verbal or non-verbal indications of comprehension while they are speaking, listening individually or with partners/groups.</p> <p>Teacher assesses students by observing and/or taking anecdotal notes to determine whether students understand and can use unit vocabulary words correctly.</p> <p>Teacher assesses students by observing and/or taking anecdotal notes to determine whether students understand and can use unit language structures correctly.</p> <p>Summative Assessment: Vocabulary assessment</p> <p>Benchmark Assessment: See Unit 1 for quarterly assessment</p>
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<p>Exchange information using words, phrases, and short sentences practiced in class on familiar topics.</p>		<p>Students start a running list of characters to write and recognize.</p> <p>Students start a running list of language structures.</p> <p>Students create and reflect on a language “Can-do” list.</p> <p><u>Culture Minute</u> 文房四宝、图章</p> <p><u>Culture Activity</u> Students will design their own seal using their Chinese name.</p>	<p><u>Companion Texts</u> American Born Chinese, by Gene Luen Yang (Graphic Novel) (NJSLSA R1)(NJSLSA R7)(NJSLSA R10)(RH 6-8.4)(RH 6-8.6)(RH 6-8.7)</p>	<p>Alternative Assessments: Students self-assess their tones and pronunciation by listening to Chinese audio and comparing their own speech.</p> <p>Students self-assess their ability to correctly write and recognize the characters from the unit.</p>
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CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Integration of Technology Standards:

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

Integration of 21st Century Standards:

9.2.8.B.3 Evaluation the communication, collaboration and leaderships skills that can be developed through school, home and work and extracurricular activities for use in a career.

Key Vocabulary:

我、你、他、们、叫、姓、名字、美国、中国、加拿大、墨西哥、日本、英国、法国、德国、西班牙、中文、汉语、岁、是、不、几、一、二、两、三、四、五、六、七、八、九、十、个、会、说、什么、谁、哪、哪儿、的、人、吗、还是

Radicals: 口、

Key Language Structures:

呢、还是Qword、

Second Marking Period

Unit 3: Food: types; meals; fruit; vegetables; meat; drinks

Overview: During this unit, students will learn to discuss foods.

Students will develop listening comprehension skills, oral language, and acquire new vocabulary while reinforcing their primary language skills.

Time Frame: 25-30 Days

Enduring Understandings:

- *Discussing food preferences is an important social language skill.*
- *Food preferences vary by culture.*

Essential Questions:

- *How is Chinese food different from Western food?*

Standards	Topics and Objectives	Activities	Resources	Assessments
7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.	Topics Food and drink, including different types – fruits vegetables, meats, and meals	Students will survey each other about what they like and dislike to eat and drink and give a summary report (oral/written).	Textbook Lessons: IC L1 P2 2; FECY 1 Unit 10, 11, FEYC 2 Unit 9; DC1 11, 12;	Formative Assessments: Students will respond to classroom expressions Teacher uses in-class quiz-type game to assess student understanding. Teacher observes and/or takes anecdotal notes of students, focusing on verbal or non-verbal indications of comprehension while they are speaking, listening individually or with partners/groups.
7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).	Objectives Students will <ul style="list-style-type: none"> • talk about foods and drinks they like and dislike • ask others about the food and drinks they like and dislike 	Students will describe what their family eats. Students listen to a paragraph-length recording about food and answer questions about the contents.		
7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.	<ul style="list-style-type: none"> • state what they eat for each meal • ask others what they eat for each meal 	Students give an oral presentation in class using visual displays, such as a poster or PowerPoint		

