

Englewood Public School District

World Language, Mandarin – 9th Grade (Chinese 2)

First Marking Period

Unit 1: School: subjects; times; teachers; classmates; homework; tests

Overview: During this unit, students will learn to discuss school subjects, schedules, classes, teachers, homework and tests.

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:

- *Learning vocabulary to talk about my school schedule, classes, and teachers is critical to one's ability to have discussions with peers.*
- *Asking others questions is important for social language development.*
- *Students in China will have a different experience in school then students in America.*

Essential Questions:

- *How does a Chinese student's experience differ from ours, and why?*

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. 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).	<p style="text-align: center;">Topics</p> <p>School, classes, schedule, teachers, homework, and tests.</p> <p style="text-align: center;">Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • be able to state the classes they are taking • ask what classes others' take 	<p>Students will describe their school day.</p> <p>Students will survey their classmates about classes and teachers.</p> <p>Students respond to short-answer questions about their daily school schedule and classes on Voicethread or Lingt.</p>	<p>Textbook Lessons: IC L1 P1 7,8; FEYC 2 Unit 1, 3, FEYC 3 Unit 6, 7; DC3 31;</p> <p>Videos: https://www.youtube.com/watch?v=rul5m-8TGbM&t=9s https://www.youtube.com/watch?v=PMgeux646V0</p> <p>Applications: https://voicethread.com/</p>	<p>Formative Assessments:</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>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 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</p>	<ul style="list-style-type: none"> • discuss their school day schedule • ask about others' schedule • talk about their teachers • ask about peers' teachers • talk about their homework • ask about others' homework • talk about tests • ask about others' tests 	<p>Students give an oral presentation in class using visual displays, such as a poster or PowerPoint slides about one class.</p> <p>Students maintain a running list of vocabulary items.</p> <p>Students maintain a running list of characters to write and recognize.</p> <p>Students maintain a running list of language structures.</p> <p>Students maintain and reflect on a language “Can-do” list.</p> <p><u>Culture Minute</u> Gaokao</p> <p><u>Culture Activity</u> Students try some problems from the gaokao</p>	<p>https://www.lingt.com/</p> <p><u>Culture</u> https://www.youtube.com/watch?v=Gh3sPpZDosA</p> <p><u>Companion Texts</u> https://carleton.ca/slals/wp-content/uploads/2014/05/A_Brief_Intro_to_High_School_Ed_in_China_YANG_CPALS_2014_05.pdf</p> <p>http://hechingered.org/content/a-day-in-the-life-of-chinese-students_3826/ (NJSLSA R1)(NJSLSA R4) (NJSLSA R7) (NJSLSA R10)(RH 9-10.2)(RH 9-10.4)(RH 9-10.9)</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>Reading comprehension – respond to questions about a reading</p>
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<p>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>7.1.NM.C.5 Name and label tangible cultural products and</p>				<p>specifically written for the unit content</p> <p>Listening comprehension - respond to questions after listening to an audio selection specifically written for the unit content</p> <p>Speaking proficiency – respond to questions specifically constructed for the unit content</p> <p>Benchmark Assessment: Common Formative Assessment</p> <p>Alternative Assessments: Teacher constructed evaluative tools, including but not limited to: Quizzes/Tests; Projects; Oral assessment; Class participation; Homework</p> <p>Written (hand or typed) responses to teacher-provided prompts</p> <p>Online chats with a partner targeting</p>
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imitate cultural practices from the target culture(s).				<p>specific vocabulary and language structures</p> <p>Students give a presentation to the class that intentionally uses the relevant vocabulary and language structures</p> <p>Teacher uses in-class quiz-type game to assess student understanding.</p> <p>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.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

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:

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Integration of 21st Century Standards:

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

Key Vocabulary:

学校、图书馆、餐厅、教室、礼堂、体育馆、校长、同学、朋友、课、上课、下课、上学、放学、回家、英文、中文、历史、数学、科学、体育、美术、考试、书、功课、作业、做、写、节、门、第、严、松、难、容易

Radicals:竹、

Key Language Structures:

第一，；第二，；最后，、以前、以后、先.....再.....、快.....了、.....的时候、好是好，可是、

Englewood Public School District
World Language, Mandarin – 9th Grade (Chinese 2)
First, Second Marking Period

Unit 2: Dating: making appointments; excuses; describing; face; body

Overview: During this unit, students will learn how to make appointments and how to describe people.

