# Englewood Public School District World Language, Mandarin – 9<sup>th</sup> 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                        | <b>Topics and Objectives</b> | Activities                  | Resources                  | Assessments               |
|----------------------------------|------------------------------|-----------------------------|----------------------------|---------------------------|
|                                  | Topics                       |                             |                            |                           |
| 7.1.NM.A.2                       |                              | Students will describe      | Textbook Lessons: IC L1 P1 | Formative                 |
| <b>Demonstrate comprehension</b> | School, classes, schedule,   | their school day.           | 7,8; FEYC 2 Unit 1, 3,     | Assessments:              |
| of simple, oral and written      | teachers, homework, and      |                             | FEYC 3 Unit 6, 7; DC3 31;  | Teacher observes and/or   |
| directions, commands, and        | tests.                       | Students will survey their  |                            | takes anecdotal notes of  |
| requests through                 |                              | classmates about classes    | Videos:                    | students, focusing on     |
| appropriate physical             | Objectives                   | and teachers.               | https://www.youtube.com/wa | verbal or non-verbal      |
| response.                        |                              |                             | tch?v=rul5m-8TGbM&t=9s     | indications of            |
|                                  | Students will                | Students respond to short-  |                            | comprehension while       |
| 7.1.NM.A.3                       | • be able to state the       | answer questions about      | https://www.youtube.com/wa | they are speaking,        |
| <b>Recognize a few common</b>    | classes they are taking      | their daily school schedule | tch?v=PMgeux646V0          | listening individually or |
| gestures and cultural            | • ask what classes others'   | and classes on              |                            | with partners/groups.     |
| practices associated with the    | take                         | Voicethread or Lingt.       | Applications:              |                           |
| target culture(s).               |                              |                             | https://voicethread.com/   |                           |

|   | • discuss their school day                  | Students give an oral       |  | Teacher assesses          |
|---|---|-----------------------------|--|---------------------------|
| 7.1.NM.A.4  | schedule                                    | presentation in class using | https://www.lingt.com/                     | students by observing     |
| Identify familiar people,                           | • ask about others'                         | visual displays, such as a  |  | and/or taking anecdotal   |
| places, and objects based on                        | schedule                                    | poster or PowerPoint        |  | notes to determine        |
| simple oral and/or written                          | • talk about their teachers                 | slides about one class.     |  | whether students          |
| descriptions.                                       | • ask about peers' teachers                 |                             |  | understand and can use    |
|   | <ul> <li>talk about their</li> </ul>        | Students maintain a         |  | unit vocabulary words     |
| 7.1.NM.A.5  | homework                                    | running list of vocabulary  |  | correctly.                |
| <b>Demonstrate comprehension</b>                    | <ul> <li>ask about others'</li> </ul>       | items.                      | <u>Culture</u>                             |                           |
| of brief oral and written                           | homework                                    |                             | https://www.youtube.com/wa                 | Teacher assesses          |
| messages using age- and                             | <ul> <li>talk about tests</li> </ul>        | Students maintain a         | tch?v=Gh3sPpZDosA                          | students by observing     |
| level-appropriate, culturally                       | <ul> <li>ask about others' tests</li> </ul> | running list of characters  |  | and/or taking anecdotal   |
| authentic materials on                              | • ask about others tests                    | to write and recognize.     |  | notes to determine        |
| familiar topics.                                    |   |                             | <b>Companion Texts</b>                     | whether students          |
|   |   | Students maintain a         | https://carleton.ca/slals/wp-              | understand and can use    |
| 7.1.NM.B.1  |   | running list of language    | content/uploads/2 A Brief I                | unit language structures  |
| Use digital tools to exchange                       |   | structures.                 | ntro to High School Ed in                  | correctly.                |
| basic information at the                            |   |                             | _China_YANG_CPALS_20                       |                           |
| word and memorized-                                 |   | Students maintain and       | <u>04_05.pdf</u>                           | Summative                 |
| phrase level related to self                        |   | reflect on a language       |  | Assessments:              |
| and targeted themes.                                |   | "Can-do" list.              | http://hechingered.org/conten              | Teacher uses the          |
| <b>51 NR ( D )</b>                                  |   |                             | <u>t/a-day-in-the-life-of-</u>             | Proficiency Rubric (see   |
| 7.1.NM.B.2  |   |                             | <u>chinese-students_3826/</u>              | end of curriculum         |
| Give and follow simple oral                         |   |                             | (NJSLSA R1)(NJSLSA R4)                     | below) to holistically    |
| and written directions,                             |   |                             | NJSLSA R7) (NJSLSA<br>P10)(PH 0 10 2)(PH 0 | assess student            |
| commands and requests<br>when participating in age- |   | Culture Minute              | R10)(RH 9-10.2)(RH 9-<br>10.4)(RH 9-10.9)  | proficiency.              |
| appropriate classroom and                           |   | Gaokao                      | 10.4)(KII 3-10.3)                          | Teacher uses the          |
| cultural activities.                                |   | Gaokao                      |  | Chinese Language Skills   |
| cultural activities.                                |   | <b>Culture Activity</b>     |  | Rubric (see end of        |
| 7.1.NM.B.3  |   | Students try some           |  | curriculum below) to      |
| Imitate appropriate gestures                        |   | problems from the gaokao    |  | holistically assess       |
| and intonation of the target                        |   | problems from the guokuo    |  | student overall progress. |
| culture(s)/language during                          |   |                             |  | progroup                  |
| greetings, leave-takings, and                       |   |                             |  | Reading comprehension     |
| daily interactions.                                 |   |                             |  | – respond to questions    |
|   |   |                             |  | about a reading           |
| 7.1.NM.B.4  |   |                             |  |                           |

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

#### 7.1.NM.B.5

Exchange information using words, phrases, and short sentences practiced in class on familiar

#### 7.1.NM.C.1

Use basic information at the word and memorizedphrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

#### 7.1.NM.C.3

Copy/write words, phrases, or simple guided texts on familiar topics.