<p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics.</p> <p>7.1.NM.C.3</p>	<ul style="list-style-type: none"> consider the difference between Chinese food and the food of their own culture 	<p>slides about the foods they like.</p> <p>Students start a running list of vocabulary items.</p> <p>Students start a running list of characters to write and recognize.</p> <p>Students start a running list of language structures.</p> <p>Students create and reflect on a language “Can-do” list.</p> <p><u>Culture Minute</u> Tea Culture, Dim Sum</p> <p><u>Culture Activity</u> Students taste Chinese teas. Suggested trip idea: go to Chinatown for dim sum.</p>	<p><u>Culture</u> https://www.youtube.com/watch?v=I0LmarXdil0</p> <p>https://www.youtube.com/watch?v=aL_GtZswHsk</p> <p><u>Companion Texts</u> https://newsela.com/read/lib-china-mooncake-history/id/33871/</p> <p>https://www.readworks.org/article/The-Tea-Ceremony/9d93d603-7110-4739-97a7-a190c64dc660#!articleTab:content/</p> <p>(NJSLSA R1)(NJSLSA R7)(NJSLSA R10)(RH 6-8.4)(RH 6-8.6)(RH 6-8.7)</p>	<p>Teacher assesses students by observing and/or taking anecdotal notes to determine whether students understand and can use unit vocabulary words correctly.</p> <p>Teacher assesses students by observing and/or taking anecdotal notes to determine whether students understand and can use unit language structures correctly.</p> <p>Summative Assessments: Teacher uses the Proficiency Rubric (see end of curriculum below) to holistically assess student proficiency.</p> <p>Teacher uses the Chinese Language Skills Rubric (see end of curriculum below) to holistically assess student overall progress.</p> <p>Benchmark Assessment: Common Formative Assessment</p>
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Copy/write words, phrases, or simple guided texts on familiar topics.				Alternative Assessments: Students self-assess their tones and pronunciation by listening to Chinese audio and comparing their own speech. Students self-assess their ability to correctly write and recognize the characters from the unit.
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Accommodations and Modifications:

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English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> Speak and display terminology Teacher modeling Peer modeling Provide ELL students with multiple literacy 	<ul style="list-style-type: none"> Utilize modifications & accommodations delineated in the student’s IEP Work with paraprofessional Use multi-sensory teaching approaches. 	<ul style="list-style-type: none"> Using visual demonstrations, illustrations, and models Give directions/instructions verbally and in simple written format. Oral prompts can be given. Peer Support Increase one on one time Teachers may modify instructions by modeling what 	<ul style="list-style-type: none"> Curriculum compact Inquiry-based instruction Independent study Higher order thinking Adjusting the pace of Interest based content

<p>strategies.</p> <ul style="list-style-type: none"> • Word walls • Use peer readers • Give page numbers to help the students find answers • Provide a computer for written work • Provide two sets of textbooks, one for home and one for school • Provide visual aides • Provide additional time to complete a task • Use graphic organizers 	<ul style="list-style-type: none"> • Work with a partner • Provide concrete examples • Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA). • Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). 	<p>the student is expected to do</p> <ul style="list-style-type: none"> • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Review behavior expectations and make adjustments for personal space or other behaviors as needed. • Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). 	<ul style="list-style-type: none"> • Real world scenarios • Student Driven Instru • Engage students with Science and Engineer provide students with points and multiple v their understandings. • Use project-based sc connect science with phenomena. • Structure the learning or solving a social or issue. • Collaborate with after or clubs to extend lea
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence from writing or speaking to support conclusions drawn from the text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Social Studies:

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Integration of Technology Standards:

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

Integration of 21st Century Standards:

9.2.8.B.3 Evaluation the communication, collaboration and leaderships skills that can be developed through school, home and work and extracurricular activities for use in a career.

Key Vocabulary:

早饭、午饭、晚饭、吃、喝、水果、苹果、香蕉、橙子、西瓜、菜、白菜、菠菜、胡萝卜、西红柿、鸡蛋、蛋糕、饼、饼干、肉、鸡、猪、牛、
、可乐、热、冰、热巧克力、咖啡、茶、牛奶、中国菜、美国菜、日本菜、好吃、难吃、因为、所以、为什么

Radicals: 亠、艹、女

Key Language Structures:

因为.....所以.....、Frequency(常常、不常、每天、有的时候、很少)、VOVO、一边.....一边.....、好Verb/难Verb

**Englewood Public School District
World Language, Mandarin – 8th Grade (Chinese 1)
Third Marking Period**

Unit 4: Hobbies: likes/dislikes; skills

Overview: During this unit, students will learn to talk about their hobbies, what they like/dislike doing, how well and how often they do them.

Students will develop listening comprehension skills, oral language, and acquire new vocabulary while reinforcing their primary language skills.