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:

- *Making plans and appointments to meet people, both in person and on the telephone, is an important social skill.*
- *It is important to be able to respond appropriately to an invitation.*
- *People from different cultures view beauty differently.*

Essential Questions:

- *How does the Chinese approach to socialization, dating and courtship differ from ours, and why?*
- *Are people from other cultures' conceptions of beauty different?*

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 Socializing, making appointments, accepting and declining invitations, describing physical appearance	Students will describe people they all know – classmates, teachers, administrators, famous people – and partners will try to guess who it is.	Textbook Lessons: IC L1 P1 5, 6, P2 6; DC2 15; DC3 30, 35; Videos: Body Parts in Mandarin https://www.youtube.com/watch?v=45VUN9ql7qI	Formative Assessments: 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"> • be able to arrange a date and time to meet. 	Teachers will put up 10 pictures of people around the classroom. Students will go to each and write a description of each on separate pieces of paper.	两只老虎 https://www.youtube.com/watch?v=1Nu-hF8Zg-4	

<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 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"> • agree what to do when socializing. • give a reason for not accepting an invitation. • describe how other people look. • ask about how people look. 	<p>The descriptions will be randomly given to other students who will try to match them to the correct picture.</p> <p>Students will email or chat online to make a date with a partner.</p> <p>Students will watch a video to learn body parts. They will then describe how someone looks using that vocabulary.</p> <p>Sing <Two Tigers> song</p> <p>Students respond to short-answer questions on a computer using Voicethread, Lingt, or a similar program about people's physical qualities.</p> <p>Students respond appropriately and completely to an email setting up a time and place to meet.</p> <p>Students maintain a running list of vocabulary items.</p> <p>Students maintain a running list of characters to write and recognize.</p>	<p>Applications: www.voicethread.com</p> <p>www.lingt.com</p> <p>Culture https://www.youtube.com/watch?v=SQSsL3l_Kac</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: Reading comprehension – respond to questions about a reading specifically written for the unit content</p> <p>Listening comprehension - respond to questions after listening to an audio selection specifically written for the unit content</p> <p>Speaking proficiency – respond to questions specifically constructed for the unit content</p>
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<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.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</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 maintain a running list of language structures.</p> <p>Students maintain and reflect on a language “Can-do” list.</p> <p><u>Culture Minute</u> Beijing Opera</p> <p><u>Culture Activity</u> Students draw a Beijing Opera mask</p>	<p><u>Companion Text</u> The Bridegroom, Stories by Ha Jin (NJSLSA R1)(NJSLSA R4) NJSLSA R7) (NJSLSA R10)(RH 9-10.2)(RH 9-10.4)(RH 9-10.9)</p>	<p>Benchmark Assessment: Midterm Assessment</p> <p>Alternative Assessments: Teacher constructed evaluative tools, including but not limited to: Quizzes/Tests; Projects; Oral assessment; Class participation; Homework</p> <p>Written (hand or typed) responses to teacher-provided prompts</p> <p>Online chats with a partner targeting specific vocabulary and language structures</p> <p>Students give a presentation to the class that intentionally uses the relevant vocabulary and language structures</p> <p>Teacher uses in-class quiz-type game to assess student understanding.</p> <p>Students self-assess their tones and</p>
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				<p>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. 	<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 	<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 	<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

<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"> ● 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"> ● 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"> ● 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.
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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 when writing or speaking to support conclusions drawn from the text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

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

CRP9. Model integrity.

CRP11. Use technology to enhance productivity.

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

Integration of Technology Standards:

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Integration of 21st Century Standards:

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

Key Vocabulary:

记得、想起来、打电话、发短信、号码、庆祝、约会、印象、一言为定、票、听音乐会、看演唱会、唱卡拉 ok、浪漫、认真、亲吻、拥抱、牵手、一见钟情、漂亮、帅、帅哥、美女、男朋友、女朋友、约、借口、迟到、可爱、忙、有空、跳舞、舞会、派对、饭馆儿、咖啡馆、电影院、脸、头、头发、鼻子、嘴巴、眼睛、长、短、大、小、圆、方、耳朵

Radicals:耳、辶

Key Language Structures:

auxiliary verbs、一……就……、……也好……也好、先……然后……、过、长得、对……的印象、

Englewood Public School District
World Language, Mandarin – 9th Grade (Chinese 2)
Second Marking Period

Unit 3: Seasons: weather; spring; summer; fall; winter

Overview: During this unit, students will learn to discuss the seasons and weather.