#### 7.1.NM.C.4

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

Listening comprehension respond to questions after listening to an audio selection specifically written for the unit content Speaking proficiency – respond to questions specifically constructed for the unit content **Benchmark** Assessment: **Common Formative** Assessment Alternative Assessments: Teacher constructed evaluative tools. including but not limited to: Quizzes/Tests; Projects: Oral assessment; Class participation;

specifically written for

the unit content

Written (hand or typed) responses to teacherprovided prompts

Online chats with a partner targeting

Homework

| imitate cultural practices<br>from the target culture(s). |  | specific vocabulary and language structures   |
|---|--|---|
|   |  | Students give a<br>presentation to the class<br>that intentionally uses<br>the relevant vocabulary<br>and language structures   |
|   |  | Teacher uses in-class<br>quiz-type game to assess<br>student understanding.   |
|   |  | Students self-assess<br>their tones and<br>pronunciation by<br>listening to Chinese<br>audio and comparing<br>their own speech. |
|   |  | Students self-assess<br>their ability to correctly<br>write and recognize the<br>characters from the unit.                      |

## 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 – <u>https://www.wida.us/standards/CAN\_DOs/</u>

*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> <li>Speak and display<br/>terminology</li> <li>Teacher modeling</li> <li>Peer modeling</li> <li>Provide ELL students with<br/>multiple literacy strategies.</li> <li>Word walls</li> <li>Use peer readers</li> <li>Give page numbers to help<br/>the students find answers</li> <li>Provide a computer for<br/>written work</li> <li>Provide two sets of<br/>textbooks, one for home<br/>and one for school</li> <li>Provide visual aides</li> <li>Provide additional time to<br/>complete a task</li> <li>Use graphic organizers</li> </ul> | <ul> <li>Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>Work with paraprofessional</li> <li>Use multi-sensory teaching approaches.</li> <li>Work with a partner</li> <li>Provide concrete examples</li> <li>Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA).</li> <li>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).</li> </ul> | <ul> <li>Using visual demonstrations,<br/>illustrations, and models</li> <li>Give directions/instructions verbally<br/>and in simple written format. Oral<br/>prompts can be given.</li> <li>Peer Support</li> <li>Increase one on one time</li> <li>Teachers may modify instructions by<br/>modeling what the student is expected<br/>to do</li> <li>Instructions may be printed out in large<br/>print and hung up for the student to see<br/>during the time of the lesson.</li> <li>Review behavior expectations and<br/>make adjustments for personal space or<br/>other behaviors as needed.</li> <li>Structure lessons around questions that<br/>are authentic, relate to students'<br/>interests, social/family background and<br/>knowledge of their community.</li> <li>Provide opportunities for students to<br/>connect with people of similar<br/>backgrounds (e.g. conversations via<br/>digital tool such as SKYPE, experts<br/>from the community helping with a<br/>project, journal articles, and<br/>biographies).</li> </ul> | <ul> <li>Curriculum compacting</li> <li>Inquiry-based instruction</li> <li>Independent study</li> <li>Higher order thinking skills</li> <li>Adjusting the pace of lessons</li> <li>Interest based content</li> <li>Real world scenarios</li> <li>Student Driven Instruction</li> <li>Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.</li> <li>Use project-based science learning to connect science with observable phenomena.</li> <li>Structure the learning around explaining or solving a social or community-based issue.</li> <li>Collaborate with after-school programs or clubs to extend learning opportunities.</li> </ul> |

## **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 |
|--|-----|
| <b>、体育、美</b> 术、 <b>考</b> 试、书、 <b>功</b> 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 – 9<sup>th</sup> 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                        | <b>Topics and Objectives</b> | Activities                  | Resources                   | Assessments               |
|----------------------------------|------------------------------|-----------------------------|-----------------------------|---------------------------|
|                                  | Topics                       |                             |                             |                           |
| 7.1.NM.A.2                       |                              | Students will describe      | Textbook Lessons: IC L1 P1  | Formative                 |
| <b>Demonstrate comprehension</b> | Socializing, making          | people they all know –      | 5, 6, P2 6; DC2 15; DC3 30, | Assessments:              |
| of simple, oral and written      | appointments, accepting and  | classmates, teachers,       | 35;                         | Teacher observes and/or   |
| directions, commands, and        | declining invitations,       | administrators, famous      |                             | takes anecdotal notes of  |
| requests through                 | describing physical          | people – and partners will  | Videos:                     | students, focusing on     |
| appropriate physical             | appearance                   | try to guess who it is.     | Body Parts in Mandarin      | verbal or non-verbal      |
| response.                        |                              |                             | https://www.youtube.com/wa  | indications of            |
|                                  | Objectives                   | Teachers will put up 10     | tch?v=45VUN9ql7qI           | comprehension while       |
| 7.1.NM.A.3                       |                              | pictures of people around   |                             | they are speaking,        |
| <b>Recognize a few common</b>    | Students will                | the classroom. Students     | 两只老虎                        | listening individually or |
| gestures and cultural            | • be able to arrange a date  | will go to each and write a | https://www.youtube.com/wa  | with partners/groups.     |
| practices associated with the    | and time to meet.            | description of each on      | tch?v=1Nu-hF8Zg-4           |                           |
| target culture(s).               |                              | separate pieces of paper.   |                             |                           |

|                               | • agree what to do when  | The descriptions will be                                  |                            | Teacher assesses         |
|-------------------------------|--------------------------|---|----------------------------|--------------------------|
| 7.1.NM.A.4                    | • agree what to do when  | randomly given to other                                   | Applications:              | students by observing    |
| Identify familiar people,     | socializing.             | students who will try to                                  | www.voicethread.com        | and/or taking anecdotal  |
| places, and objects based on  | • give a reason for not  | match them to the correct                                 | www.voicetiiread.com       | notes to determine       |
| simple oral and/or written    | accepting an invitation. |   | www.lingt.com              | whether students         |
| -                             | • describe how other     | picture.  | www.iiigt.com              | understand and can use   |
| descriptions.                 | people look.             | Students will erroit on shot                              |                            |                          |
| 7.1.NM.A.5                    | • ask about how people   | Students will email or chat<br>online to make a date with |                            | unit vocabulary words    |
|                               | look.                    |   |                            | correctly.               |
| Demonstrate comprehension     |                          | a partner.  |                            | T 1                      |
| of brief oral and written     |                          |   |                            | Teacher assesses         |
| messages using age- and       |                          | Students will watch a                                     |                            | students by observing    |
| level-appropriate, culturally |                          | video to learn body parts.                                |                            | and/or taking anecdotal  |
| authentic materials on        |                          | They will then describe                                   |                            | notes to determine       |
| familiar topics.              |                          | how someone looks using                                   |                            | whether students         |
|                               |                          | that vocabulary.  |                            | understand and can use   |
| 7.1.NM.B.1                    |                          |   |                            | unit language structures |
| Use digital tools to exchange |                          | Sing <two tigers=""> song</two>                           |                            | correctly.               |
| basic information at the      |                          |   |                            |                          |
| word and memorized-           |                          | Students respond to short-                                |                            | Summative                |
| phrase level related to self  |                          | answer questions on a                                     |                            | Assessments:             |
| and targeted themes.          |                          | computer using  |                            | Reading comprehension    |
|                               |                          | Voicethread, Lingt, or a                                  |                            | – respond to questions   |
| 7.1.NM.B.2                    |                          | similar program about                                     |                            | about a reading          |
| Give and follow simple oral   |                          | people's physical qualities.                              |                            | specifically written for |
| and written directions,       |                          |   |                            | the unit content         |
| commands and requests         |                          | Students respond  |                            |                          |
| when participating in age-    |                          | appropriately and   |                            | Listening                |
| appropriate classroom and     |                          | completely to an email                                    |                            | comprehension -          |
| cultural activities.          |                          | setting up a time and place                               |                            | respond to questions     |
|                               |                          | to meet.  |                            | after listening to an    |
| 7.1.NM.B.3                    |                          |   |                            | audio selection          |
| Imitate appropriate gestures  |                          | Students maintain a                                       |                            | specifically written for |
| and intonation of the target  |                          | running list of vocabulary                                |                            | the unit content         |
| culture(s)/language during    |                          | items.  |                            |                          |
| greetings, leave-takings, and |                          |   | <u>Culture</u>             | Speaking proficiency –   |
| daily interactions.           |                          | Students maintain a                                       | https://www.youtube.com/wa | respond to questions     |
|                               |                          | running list of characters                                | tch?v=SQSsL31_Kac          | specifically constructed |
|                               |                          | to write and recognize.                                   |                            | for the unit content     |