Time Frame: 25-30 Days

Enduring Understandings:

- *Discussing hobbies and leisure activities is an important social language skill.*

Essential Questions:

- *Do the Chinese have different hobbies/interests than I do, and if so why?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p>	<p>Topics</p> <p>Hobbies and skills</p> <p>Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • be able to talk about their hobbies • express how much they like/dislike an activity • ask others how much they like/dislike an activity • talk about how often they do an activity • ask others how often they do an activity • express how well they do something • ask others how well they do something • express how often they do something • ask others how often they do something 	<p>Students will survey each other about what hobbies they like and dislike to do, how well and how often they do them, and give a summary report (oral/written).</p> <p>Students will describe what hobbies their family have, how well and how often they do them.</p> <p>Students respond to questions based on a video about hobbies on Edpuzzle.</p> <p>Students respond appropriately and completely to an email about their hobbies.</p> <p>Students start a running list of vocabulary items.</p> <p>Students start a running list of characters to write and recognize.</p> <p>Students start a running list of language structures.</p>	<p>Textbook Lessons: IC L1 P1 4; FECY 1 Unit 9;</p> <p>Culture https://www.youtube.com/watch?v=T7tUfPhEthk</p> <p>Companion Texts Shi Cheng: Short Stories from Urban China, edited by Liu Ding, Carol Yinghua and Ra Page (NJSLSA R1)(NJSLSA R7)(NJSLSA R10)(RH 6-8.4)(RH 6-8.6)(RH 6-8.7) www.edpuzzle.com</p>	<p>Formative Assessments: Students will respond to classroom expressions</p> <p>Teacher uses in-class quiz-type game to assess student understanding.</p> <p>Teacher observes and/or takes anecdotal notes of students, focusing on verbal or non-verbal indications of comprehension while they are speaking, listening individually or with partners/groups.</p> <p>Teacher assesses students by observing and/or taking anecdotal notes to determine whether students understand and can use unit vocabulary words correctly.</p> <p>Teacher assesses students by observing and/or taking anecdotal notes to determine whether students understand and can use</p>

<p>7.1.NM.B.2 Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>		<p>Students create and reflect on a language “Can-do” list.</p> <p><u>Culture Minute</u> 风筝</p> <p><u>Culture Activity</u> Students make and fly kites</p>		<p>unit language structures correctly.</p> <p>Summative Assessments: Teacher uses the Proficiency Rubric (see end of curriculum below) to holistically assess student proficiency.</p> <p>Teacher uses the Chinese Language Skills Rubric (see end of curriculum below) to holistically assess student overall progress.</p> <p>Benchmark Assessment: Common Formative Assessment</p> <p>Alternative Assessments: Students self-assess their tones and pronunciation by listening to Chinese audio and comparing their own speech.</p> <p>Students self-assess their ability to correctly write and recognize the characters from the unit.</p>
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Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Speak and display terminology • Teacher modeling • Peer modeling • Provide ELL students with multiple literacy strategies. • Word walls • Use peer readers • Give page numbers to help the students find answers • Provide a computer for written work • Provide two sets of textbooks, one for home and one for school • Provide visual aides 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student’s IEP • Work with paraprofessional • Use multi-sensory teaching approaches. • Work with a partner • Provide concrete examples • Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA) • Provide students with multiple choices for how 	<ul style="list-style-type: none"> • Using visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. Oral prompts can be given. • Peer Support • Increase one on one time • Teachers may modify instructions by modeling what the student is expected to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. 	<ul style="list-style-type: none"> • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction • Engage students with a variety of Science and Engineering practices students with multiple entry points and multiple ways to demonstrate their understandings. • Use project-based science learning to connect science with observable phenomena.

<ul style="list-style-type: none"> ● Provide additional time to complete a task ● Use graphic organizers 	<p>they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).</p>	<ul style="list-style-type: none"> ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. ● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). 	<ul style="list-style-type: none"> ● Structure the learning around explaining or solving a social or community-based issue. ● Collaborate with after-school or clubs to extend learning opportunities.
Interdisciplinary Connections:			
ELA - NJSLS/ELA: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.			
Social Studies: RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.			