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:

- *Describing the weather is an important language skill.*
- *Describing and comparing the four seasons, in different geographical regions, is an important skill.*

Essential Questions:

- *Do different cultures look at seasons in different ways?*

Standards	Topics and Objectives	Activities	Resources	Assessments
7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. 7.1.NM.A.2	<p style="text-align: center;">Topics</p> <p>Seasons and weather</p> <p style="text-align: center;">Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • be able to talk about each of the four seasons. • compare the seasons. • express a preference for one season over another. • talk about the weather. 	<p>Students will take turns and give oral weather reports each day.</p> <p>Students will choose a country/city and give an accurate 5 day weather report/forecast.</p> <p>Students respond to questions based on a video</p>	<p>Textbook Lessons: IC L1 P2 1; FEYC 2 Unit 4; DC2 22, 24; DC4 40;</p> <p>Videos: https://www.youtube.com/watch?v=NJHyXa9Sv2M</p> <p>How's the Weather: https://www.fluentu.com/blog/chinese/2018/01/31/chinese-weather-words/</p>	<p>Formative Assessments:</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>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>	<ul style="list-style-type: none"> ask others about seasons and weather. 	<p>about the weather on Edpuzzle.</p> <p>Students create PowerPoint presentations, make posters, or use props to demonstrate what they have learned about a season in China.</p> <p>Students maintain a running list of vocabulary items.</p> <p>Students maintain a running list of characters to write and recognize.</p> <p>Students maintain a running list of language structures.</p> <p>Students maintain and reflect on a language “Can-do” list.</p> <p><u>Culture Minute</u> Yin Yang</p> <p><u>Culture Activity</u> Using a yin yang diagram, students put their traits in the appropriate side.</p>	<p>Application: https://edpuzzle.com/</p> <p><u>Culture</u> https://www.youtube.com/watch?v=ezmR9Attpyc</p> <p><u>Companion Text</u> How to Eat with the 24 Chinese Seasons https://food52.com/blog/15534-how-to-eat-with-the-24-chinese-seasons (NJSLSA R1)(NJSLSA R4) NJSLSA R7) (NJSLSA R10)(RH 9-10.2)(RH 9-10.4)(RH 9-10.9)</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>Reading comprehension – respond to questions about a reading</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.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</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</p>				<p>specifically written for the unit content</p> <p>Listening comprehension - respond to questions after listening to an audio selection specifically written for the unit content</p> <p>Speaking proficiency – respond to questions specifically constructed for the unit content</p> <p>Benchmark Assessment: See Unit 2 for quarterly assessment</p> <p>Alternative Assessments: Teacher constructed evaluative tools, including but not limited to: Quizzes/Tests; Projects; Oral assessment; Class participation; Homework</p> <p>Written (hand or typed) responses to teacher-provided prompts</p> <p>Online chats with a partner targeting</p>
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<p>materials orally or in writing.</p>				<p>specific vocabulary and language structures</p> <p>Students give a presentation to the class that intentionally uses the relevant vocabulary and language structures</p> <p>Teacher uses in-class quiz-type game to assess student understanding.</p> <p>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.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

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:

8.1.2.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Integration of 21st Century Standards:

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

Key Vocabulary:

春天、夏天、秋天、冬天、季节、多少、度、天气预报、高、低、下雨、下雪、刮风、天气、热、冷、凉快、暖和、舒服、晴天、阴天、多云、太阳、刮风、雾、打雷、大、小

Radicals:雨、丿、禾

Key Language Structures:

越来越、尤其是、比、没有、跟一样、除了……以外，也、以下、以上、左右、差不多、不到

**Englewood Public School District
World Language, Mandarin – 9th Grade (Chinese 2)
Third Marking Period**

Unit 4: Clothing: types; materials; colors; fashion

Overview: During this unit, students will learn about clothes.