| 7.1.NM.B.4  |                          | Companion Text             |                           |
|---|--------------------------|----------------------------|---------------------------|
| Ask and respond to simple                               | Students maintain a      | The Bridegroom, Stories by | Benchmark                 |
| questions, make requests,                               | running list of language | Ha Jin                     | Assessment:               |
| and express preferences                                 | structures.              | (NJSLSA R1)(NJSLSA R4)     | Midterm Assessment        |
| using memorized words and                               |                          | NJSLSA R7) (NJSLSA         |                           |
| phrases.  | Students maintain and    | R10)(RH 9-10.2)(RH 9-      | Alternative               |
| -   | reflect on a language    | 10.4)(RH 9-10.9)           | Assessments:              |
| 7.1.NM.B.5  | "Can-do" list.           |                            | Teacher constructed       |
| Exchange information using                              |                          |                            | evaluative tools,         |
| words, phrases, and short                               |                          |                            | including but not limited |
| sentences practiced in class                            |                          |                            | to: Quizzes/Tests;        |
| on familiar   |                          |                            | Projects; Oral            |
|   |                          |                            | assessment; Class         |
| 7.1.NM.C.2  | <u>Culture Minute</u>    |                            | participation;            |
| Imitate, recite, and/or                                 | Beijing Opera            |                            | Homework                  |
| dramatize simple poetry,                                |                          |                            |                           |
| rhymes, songs, and skits.                               | Culture Activity         |                            | Written (hand or typed)   |
|   | Students draw a Beijing  |                            | responses to teacher-     |
| 7.1.NM.C.3  | Opera mask               |                            | provided prompts          |
| Copy/write words, phrases,<br>or simple guided texts on |                          |                            | Online chats with a       |
| familiar topics.  |                          |                            | partner targeting         |
| Tammar topics.  |                          |                            | specific vocabulary and   |
| 7.1.NM.C.4  |                          |                            | language structures       |
| Present information from                                |                          |                            | language su actares       |
| age- and level-appropriate,                             |                          |                            | Students give a           |
| culturally authentic                                    |                          |                            | presentation to the class |
| materials orally or in                                  |                          |                            | that intentionally uses   |
| writing.  |                          |                            | the relevant vocabulary   |
|   |                          |                            | and language structures   |
|   |                          |                            |                           |
|   |                          |                            |                           |
|   |                          |                            | Teacher uses in-class     |
|   |                          |                            | quiz-type game to assess  |
|   |                          |                            | student understanding.    |
|   |                          |                            | Students self-assess      |
|   |                          |                            | their tones and           |
|   |                          |                            | then tones and            |

|  |  | pronunciation by<br>listening to Chinese<br>audio and comparing<br>their own speech.                       |
|--|--|--|
|  |  | Students self-assess<br>their ability to correctly<br>write and recognize the<br>characters from the unit. |

#### 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 – <u>https://www.wida.us/standards/CAN\_DOs/</u>

*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> <li>Speak and display<br/>terminology</li> <li>Teacher modeling</li> <li>Peer modeling</li> <li>Provide ELL students with<br/>multiple literacy<br/>strategies.</li> </ul> | <ul> <li>Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>Work with paraprofessional</li> <li>Use multi-sensory teaching approaches.</li> <li>Work with a partner</li> </ul> | <ul> <li>Using visual demonstrations,<br/>illustrations, and models</li> <li>Give directions/instructions verbally<br/>and in simple written format. Oral<br/>prompts can be given.</li> <li>Peer Support</li> <li>Increase one on one time</li> </ul> | <ul> <li>Curriculum compacting</li> <li>Inquiry-based instruction</li> <li>Independent study</li> <li>Higher order thinking skills</li> <li>Adjusting the pace of lessons</li> <li>Interest based content</li> <li>Real world scenarios</li> </ul> |

| <ul> <li>Word walls</li> <li>Use peer readers</li> <li>Give page numbers to help<br/>the students find answers</li> <li>Provide a computer for<br/>written work</li> <li>Provide two sets of<br/>textbooks, one for home<br/>and one for school</li> <li>Provide visual aides</li> <li>Provide additional time to<br/>complete a task</li> <li>Use graphic organizers</li> <li>Provide visual aides</li> <li>Provide additional time to<br/>complete a task</li> <li>Wath and the state of the students with multiple<br/>choices for how they can<br/>represent their understandings<br/>(e.g. multisensory techniques-<br/>auditory/visual aids; pictures,<br/>illustrations, graphs, charts,<br/>data tables, multimedia,<br/>modeling).</li> </ul> | <ul> <li>Teachers may modify instructions by modeling what the student is expected to do</li> <li>Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</li> <li>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).</li> </ul> | <ul> <li>Student Driven Instruction</li> <li>Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.</li> <li>Use project-based science learning to connect science with observable phenomena.</li> <li>Structure the learning around explaining or solving a social or community-based issue.</li> <li>Collaborate with after-school programs or clubs to extend learning opportunities.</li> </ul> |
|--|--|--|
|--|--|--|