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Integration of Technology Standards:

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

Integration of 21st Century Standards:

9.2.8.B.3 Evaluation the communication, collaboration and leaderships skills that can be developed through school, home and work and extracurricular activities for use in a career.

Key Vocabulary:

喜欢、爱、爱好、很、非常、有一点、最、快、慢、多、少、好、看书、打球、看电视、看电影、听音乐、上网、聊天、游泳、跑步、爬山、玩儿电脑游戏、做饭、买东西、唱歌、累、好玩、

Radicals: 玉**Key Language Structures:**

adverbs、又……又……、吧、得 manner of doing

Englewood Public School District
World Language, Mandarin – 8th Grade (Chinese 1)
Third, Fourth Marking Period

Unit 5: Family: members; relations; professions

Overview: During this unit, students will learn to introduce and describe their family.

Students will develop listening comprehension skills, oral language, and acquire new vocabulary while reinforcing their primary language skills.

Time Frame: 25-30 Days

Enduring Understandings:

- *Discussing family is an important social language skill.*

Essential Questions:

- *How is the Chinese view of family different from your culture?*
- *Why do the Chinese hold teachers in such high regard?*

Standards	Topics and Objectives	Activities	Resources	Assessments
	Topics			

<p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands and requests when participating in age-</p>	<p>Family members, relations, and professions</p> <p style="text-align: center;">Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • be able to talk about their family • ask others about their families • state what their family members do • ask what others family members do • introduce their family members names, ages, nationalities, and languages spoken • ask others about their family members names, ages, nationalities, and languages spoken 	<p>Students will create a family tree, including relationship labels.</p> <p>Students will practice defining family relationship terms, i.e. 我妹妹是我妈妈的女儿.</p> <p>Students respond to questions based on a video about family on Edpuzzle.</p> <p>Students respond to short-answer questions on a computer using Voicethread, Lingt, or a similar program about their family.</p> <p>Students start a running list of vocabulary items.</p> <p>Students start a running list of characters to write and recognize.</p> <p>Students start a running list of language structures.</p> <p>Students create and reflect on a language “Can-do” list.</p> <p><u>Culture Minute</u> One Child Policy</p>	<p>Textbook Lessons: IC L1 P1 2; FECY 1 Unit 3, 5, 6; DC1 6; DC3 26;</p> <p>Videos: https://www.youtube.com/watch?v=GqPpZUr3jOM http://laowaichinese.net/wp-content/uploads/2007/01/chinese-family-tree.pdf https://www.thoughtco.com/family-members-2279695 www.edpuzzle.com www.voicethread.com www.lingt.com</p>	<p>Formative Assessments: Students will respond to classroom expressions</p> <p>Teacher uses in-class quiz-type game to assess student understanding.</p> <p>Teacher observes and/or takes anecdotal notes of students, focusing on verbal or non-verbal indications of comprehension while they are speaking, listening individually or with partners/groups.</p> <p>Teacher assesses students by observing and/or taking anecdotal notes to determine whether students understand and can use unit vocabulary words correctly.</p> <p>Teacher assesses students by observing and/or taking anecdotal notes to determine whether students understand and can use unit language structures correctly.</p> <p>Summative Assessments:</p>
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<p>appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4</p>		<p><u>Culture Activity</u> Students will pair off and debate the pros and cons of the one-child policy</p>	<p><u>Culture</u> https://www.youtube.com/watch?v=gsy1KKc0D0Y</p> <p><u>Companion Texts</u> https://www.readworks.org/article/Shedding-Skin/0b83b8a2-37d4-45f4-9ec4-ffdb510621de#!articleTab:content/</p> <p>https://www.commonlit.org/en/texts/fish-cheeks?search_id=3967331 (NJSLSA R1)(NJSLSA R7)(NJSLSA R10)(RH 6-8.4)(RH 6-8.6)(RH 6-8.7)</p>	<p>Teacher uses the Proficiency Rubric (see end of curriculum below) to holistically assess student proficiency.</p> <p>Teacher uses the Chinese Language Skills Rubric (see end of curriculum below) to holistically assess student overall progress.</p> <p>Benchmark Assessment: Common Formative Assessment</p> <p>Alternative Assessments: Students self-assess their tones and pronunciation by listening to Chinese audio and comparing their own speech.</p> <p>Students self-assess their ability to correctly write and recognize the characters from the unit.</p>
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Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5

Name and label tangible cultural products and imitate cultural practices from the target culture(s).