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:

- *I can talk about the clothing I wear*
- *I can distinguish what I wear during different seasons*

Essential Questions:

- *Is fashion universal?*
- *Does Chinese fashion reflect Chinese society?*

Standards	Topics and Objectives	Activities	Resources	Assessments
7.1.NM.A.1	Topics			Formative Assessments:

<p>Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <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</p>	<p>Clothing, including types, sizes, colors, materials and fashion</p> <p>Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • be able to describe their clothing • compare clothing • express a preference for certain clothing • ask others about clothing • talk about size and fit • talk about colors • express a color preference 	<p>Students will do an inventory of their own and their family's clothing (Teachers should make it clear that this does not have to accurate in order to recognize and protect the varying socioeconomic status of students)</p> <p>Students will describe the clothes of people in the room – classmates or teachers,– and partners will try to guess who it is</p> <p>Students listen to a paragraph-length recording about clothing and answer questions about the contents.</p> <p>Students respond to a prompt about their clothing in Chinese by typing on a computer.</p> <p><u>Culture Minute</u> Ethnic Minorities</p> <p><u>Culture Activity</u> Students each choose one minority group and research 5 aspects of their culture (NJSLSA R1)(NJSLSA R4)</p>	<p>Textbook Lessons: FEYC 2 Unit 5; DC2 14;</p> <p><u>Culture</u> https://www.youtube.com/watch?v=v4bZ1rpCGt8</p> <p><u>Companion Text</u> https://zolimacitymag.com/reading-the-qipao-the-story-behind-the-most-iconic-chinese-dress/ (NJSLSA R1)(NJSLSA R4) NJSLSA R7) (NJSLSA R10)(RH 9-10.2)(RH 9-10.4)(RH 9-10.9)</p> <p><u>Additional Resources</u> Students maintain a character practice log.</p> <p>Students maintain a vocabulary review log.</p>	<p>Students maintain a running list of vocabulary items.</p> <p>Students maintain a running list of characters to write and recognize.</p> <p>Students maintain a running list of language structures.</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>
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<p>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 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.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p>		<p>NJSLSA R7) (NJSLSA R10)(RH 9-10.2)(RH 9-10.4)(RH 9-10.9)</p>	<p>Students maintain and reflect on a language “Can-do” list.</p>	<p>unit language structures correctly.</p> <p>Summative Assessments: Written (hand or typed) responses to teacher-provided prompts</p> <p>Online chats with a partner targeting specific vocabulary and language structures</p> <p>Students give a presentation to the class that intentionally uses the relevant vocabulary and language structures</p> <p>Reading comprehension – respond to questions about a reading specifically written for the unit content</p> <p>Listening comprehension - respond to questions after listening to an audio selection specifically written for the unit content</p> <p>Speaking proficiency – respond to questions specifically constructed for the unit content</p>
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<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>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>				<p>Benchmark Assessment: Common Formative Assessment</p> <p>Alternative Assessments: Teacher constructed evaluative tools, including but not limited to: Quizzes/Tests; Projects; Oral assessment; Class participation; Homework</p> <p>Teacher uses in-class quiz-type game to assess student understanding.</p> <p>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. 	<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

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| | | <ul style="list-style-type: none"> • 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). | <p>solving a social or community-based issue.</p> <ul style="list-style-type: none"> • Collaborate with after-school programs or clubs to extend learning opportunities. |
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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 when writing or speaking to support conclusions drawn from the text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

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:

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Integration of 21st Century Standards:

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

Key Vocabulary:

衣服、穿、脱、戴、鞋子、袜子、裤子、长裤、短裤、牛仔裤、衬衫、汗衫、T恤衫、裙子、连衣裙、西装、毛衣、夹克、外套、雨衣、睡衣、游泳衣、内衣、运动鞋、颜色、白、黑、红、蓝、绿、黄、紫、灰、深、浅、时髦、合适、好看、件、双、条

Radicals:衣、衤、纟

Key Language Structures:

把、这么、那么、Verb 一下、

Englewood Public School District
World Language, Mandarin – 9th Grade (Chinese 2)
Third, Fourth Marking Period

Unit 5: Commerce: money; quantities; sizes; buying; bargaining; value

Overview: During this unit, students will learn how to bargain and buy.