# 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 – 9<sup>th</sup> 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                   | <b>Topics and Objectives</b> | Activities                 | Resources                   | Assessments               |
|-----------------------------|------------------------------|----------------------------|-----------------------------|---------------------------|
|                             | Topics                       |                            |                             |                           |
| 7.1.NM.A.1                  |                              | Students will take turns   | Textbook Lessons: IC L1 P2  | Formative                 |
| Recognize familiar spoken   | Seasons and weather          | and give oral weather      | 1; FEYC 2 Unit 4; DC2 22,   | Assessments:              |
| or written words and        |                              | reports each day.          | 24; DC4 40;                 | Teacher observes and/or   |
| phrases contained in        | Objectives                   |                            |                             | takes anecdotal notes of  |
| culturally authentic        |                              | Students will choose a     | Videos:                     | students, focusing on     |
| materials using electronic  | Students will                | country/city and give an   | https://www.youtube.com/wa  | verbal or non-verbal      |
| information and other       | • be able to talk about      | accurate 5 day weather     | tch?v=NJHyXa9Sv2M           | indications of            |
| sources related to targeted | each of the four seasons.    | report/forecast.           |                             | comprehension while       |
| themes.                     | • compare the seasons.       |                            | How's the Weather:          | they are speaking,        |
|                             | • express a preference for   |                            | https://www.fluentu.com/blo | listening individually or |
| 7.1.NM.A.2                  | one season over another.     | Students respond to        | g/chinese/2018/01/31/chines | with partners/groups.     |
|                             | • talk about the weather.    | questions based on a video | e-weather-words/            |                           |

| Demonstrate comprehension     | • ask others about seasons | about the weather on         |                                   | Teacher assesses          |
|-------------------------------|----------------------------|------------------------------|-----------------------------------|---------------------------|
| of simple, oral and written   | and weather.               | Edpuzzle.                    | Application:                      | students by observing     |
| directions, commands, and     |                            |                              | https://edpuzzle.com/             | and/or taking anecdotal   |
| requests through              |                            | Students create              |                                   | notes to determine        |
| appropriate physical          |                            | PowerPoint presentations,    |                                   | whether students          |
| response.                     |                            | make posters, or use props   |                                   | understand and can use    |
| 7.1.NM.A.3                    |                            | to demonstrate what they     |                                   | unit vocabulary words     |
| Recognize a few common        |                            | have learned about a         | Culture                           | correctly.                |
| gestures and cultural         |                            | season in China.             | https://www.youtube.com/wa        |                           |
| practices associated with the |                            |                              | tch?v=ezmR9Attpyc                 | Teacher assesses          |
| target culture(s).            |                            | Students maintain a          | <u>ten: v ezimter nup ye</u>      | students by observing     |
| tai get culture(5).           |                            | running list of vocabulary   |                                   | and/or taking anecdotal   |
| 7.1.NM.A.4                    |                            | items.                       | Companion Text                    | notes to determine        |
| Identify familiar people,     |                            | items.                       | How to Eat with the 24            | whether students          |
| /                             |                            | Students maintain a          | Chinese Seasons                   | understand and can use    |
| places, and objects based on  |                            |                              |                                   |                           |
| simple oral and/or written    |                            | running list of characters   | https://food52.com/blog/155       | unit language structures  |
| descriptions.                 |                            | to write and recognize.      | <u>34-how-to-eat-with-the-24-</u> | correctly.                |
|                               |                            |                              | chinese-seasons                   | a                         |
| 7.1.NM.A.5                    |                            | Students maintain a          | (NJSLSA R1)(NJSLSA R4)            | Summative                 |
| Demonstrate comprehension     |                            | running list of language     | NJSLSA R7) (NJSLSA                | Assessments:              |
| of brief oral and written     |                            | structures.                  | R10)(RH 9-10.2)(RH 9-             | Teacher uses the          |
| messages using age- and       |                            |                              | 10.4)(RH 9-10.9)                  | Proficiency Rubric (see   |
| level-appropriate, culturally |                            | Students maintain and        |                                   | end of curriculum         |
| authentic materials on        |                            | reflect on a language        |                                   | below) to holistically    |
| familiar topics.              |                            | "Can-do" list.               |                                   | assess student            |
|                               |                            |                              |                                   | proficiency.              |
| 7.1.NM.B.1                    |                            |                              |                                   |                           |
| Use digital tools to exchange |                            |                              |                                   | Teacher uses the          |
| basic information at the      |                            | Culture Minute               |                                   | Chinese Language Skills   |
| word and memorized-           |                            | Yin Yang                     |                                   | Rubric (see end of        |
| phrase level related to self  |                            |                              |                                   | curriculum below) to      |
| and targeted themes.          |                            | <b>Culture Activity</b>      |                                   | holistically assess       |
|                               |                            | Using a yin yang diagram,    |                                   | student overall progress. |
| 7.1.NM.B.2                    |                            | students put their traits in |                                   |                           |
| Give and follow simple oral   |                            | the appropriate side.        |                                   | Reading comprehension     |
| and written directions,       |                            |                              |                                   | – respond to questions    |
| commands and requests         |                            |                              |                                   | about a reading           |
| when participating in age-    |                            |                              |                                   |                           |

appropriate classroom and cultural activities.

#### 7.1.NM.B.3

Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

## 7.1.NM.B.4

Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

#### 7.1.NM.B.5

Exchange information using words, phrases, and short sentences practiced in class on familiar

#### 7.1.NM.C.2

Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

#### 7.1.NM.C.3

Copy/write words, phrases, or simple guided texts on familiar topics.

#### 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic

| Listening                 |
|---------------------------|
| comprehension -           |
| respond to questions      |
| after listening to an     |
| audio selection           |
| specifically written for  |
| the unit content          |
| Speaking proficiency –    |
| respond to questions      |
| specifically constructed  |
| for the unit content      |
|                           |
| Benchmark                 |
| Assessment:               |
| See Unit 2 for quarterly  |
| assessment                |
| Alternative               |
| Assessments:              |
| Teacher constructed       |
| evaluative tools,         |
| including but not limited |
| to: Quizzes/Tests;        |
| Projects; Oral            |
| assessment; Class         |
| participation;            |
| Homework                  |
| Written (hand or typed)   |
| responses to teacher-     |
| provided prompts          |
|                           |

Online chats with a partner targeting

specifically written for the unit content

| materials orally or in writing. |  | specific vocabulary and language structures   |
|---------------------------------|--|---|
|                                 |  | Students give a<br>presentation to the class<br>that intentionally uses<br>the relevant vocabulary<br>and language structures   |
|                                 |  | Teacher uses in-class<br>quiz-type game to assess<br>student understanding.   |
|                                 |  | Students self-assess<br>their tones and<br>pronunciation by<br>listening to Chinese<br>audio and comparing<br>their own speech. |
|                                 |  | Students self-assess<br>their ability to correctly<br>write and recognize the<br>characters from the unit.                      |