8.1.8.A.1

Understand and use technology systems.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners

- Speak and display terminology
- Teacher modeling
- Peer modeling

Special Education

- Utilize modifications & accommodations delineated in the student’s IEP

At-Risk

- Using visual demonstrations, illustrations, and models
- Give directions/instructions

Gifted and Talented

- Curriculum compacting
- Inquiry-based instruction
- Independent study

<ul style="list-style-type: none"> ● Provide ELL students with multiple literacy strategies. ● Word walls ● Use peer readers ● Give page numbers to help the students find answers ● Provide a computer for written work ● Provide two sets of textbooks, one for home and one for school ● Provide visual aides ● Provide additional time to complete a task ● Use graphic organizers 	<ul style="list-style-type: none"> ● Work with paraprofessional ● Use multi-sensory teaching approaches. ● Work with a partner ● Provide concrete examples ● Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA) ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). 	<p>verbally and in simple written format. Oral prompts can be given.</p> <ul style="list-style-type: none"> ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. ● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). 	<ul style="list-style-type: none"> ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Engage students with a variety of Science and Engineering practices to p ● students with multiple entry points and multiple ways to demonstrate their understandings. ● Use project-based science learning to connect science with observable phenomena. ● Structure the learning around explaining or solving a social or community-based issue. ● Collaborate with after-school or clubs to extend learning opportunities. 	<p>pr</p>
Interdisciplinary Connections:				

ELA - NJSLS/ELA:

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Social Studies:

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Integration of Technology Standards:

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

Integration of 21st Century Standards:

9.2.8.B.3 Evaluation the communication, collaboration and leaderships skills that can be developed through school, home and work and extracurricular activities for use in a career.

Key Vocabulary:

兄弟姐妹、爸爸、妈妈、哥哥、姐姐、弟弟、妹妹、家、医生、护士、老师、教授、工程师、律师、司机、厨师、工人、警察、管理、电脑、运动员、明星、学生、有、没有、多少、几个

Radicals:木、肉**Key Language Structures:**

不但.....而且.....、如果.....就.....、都不、不都、

Englewood Public School District
World Language, Mandarin – 8th Grade (Chinese 1)
Fourth Marking Period

Unit 6: Date & Time: birthdays; months; years; days; weeks; clock time

Overview: During this unit, students will learn numbers, dates and times.

Students will develop listening comprehension skills, oral language, and acquire new vocabulary while reinforcing their primary language skills.

Time Frame: 25-30 Days

Enduring Understandings:

- *Using numbers to describe dates and times in an important language skill.*

Essential Questions:

- *How do Chinese relate time?*

Standards	Topics and Objectives	Activities	Resources	Assessments
7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through	Topics Number, dates, times, days, weeks, months, years Objectives	Students will ask and write down classmates' phone numbers.	Textbook Lessons: IC L1 P1 3; FECY 1 Unit 8; DC1 8, 9; Videos:	Formative Assessments: Students will respond to classroom expressions