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:

- *Being able to negotiate prices and buy things in another country is an important skill.*

Essential Questions:

- *Why is bargaining typical practice in China and not here?*

Standards	Topics and Objectives	Activities	Resources	Assessments
7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other	<p style="text-align: center;">Topics</p> <p>Money, quantities, buying and selling, bargaining, and value</p> <p style="text-align: center;">Objectives</p> <p>Students will</p>	<p>Students will practice bargaining with a partner while trying to buy something. Teachers should secretly set price limits for both partners.</p>	<p>Textbook Lessons: IC L1 P1 9, L2 P1 4; FEYC 2 Unit 7, 8; DC2 20;</p> <p>Videos: https://www.youtube.com/watch?v=ROKgdfuadac </p>	<p>Formative Assessments:</p> <p>Teacher observes and/or takes anecdotal notes of students, focusing on verbal or non-verbal indications of comprehension while</p>

<p>sources related to targeted themes.</p> <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>	<ul style="list-style-type: none"> • be able to express amounts of money. • indicate what they want to buy. • ask how much something costs. • negotiate the price of something. • talk about the value of something. • ask about the value of something. • compare shopping in China with shopping in the US. 	<p>Students listen to a recorded dialogue of a buyer and seller negotiating a purchase and answer questions about the contents.</p> <p>Students record paragraph-length response on a computer using Voicethread, Lingt, or a similar program about shopping.</p> <p>Students maintain and reflect on a language “Can-do” list.</p> <p>Students maintain a running list of vocabulary items.</p> <p>Students maintain a running list of characters to write and recognize.</p> <p>Students maintain a running list of language structures.</p> <p><u>Culture Minute</u> Musical Instruments</p> <p><u>Culture Activity</u></p>	<p>https://www.youtube.com/watch?v=XWEwoMPNFFM</p> <p>How to Negotiate: https://www.wikihow.com/Haggle-in-China</p> <p>Applications: www.voicethread.com</p> <p>www.lingt.com</p> <p><u>Culture</u> https://www.youtube.com/watch?v=x4rktNO-65c</p> <p>Companion Text https://hbr.org/2003/10/the-chinese-negotiation (NJSLSA R1)(NJSLSA R4) NJSLSA R7) (NJSLSA R10)(RH 9-10.2)(RH 9-10.4)(RH 9-10.9)</p>	<p>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> <p>Teacher uses the Chinese Language Skills Rubric (see end of curriculum below) to holistically assess student overall progress.</p>
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<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</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>		Students listen to the various instruments.		<p>Reading comprehension – respond to questions about a reading specifically written for the unit content</p> <p>Listening comprehension - respond to questions after listening to an audio selection specifically written for the unit content</p> <p>Speaking proficiency – respond to questions specifically constructed for the unit content</p> <p>Benchmark Assessment: End of Year Assessment</p> <p>Alternative Assessments: Teacher constructed evaluative tools, including but not limited to: Quizzes/Tests; Projects; Oral assessment; Class participation; Homework</p> <p>Written (hand or typed) responses to teacher-provided prompts</p>
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<p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>				<p>Online chats with a partner targeting specific vocabulary and language structures</p> <p>Students give a presentation to the class that intentionally uses the relevant vocabulary and language structures</p> <p>Teacher uses in-class quiz-type game to assess student understanding.</p> <p>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.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. 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.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source. RH.9-10.4. Determine the meaning of words and phrases as they are used in a text. RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.			
Career Ready Practices: CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. 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: 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.			

Integration of 21st Century Standards:

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

Key Vocabulary:

钱、块、毛、分、贵、便宜、多少、怎么卖、太、买、卖、怎么样、美元、人民币、大号、中号、小号、特大、商店、老板、打折、价钱、讲价、一点儿、找钱、

Radicals:土**Key Language Structures:**

不是……也不是……、太……了、要是……就……、讨价还价、让、比较、更、

Englewood Public School District
World Language, Mandarin – 9th Grade (Chinese 2)
Fourth Marking Period

Unit 6: Leisure: sports (playing, watching, exercise); activities; entertainment

Overview: During this unit, students will learn about leisure activities including sports and other forms of entertainment.