#### 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 – <u>https://www.wida.us/standards/CAN\_DOs/</u>

*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> <li>English Language Learners</li> <li>Speak and display<br/>terminology</li> <li>Teacher modeling</li> <li>Peer modeling</li> <li>Provide ELL students with<br/>multiple literacy strategies.</li> <li>Word walls</li> <li>Use peer readers</li> <li>Give page numbers to help<br/>the students find answers</li> <li>Provide a computer for<br/>written work</li> <li>Provide two sets of<br/>textbooks, one for home<br/>and one for school</li> <li>Provide visual aides</li> <li>Provide additional time to<br/>complete a task</li> <li>Use graphic organizers</li> </ul> | <ul> <li>Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>Work with paraprofessional</li> <li>Use multi-sensory teaching approaches.</li> <li>Work with a partner</li> <li>Provide concrete examples</li> <li>Restructure lesson using UDL principals (http://www.cast.org/ourwork/about-udl.html#.VXmoXcfD_UA).</li> <li>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).</li> </ul> | <ul> <li>At-Risk</li> <li>Using visual demonstrations,<br/>illustrations, and models</li> <li>Give directions/instructions verbally<br/>and in simple written format. Oral<br/>prompts can be given.</li> <li>Peer Support</li> <li>Increase one on one time</li> <li>Teachers may modify instructions by<br/>modeling what the student is expected<br/>to do</li> <li>Instructions may be printed out in<br/>large print and hung up for the student<br/>to see during the time of the lesson.</li> <li>Review behavior expectations and<br/>make adjustments for personal space<br/>or other behaviors as needed.</li> <li>Structure lessons around questions that<br/>are authentic, relate to students'<br/>interests, social/family background<br/>and knowledge of their community.</li> <li>Provide opportunities for students to<br/>connect with people of similar<br/>backgrounds (e.g. conversations via<br/>digital tool such as SKYPE, experts<br/>from the community helping with a<br/>project, journal articles, and<br/>biographies).</li> </ul> | <ul> <li>Gifted and Talented</li> <li>Curriculum compacting</li> <li>Inquiry-based instruction</li> <li>Independent study</li> <li>Higher order thinking skills</li> <li>Adjusting the pace of<br/>lessons</li> <li>Interest based content</li> <li>Real world scenarios</li> <li>Student Driven Instruction</li> <li>Engage students with a<br/>variety of Science and<br/>Engineering practices to<br/>provide students with<br/>multiple entry points and<br/>multiple ways to<br/>demonstrate their<br/>understandings.</li> <li>Use project-based science<br/>learning to connect science<br/>with observable phenomena.</li> <li>Structure the learning<br/>around explaining or solving<br/>a social or community-based<br/>issue.</li> <li>Collaborate with after-<br/>school programs or clubs to<br/>extend learning<br/>opportunities.</li> </ul> |

**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、ン、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 – 9<sup>th</sup> 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  |
|------------|-----------------------|------------|-----------|--------------|
|            | Topics                |            |           | Formative    |
| 7.1.NM.A.1 |                       |            |           | Assessments: |

| Recognize familiar spoken     | Clothing, including types,   | Students will do an                              | Textbook Lessons: FEYC 2      | Students maintain a                             |
|-------------------------------|------------------------------|--|-------------------------------|---|
| or written words and          | sizes, colors, materials and | inventory of their own and                       | Unit 5; DC2 14;               | running list of                                 |
| phrases contained in          | fashion                      | their family's clothing                          | 0111t 3, DC2 14,              | vocabulary items.                               |
| culturally authentic          | lasmon                       | (Teachers should make it                         |                               | vocabulary items.                               |
| materials using electronic    | Objectives                   | clear that this does not                         |                               | Students maintain a                             |
| information and other         | Objectives                   | have to accurate in order                        |                               | running list of characters                      |
| sources related to targeted   | Students will                | to recognize and protect                         |                               | to write and recognize.                         |
| themes.                       |                              | the varying                                      |                               | to write and recognize.                         |
| themes.                       |                              | socioeconomic status of                          |                               | Students maintain a                             |
| 7.1.NM.A.2                    | clothing                     |  |                               | running list of language                        |
| Demonstrate comprehension     | • compare clothing           | students)  |                               | structures.                                     |
| of simple, oral and written   | • express a preference for   | Students will describe the                       |                               | suuciules.                                      |
| directions, commands, and     | certain clothing             |  |                               | Teacher observes and/or                         |
| requests through              | • ask others about clothing  | clothes of people in the<br>room – classmates or |                               | takes anecdotal notes of                        |
| - 0                           | • talk about size and fit    |  |                               |   |
| appropriate physical          | • talk about colors          | teachers, – and partners                         | Culture                       | students, focusing on verbal or non-verbal      |
| response.                     | • express a color            | will try to guess who it is                      | https://www.youtube.com/wa    | indications of                                  |
| 7.1.NM.A.3                    | preference                   | Students listen to a                             |                               |   |
| Recognize a few common        |                              |  | tch?v=v4bZ1rpCGt8             | comprehension while                             |
| gestures and cultural         |                              | paragraph-length                                 |                               | they are speaking,<br>listening individually or |
| practices associated with the |                              | recording about clothing<br>and answer questions | Companion Text                | with partners/groups.                           |
| target culture(s).            |                              | about the contents.                              | https://zolimacitymag.com/re  | with partners/groups.                           |
| target culture(s).            |                              | about the contents.                              | ading-the-qipao-the-story-    | Teacher assesses                                |
| 7.1.NM.A.4                    |                              | Students respond to a                            | behind-the-most-iconic-       | students by observing                           |
| Identify familiar people,     |                              | prompt about their                               | chinese-dress/                | and/or taking anecdotal                         |
| places, and objects based on  |                              | clothing in Chinese by                           | (NJSLSA R1)(NJSLSA R4)        | notes to determine                              |
| simple oral and/or written    |                              | typing on a computer.                            | NJSLSA R7) (NJSLSA            | whether students                                |
| descriptions.                 |                              | typing on a compater.                            | R10)(RH 9-10.2)(RH 9-         | understand and can use                          |
|                               |                              |  | 10.4)(RH 9-10.9)              | unit vocabulary words                           |
| 7.1.NM.A.5                    |                              | Culture Minute                                   |                               | correctly.                                      |
| Demonstrate comprehension     |                              | Ethnic Minorities                                |                               |   |
| of brief oral and written     |                              |  |                               | Teacher assesses                                |
| messages using age- and       |                              | <b><u>Culture Activity</u></b>                   | Additional Resources          | students by observing                           |
| level-appropriate, culturally |                              | Students each choose one                         | Students maintain a character | and/or taking anecdotal                         |
| authentic materials on        |                              | minority group and                               | practice log.                 | notes to determine                              |
| familiar topics.              |                              | research 5 aspects of their                      | _                             | whether students                                |
|                               |                              | culture (NJSLSA                                  | Students maintain a           | understand and can use                          |
| 7.1.NM.B.1                    |                              | R1)(NJSLSA R4)                                   | vocabulary review log.        |   |