<p>appropriate physical response.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p>7.1.NM.B.2 Give and follow simple oral and written directions, commands and requests when participating in age-appropriate classroom and cultural activities.</p> <p>7.1.NM.B.3</p>	<p>Students will</p> <ul style="list-style-type: none"> ● be able to tell the date and time ● ask about the date and time ● tell their birthday and others birthdays ● ask about others birthday ● state the days of the week. ● state the months of the year. ● state the year. ● state the time they do something. ● ask others about when they do something. 	<p>Students will survey classmates as to their family members birthdays.</p> <p>Students will take turns and give oral report on each day's date and time.</p> <p>Students listen to a recorded dialogue about date and time and answer questions about the contents.</p> <p>Students create PowerPoint presentations, make posters, or use props to demonstrate what they have learned about dates.</p> <p>Students start a running list of vocabulary items.</p> <p>Students start a running list of characters to write and recognize.</p> <p>Students start a running list of language structures.</p> <p>Students create and reflect on a language "Can-do" list.</p> <p><u>Culture Minute</u></p>	<p>https://chinesefor.us/lessons/date-in-chinese-birthday-year-month-day/</p> <p>https://chinesefor.us/lessons/date-in-chinese-birthday-year-month-day/</p> <p><u>Culture</u> http://chineseknots.net/Chinese-knot-introduction.html</p> <p>https://gbtimes.com/chinese-folk-art-papercutting</p> <p><u>Companion Text</u> The Good Earth, by Pearl Buck (NJSLSA R1)(NJSLSA R7)(NJSLSA R10)(RH 6-8.4)(RH 6-8.6)(RH 6-8.7)</p>	<p>Teacher uses in-class quiz-type game to assess student understanding.</p> <p>Teacher observes and/or takes anecdotal notes of students, focusing on verbal or non-verbal indications of comprehension while they are speaking, listening individually or with partners/groups.</p> <p>Teacher assesses students by observing and/or taking anecdotal notes to determine whether students understand and can use unit vocabulary words correctly.</p> <p>Teacher assesses students by observing and/or taking anecdotal notes to determine whether students understand and can use unit language structures correctly.</p> <p>Summative Assessments: Teacher uses the Proficiency Rubric (see end of curriculum below) to holistically assess student proficiency.</p>
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<p>Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar</p> <p>7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>		<p>Chinese knots, paper-cutting</p> <p><u>Culture Activity</u> Students tie Chinese knots, make paper cuttings</p>		<p>Teacher uses the Chinese Language Skills Rubric (see end of curriculum below) to holistically assess student overall progress.</p> <p>Benchmark Assessment: See Unit 5 for quarterly assessment</p> <p>Alternative Assessments: Students self-assess their tones and pronunciation by listening to Chinese audio and comparing their own speech.</p> <p>Students self-assess their ability to correctly write and recognize the characters from the unit.</p>
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Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none">• Speak and display terminology• Teacher modeling• Peer modeling• Provide ELL students with multiple literacy strategies.• Word walls• Use peer readers• Give page numbers to help the students find answers• Provide a computer for written work• Provide two sets of textbooks, one for home and one for school• Provide visual aides• Provide additional time to complete a task	<ul style="list-style-type: none">• Utilize modifications & accommodations delineated in the student’s IEP• Work with paraprofessional• Use multi-sensory teaching approaches.• Work with a partner• Provide concrete examples• Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA)• Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-	<ul style="list-style-type: none">• Using visual demonstrations, illustrations, and models• Give directions/instructions verbally and in simple written format. Oral prompts can be given.• Peer Support• Increase one on one time• Teachers may modify instructions by modeling what the student is expected to do• Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.• Review behavior expectations and make adjustments for	<ul style="list-style-type: none">• Curriculum compacting• Inquiry-based instruction• Independent study• Higher order thinking skills• Adjusting the pace of lessons• Interest based content• Real world scenarios• Student Driven Instruction• Engage students with a variety of Science and Engineering practices students with multiple entry points and multiple ways to demonstrate their understandings.• Use project-based science learning to connect science with observable phenomena.• Structure the learning around explaining or solving a social or

<ul style="list-style-type: none"> • Use graphic organizers 	auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).	personal space or other behaviors as needed. <ul style="list-style-type: none"> • Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). 	community-based issue. <ul style="list-style-type: none"> • Collaborate with after-school or clubs to extend learning opportunities. 	pr
Interdisciplinary Connections:				
ELA - NJSLS/ELA: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.				
Social Studies: RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.				
Career Ready Practices: CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.				

Integration of Technology Standards:

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

Integration of 21st Century Standards:

9.2.8.B.3 Evaluation the communication, collaboration and leaderships skills that can be developed through school, home and work and extracurricular activities for use in a career.

Key Vocabulary:

星期、月、年、日、天、这个、上个、下个、今天、明天、昨天、今年、明年、去年、点、钟、分、钟头、小时、刻、半、生日、出生、生日快乐、起床、睡觉、洗澡、什么时候、几点

Radicals:走、目、金、亻

Key Language Structures:

从.....到、从早到晚、虽然.....可是.....、

Notes:

Please see the extensive notes that accompany this curriculum.