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:

- *Being able to talk casually about sports is an important social language skill.*
- *Talking about my weekend activities is a good way to interact socially.*

Essential Questions:

- *Why are some sports popular some places and not others?*

Standards	Topics and Objectives	Activities	Resources	Assessments
7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other	<p style="text-align: center;">Topics</p> <p>Leisure activities, including sports and other types of entertainment</p> <p style="text-align: center;">Objectives</p> <p>Students will</p>	<p>Students will describe/survey different sports they play in different seasons, whether they like them or not, and explain why</p>	<p>Textbook Lessons: IC L1 P2 8; FEYC 2 Unit 5; DC2 16;</p> <p>Videos: https://www.youtube.com/watch?v=Ujn9ng-0HQ </p>	<p>Formative Assessments:</p> <p>Teacher observes and/or takes anecdotal notes of students, focusing on verbal or non-verbal indications of comprehension while</p>

<p>sources related to targeted themes.</p> <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>	<ul style="list-style-type: none"> • be able to talk about the sports they like or don't like to play. • be able to talk about the sports they like or don't like to watch. • talk about where, when, how often, with whom and how well they play. • ask others about the sports they play. • ask others about the sports they watch • talk about other leisure activities. • ask others about leisure activities. • compare the popularity of certain activities in China vs the US. 	<p>Students listen to a recorded dialogue about a sports event and answer questions about the contents.</p> <p>Students give an oral presentation in class using visual displays, such as a poster or PowerPoint slides about their favorite sport.</p> <p>Students maintain a running list of vocabulary items.</p> <p>Students maintain a running list of characters to write and recognize.</p> <p>Students maintain a running list of language structures.</p> <p>Students maintain and reflect on a language "Can-do" list.</p> <p><u>Culture Minute</u> Martial Arts, Shaolin Temple</p> <p><u>Culture Activity</u> Students practice Tai chi.</p>	<p>https://www.youtube.com/watch?v=XJXlmvgEQzo</p> <p>https://www.chinese-tools.com/learn/chinese/28-sports-activities.html</p> <p><u>Culture</u> https://www.youtube.com/watch?v=OMD07sArSGQ&t=300s</p> <p>https://www.youtube.com/watch?v=1QiuIhQD768</p> <p>https://www.youtube.com/watch?v=c38nIj_qovw</p> <p>https://www.youtube.com/watch?v=h8zzn3C5TgU</p> <p><u>Companion Text</u> https://asiasociety.org/education/chinese-calligraphy</p> <p>http://www.chineseleisure.org/2009n/0905191.html</p>	<p>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> <p>Teacher uses the Chinese Language Skills Rubric (see end of curriculum below) to holistically assess student overall progress.</p>
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<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</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>(NJSLSA R1)(NJSLSA R4) NJSLSA R7) (NJSLSA R10)(RH 9-10.2)(RH 9-10.4)(RH 9-10.9)</p>	<p>Reading comprehension – respond to questions about a reading specifically written for the unit content</p> <p>Listening comprehension - respond to questions after listening to an audio selection specifically written for the unit content</p> <p>Speaking proficiency – respond to questions specifically constructed for the unit content</p> <p>Benchmark Assessment: See Unit 5 for quarterly assessment</p> <p>Alternative Assessments: Teacher constructed evaluative tools, including but not limited to: Quizzes/Tests; Projects; Oral assessment; Class participation; Homework</p> <p>Written (hand or typed) responses to teacher-provided prompts</p>
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<p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</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>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>				<p>Online chats with a partner targeting specific vocabulary and language structures</p> <p>Students give a presentation to the class that intentionally uses the relevant vocabulary and language structures</p> <p>Teacher uses in-class quiz-type game to assess student understanding.</p> <p>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 	<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.

		project, journal articles, and biographies).	
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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 when writing or speaking to support conclusions drawn from the text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

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:

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Integration of 21st Century Standards:

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

Key Vocabulary:

运动、跑步、打球、踢足球、篮球、排球、垒球、棒球、羽毛球、乒乓球、高尔夫、保龄、滑雪、滑冰、练习、赢、输、平、游泳、长跑、划船、摔跤、网球、看球、比赛、橄榄球、球队、队员、教练、几比几、拉拉队、加油、参加、主场、客场、球场

Key Language Structures:

对……好、正在、越……越……、除了……以外，都……

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 EXPECTATIO NS NOVICE MID 1	DOES NOT MEET EXPECTATIO NS
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