| Use digital tools to exchange | NJSLSA R7) (NJSLSA    |                               | unit language structures  |
|-------------------------------|-----------------------|-------------------------------|---------------------------|
| basic information at the      | R10)(RH 9-10.2)(RH 9- | Students maintain and reflect | correctly.                |
| word and memorized-           | 10.4)(RH 9-10.9)      | on a language "Can-do" list.  |                           |
| phrase level related to self  |                       |                               | Summative                 |
| and targeted themes.          |                       |                               | Assessments:              |
|                               |                       |                               | Written (hand or typed)   |
| 7.1.NM.B.2                    |                       |                               | responses to teacher-     |
| Give and follow simple oral   |                       |                               | provided prompts          |
| and written directions,       |                       |                               |                           |
| commands and requests         |                       |                               | Online chats with a       |
| when participating in age-    |                       |                               | partner targeting         |
| appropriate classroom and     |                       |                               | specific vocabulary and   |
| cultural activities.          |                       |                               | language structures       |
|                               |                       |                               |                           |
| 7.1.NM.B.3                    |                       |                               | Students give a           |
| Imitate appropriate gestures  |                       |                               | presentation to the class |
| and intonation of the target  |                       |                               | that intentionally uses   |
| culture(s)/language during    |                       |                               | the relevant vocabulary   |
| greetings, leave-takings, and |                       |                               | and language structures   |
| daily interactions.           |                       |                               |                           |
|                               |                       |                               | Reading comprehension     |
| 7.1.NM.B.4                    |                       |                               | – respond to questions    |
| Ask and respond to simple     |                       |                               | about a reading           |
| questions, make requests,     |                       |                               | specifically written for  |
| and express preferences       |                       |                               | the unit content          |
| using memorized words and     |                       |                               |                           |
| phrases.                      |                       |                               | Listening                 |
|                               |                       |                               | comprehension -           |
| 7.1.NM.B.5                    |                       |                               | respond to questions      |
| Exchange information using    |                       |                               | after listening to an     |
| words, phrases, and short     |                       |                               | audio selection           |
| sentences practiced in class  |                       |                               | specifically written for  |
| on familiar                   |                       |                               | the unit content          |
|                               |                       |                               |                           |
| 7.1.NM.C.2                    |                       |                               | Speaking proficiency –    |
| Imitate, recite, and/or       |                       |                               | respond to questions      |
| dramatize simple poetry,      |                       |                               | specifically constructed  |
| rhymes, songs, and skits.     |                       |                               | for the unit content      |

| 7.1.NM.C.3<br>Copy/write words, phrases,<br>or simple guided texts on<br>familiar topics.   |  | Benchmark<br>Assessment:<br>Common Formative<br>Assessment   |
|---|--|--|
| <ul> <li>7.1.NM.C.4</li> <li>Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</li> <li>7.1.NM.C.5</li> <li>Name and label tangible cultural products and imitate cultural practices from the target culture(s).</li> </ul> |  | Alternative<br>Assessments:<br>Teacher constructed<br>evaluative tools,<br>including but not limited<br>to: Quizzes/Tests;<br>Projects; Oral<br>assessment; Class<br>participation;<br>Homework<br>Teacher uses in-class<br>quiz-type game to assess<br>student understanding.<br>Students self-assess<br>their tones and<br>pronunciation by<br>listening to Chinese<br>audio and comparing |
|   |  | their own speech.<br>Students self-assess<br>their ability to correctly<br>write and recognize the<br>characters from the unit.  |

## 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 – <u>https://www.wida.us/standards/CAN\_DOs/</u>

*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> <li>Speak and display<br/>terminology</li> <li>Teacher modeling</li> <li>Peer modeling</li> <li>Provide ELL students with<br/>multiple literacy<br/>strategies.</li> <li>Word walls</li> <li>Use peer readers</li> <li>Give page numbers to help<br/>the students find answers</li> <li>Provide a computer for<br/>written work</li> <li>Provide two sets of<br/>textbooks, one for home<br/>and one for school</li> <li>Provide visual aides</li> <li>Provide a task</li> <li>Use graphic organizers</li> </ul> | <ul> <li>Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>Work with paraprofessional</li> <li>Use multi-sensory teaching approaches.</li> <li>Work with a partner</li> <li>Provide concrete examples</li> <li>Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA).</li> <li>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).</li> </ul> | <ul> <li>Using visual demonstrations, illustrations, and models</li> <li>Give directions/instructions verbally and in simple written format. Oral prompts can be given.</li> <li>Peer Support</li> <li>Increase one on one time</li> <li>Teachers may modify instructions by modeling what the student is expected to do</li> <li>Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</li> </ul> | <ul> <li>Curriculum compacting</li> <li>Inquiry-based instruction</li> <li>Independent study</li> <li>Higher order thinking skills</li> <li>Adjusting the pace of<br/>lessons</li> <li>Interest based content</li> <li>Real world scenarios</li> <li>Student Driven Instruction</li> <li>Engage students with a<br/>variety of Science and<br/>Engineering practices to<br/>provide students with<br/>multiple entry points and<br/>multiple ways to<br/>demonstrate their<br/>understandings.</li> <li>Use project-based science<br/>learning to connect science<br/>with observable<br/>phenomena.</li> <li>Structure the learning<br/>around explaining or</li> </ul> |

|   | • 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> <li>solving a social or<br/>community-based issue.</li> <li>Collaborate with after-<br/>school programs or clubs to<br/>extend learning<br/>opportunities.</li> </ul> |  |  |  |  |
|---|---|--|--|--|--|--|
| Interdisciplinary Connections:  |   |  |  |  |  |  |
| ELA - NJSLS/ELA:<br>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite<br>specific textual evidence when writing or speaking to support conclusions drawn from the text.<br>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and<br>analyze how specific word choices shape meaning or tone.<br>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.<br>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. |   |  |  |  |  |  |
| Social Studies:<br>RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source.<br>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text.<br>RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze<br>how they relate in terms of themes and significant historical concepts.  |   |  |  |  |  |  |
| Career Ready Practices:<br>CRP2. Apply appropriate academic and<br>CRP4. Communicate clearly and effect<br>CRP5. Consider the environmental, soc<br>CRP6. Demonstrate creativity and inno   | ly and with reason.<br>and economic impacts of decisions.   |  |  |  |  |  |