Rubrics

Proficiency Rubric - Novice Mid

INTERPERSONAL SPEAKING	AREAS OF FOCUS	EXCEEDS EXPECTATIONS NOVICE MID 3	MEETS EXPECTATIONS NOVICE MID 2	ALMOST MEETS EXPECTATIONS NOVICE MID 1	DOES NOT MEET EXPECTATIONS
COMMUNICATES ON VERY FAMILIAR TOPICS THAT DEAL WITH PERSONAL INFORMATION	What language students use	<input type="checkbox"/>	<input type="checkbox"/> Can use words, highly practiced phrases, and repeated words based on the question with a high degree of language accuracy	<input type="checkbox"/>	<input type="checkbox"/>
	How students communicate	<input type="checkbox"/>	<input type="checkbox"/> Can respond to highly practiced or simple questions	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/> Can ask highly practiced questions	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/> Can provide appropriate answers	<input type="checkbox"/>	<input type="checkbox"/>
	Who can understand the students	<input type="checkbox"/>	<input type="checkbox"/> Can be understood by people who are accustomed to interacting with language learners, however many times with difficulty.	<input type="checkbox"/>	<input type="checkbox"/>
	What cultural awareness students exhibit	<input type="checkbox"/>	<input type="checkbox"/> Can use some culturally appropriate gestures and expressions.	<input type="checkbox"/>	<input type="checkbox"/>

Last updated: 05/24/2013

PRESENTATIONAL SPEAKING/WRITING	AREAS OF FOCUS	EXCEEDS EXPECTATIONS NOVICE MID 3	MEETS EXPECTATIONS NOVICE MID 2	ALMOST MEETS EXPECTATIONS NOVICE MID 1	DOES NOT MEET EXPECTATIONS
PRESENTS PERSONALLY RELEVANT INFORMATION	What language students use	<input type="checkbox"/>	<input type="checkbox"/> Can use words, lists, and highly practiced phrases with a high degree of language accuracy	<input type="checkbox"/>	<input type="checkbox"/>

	What information students present	<input type="checkbox"/>	<input type="checkbox"/> Can present basic biographical information and topics of high interest	<input type="checkbox"/>	<input type="checkbox"/>
	Who can understand the students	<input type="checkbox"/>	<input type="checkbox"/> Can be understood by people who are accustomed to interacting with language learners, however many times with difficulty.	<input type="checkbox"/>	<input type="checkbox"/>
	What strategies students use	<input type="checkbox"/>	<input type="checkbox"/> Can use the following strategies: Presentational Speaking: <ul style="list-style-type: none"> - Use facial expressions and gestures - Repeat words - Occasionally resorts to first language Presentational Writing: <ul style="list-style-type: none"> - Can use culturally appropriate writing conventions 	<input type="checkbox"/>	<input type="checkbox"/>

Last updated: 05/26/2013

INTERPRETIVE READING/LISTENING	EXCEEDS EXPECTATIONS NOVICE MID 3	MEETS EXPECTATIONS NOVICE MID 2	ALMOST MEETS EXPECTATIONS NOVICE MID 1	DOES NOT MEET EXPECTATIONS
COMPREHENDS TEXTS (READING, LISTENING, AND VIEWING) ON VERY FAMILIAR TOPICS	<input type="checkbox"/>	<input type="checkbox"/> Can recognize cognates, words they know, and highly practiced phrases	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/> Can identify a few new words with the support of context and/or visuals	<input type="checkbox"/>	<input type="checkbox"/>

	<input type="checkbox"/>	<input type="checkbox"/> Can identify the purpose of an authentic text	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/> Can identify key parts of the main idea(s)	<input type="checkbox"/>	<input type="checkbox"/>

Last updated: 06/12/2014

Chinese Language

Skills Rubric

Is able to make him/herself understood through level-appropriate speaking.	
Is able to understand Chinese spoken in a normal, level-appropriate manner.	
Is able to make him/herself understood through level-appropriate written Chinese.	

Is able to understand by reading Chinese written in a normal, level-appropriate manner.	
Pronunciation and Tones	
Flow and Fluidity	
Word Usage	
Grammar and Structures	

Exceeds Standard	ES
Meets Standard	MS
Approaching Standard	AS
Getting Started	GS