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、糹

Key Language Structures:

把、这么、那么、Verb一下、

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

| sources related to targeted      | • be able to express             | Students listen to a           | https://www.youtube.com/wa   | they are speaking,        |
|----------------------------------|----------------------------------|--------------------------------|------------------------------|---------------------------|
| themes.                          | amounts of money.                | recorded dialogue of a         | tch?v=XWEwoMPNFFM            | listening individually or |
|                                  | • indicate what they want        | buyer and seller               |                              | with partners/groups.     |
| 7.1.NM.A.2                       | to buy.                          | negotiating a purchase and     | How to Negotiate:            |                           |
| <b>Demonstrate comprehension</b> | <ul> <li>ask how much</li> </ul> | answer questions about         | https://www.wikihow.com/H    | Teacher assesses          |
| of simple, oral and written      | something costs.                 | the contents.                  | aggle-in-China               | students by observing     |
| directions, commands, and        | C C                              |                                |                              | and/or taking anecdotal   |
| requests through                 | • negotiate the price of         | Students record                | Applications:                | notes to determine        |
| appropriate physical             | something.                       | paragraph-length response      | www.voicethread.com          | whether students          |
| response.                        | • talk about the value of        | on a computer using            |                              | understand and can use    |
| response.                        | something.                       | Voicethread, Lingt, or a       | www.lingt.com                | unit vocabulary words     |
| 7.1.NM.A.3                       | • ask about the value of         | similar program about          |                              | correctly.                |
| Recognize a few common           | something.                       | shopping.                      |                              | concerty.                 |
| gestures and cultural            | • compare shopping in            | snopping.                      |                              | Teacher assesses          |
| practices associated with the    | China with shopping in           | Students maintain and          |                              | students by observing     |
| target culture(s).               | the US.                          | reflect on a language          |                              | and/or taking anecdotal   |
| target culture(s).               |                                  | "Can-do" list.                 |                              | notes to determine        |
| 7.1.NM.A.4                       |                                  | Call-do list.                  |                              | whether students          |
|                                  |                                  | Students maintain a            | Caltura                      |                           |
| Identify familiar people,        |                                  |                                | Culture                      | understand and can use    |
| places, and objects based on     |                                  | running list of vocabulary     | https://www.youtube.com/wa   | unit language structures  |
| simple oral and/or written       |                                  | items.                         | tch?v=x4rktNO-65c            | correctly.                |
| descriptions.                    |                                  |                                |                              | 5                         |
|                                  |                                  | Students maintain a            | Companion Text               | Summative                 |
| 7.1.NM.A.5                       |                                  | running list of characters     | https://hbr.org/2003/10/the- | Assessments:              |
| Demonstrate comprehension        |                                  | to write and recognize.        | chinese-negotiation          | Teacher uses the          |
| of brief oral and written        |                                  |                                | (NJSLSA R1)(NJSLSA R4)       | Proficiency Rubric (see   |
| messages using age- and          |                                  | Students maintain a            | NJSLSA R7) (NJSLSA           | end of curriculum         |
| level-appropriate, culturally    |                                  | running list of language       | R10)(RH 9-10.2)(RH 9-        | below) to holistically    |
| authentic materials on           |                                  | structures.                    | 10.4)(RH 9-10.9)             | assess student            |
| familiar topics.                 |                                  |                                |                              | proficiency.              |
|                                  |                                  |                                |                              |                           |
| 7.1.NM.B.1                       |                                  |                                |                              | Teacher uses the          |
| Use digital tools to exchange    |                                  |                                |                              | Chinese Language Skills   |
| basic information at the         |                                  | Culture Minute                 |                              | Rubric (see end of        |
| word and memorized-              |                                  | Musical Instruments            |                              | curriculum below) to      |
| phrase level related to self     |                                  |                                |                              | holistically assess       |
| and targeted themes.             |                                  | <b><u>Culture Activity</u></b> |                              | student overall progress. |
|                                  |                                  |                                |                              |                           |

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| 7.1.NM.C.4<br>Present information from<br>age- and level-appropriate,<br>culturally authentic<br>materials orally or in |  | Online chats with a<br>partner targeting<br>specific vocabulary and<br>language structures                                      |
|---|--|---|
| writing.  |  | Students give a<br>presentation to the class<br>that intentionally uses<br>the relevant vocabulary<br>and language structures   |
|   |  | Teacher uses in-class<br>quiz-type game to assess<br>student understanding.   |
|   |  | Students self-assess<br>their tones and<br>pronunciation by<br>listening to Chinese<br>audio and comparing<br>their own speech. |
|   |  | Students self-assess<br>their ability to correctly<br>write and recognize the<br>characters from the unit.                      |

## 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 – <u>https://www.wida.us/standards/CAN\_DOs/</u>

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> <li>Speak and display<br/>terminology</li> <li>Teacher modeling</li> <li>Peer modeling</li> <li>Provide ELL students with<br/>multiple literacy<br/>strategies.</li> <li>Word walls</li> <li>Use peer readers</li> <li>Give page numbers to help<br/>the students find answers</li> <li>Provide a computer for<br/>written work</li> <li>Provide two sets of<br/>textbooks, one for home<br/>and one for school</li> <li>Provide visual aides</li> <li>Provide a task</li> <li>Use graphic organizers</li> </ul> | <ul> <li>Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>Work with paraprofessional</li> <li>Use multi-sensory teaching approaches.</li> <li>Work with a partner</li> <li>Provide concrete examples</li> <li>Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA).</li> <li>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).</li> </ul> | <ul> <li>At-Risk</li> <li>Using visual demonstrations,<br/>illustrations, and models</li> <li>Give directions/instructions verbally<br/>and in simple written format. Oral<br/>prompts can be given.</li> <li>Peer Support</li> <li>Increase one on one time</li> <li>Teachers may modify instructions by<br/>modeling what the student is expected<br/>to do</li> <li>Instructions may be printed out in large<br/>print and hung up for the student to see<br/>during the time of the lesson.</li> <li>Review behavior expectations and<br/>make adjustments for personal space or<br/>other behaviors as needed.</li> <li>Structure lessons around questions that<br/>are authentic, relate to students'<br/>interests, social/family background and<br/>knowledge of their community.</li> <li>Provide opportunities for students to<br/>connect with people of similar<br/>backgrounds (e.g. conversations via<br/>digital tool such as SKYPE, experts<br/>from the community helping with a<br/>project, journal articles, and<br/>biographies).</li> </ul> | <ul> <li>Curriculum compacting</li> <li>Inquiry-based instruction</li> <li>Independent study</li> <li>Higher order thinking skills</li> <li>Adjusting the pace of lessons</li> <li>Interest based content</li> <li>Real world scenarios</li> <li>Student Driven Instruction</li> <li>Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.</li> <li>Use project-based science learning to connect science with observable phenomena.</li> <li>Structure the learning around explaining or solving a social or community-based issue.</li> <li>Collaborate with after-school programs or clubs to extend learning opportunities.</li> </ul> |

## **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 – 9<sup>th</sup> 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              |
|----------------------------|-------------------------------|----------------------------|----------------------------|--------------------------|
|                            | Topics                        |                            |                            |                          |
| 7.1.NM.A.1                 |                               | Students will              | Textbook Lessons: IC L1 P2 | Formative                |
| Recognize familiar spoken  | Leisure activities, including | describe/survey different  | 8; FEYC 2 Unit 5; DC2 16;  | Assessments:             |
| or written words and       | sports and other types of     | sports they play in        |                            | Teacher observes and/or  |
| phrases contained in       | entertainment                 | different seasons, whether | Videos:                    | takes anecdotal notes of |
| culturally authentic       | Objectives                    | they like them or not, and | https://www.youtube.com/wa | students, focusing on    |
| materials using electronic |                               | explain why                | tch?v=Ujn9ng0HQ            | verbal or non-verbal     |
| information and other      | Students will                 |                            |                            | indications of           |
|                            |                               |                            |                            | comprehension while      |

| sources related to targeted themes.  | • be able to talk about the sports they like or don't   | Students listen to a recorded dialogue about a   | https://www.youtube.com/wa<br>tch?v=XJXlmvgEQzo   | they are speaking,<br>listening individually or  |
|--|---|--|---|--|
| 7.1.NM.A.2<br>Demonstrate comprehension<br>of simple, oral and written<br>directions, commands, and<br>requests through<br>appropriate physical<br>response.<br>7.1.NM.A.3<br>Recognize a few common | <ul> <li>like to play.</li> <li>be able to talk about the sports they like or don't like to watch.</li> <li>talk about where, when, how often, with whom and how well they play.</li> <li>ask others about the sports they play.</li> <li>ask others about the</li> </ul> | sports event and answer<br>questions about the<br>contents.<br>Students give an oral<br>presentation in class using<br>visual displays, such as a<br>poster or PowerPoint<br>slides about their favorite<br>sport. | https://www.chinese-<br>tools.com/learn/chinese/28-<br>sports-activities.html   | with partners/groups.<br>Teacher assesses<br>students by observing<br>and/or taking anecdotal<br>notes to determine<br>whether students<br>understand and can use<br>unit vocabulary words<br>correctly. |
| gestures and cultural<br>practices associated with the<br>target culture(s).   | <ul> <li>sports they watch</li> <li>talk about other leisure activities.</li> <li>ask others about leisure</li> </ul>   | Students maintain a<br>running list of vocabulary<br>items.  | <u>Culture</u><br>https://www.youtube.com/wa  | Teacher assesses<br>students by observing<br>and/or taking anecdotal<br>notes to determine   |
| 7.1.NM.A.4<br>Identify familiar people,<br>places, and objects based on<br>simple oral and/or written<br>descriptions.   | <ul> <li>activities.</li> <li>compare the popularity<br/>of certain activities in<br/>China vs the US.</li> </ul>   | Students maintain a<br>running list of characters<br>to write and recognize.<br>Students maintain a  | tch?v=OMD07sArSGQ&t=3<br>00s<br>https://www.youtube.com/wa<br>tch?v=1QiuIhQD768   | whether students<br>understand and can use<br>unit language structures<br>correctly.   |
| 7.1.NM.A.5<br>Demonstrate comprehension<br>of brief oral and written   |   | running list of language<br>structures.<br>Students maintain and   | <u>https://www.youtube.com/wa</u><br><u>tch?v=c38nIj_qovw</u>   | Summative<br>Assessments:<br>Teacher uses the<br>Proficiency Rubric (see   |
| messages using age- and<br>level-appropriate, culturally<br>authentic materials on<br>familiar topics.   |   | reflect on a language<br>"Can-do" list.<br><b>Culture Minute</b>   | https://www.youtube.com/wa<br>tch?v=h8zzn3C5TgU   | end of curriculum<br>below) to holistically<br>assess student<br>proficiency.  |
| 7.1.NM.B.1<br>Use digital tools to exchange<br>basic information at the<br>word and memorized-<br>phrase level related to self<br>and targeted themes.   |   | Culture MinuteMartial Arts, ShaolinTempleCulture ActivityStudents practice Tai chi.  | Companion Text<br>https://asiasociety.org/educat<br>ion/chinese-calligraphy<br>http://www.chineseleisure.or<br>g/2009n/0905191.html | Teacher uses the<br>Chinese Language Skills<br>Rubric (see end of<br>curriculum below) to<br>holistically assess<br>student overall progress.  |

| 7.1.NM.B.2<br>Give and follow simple oral<br>and written directions,<br>commands and requests<br>when participating in age-<br>appropriate classroom and<br>cultural activities. |  | (NJSLSA R1)(NJSLSA R4)<br>NJSLSA R7) (NJSLSA<br>R10)(RH 9-10.2)(RH 9-<br>10.4)(RH 9-10.9) | Reading comprehension<br>– respond to questions<br>about a reading<br>specifically written for<br>the unit content<br>Listening           |
|--|--|---|---|
| 7.1.NM.B.3<br>Imitate appropriate gestures<br>and intonation of the target<br>culture(s)/language during<br>greetings, leave-takings, and<br>daily interactions.                 |  | •   | comprehension -<br>respond to questions<br>after listening to an<br>audio selection<br>specifically written for<br>the unit content       |
| 7.1.NM.B.4<br>Ask and respond to simple<br>questions, make requests,<br>and express preferences<br>using memorized words and<br>phrases.   |  |   | Speaking proficiency –<br>respond to questions<br>specifically constructed<br>for the unit content<br>Benchmark<br>Assessment:            |
| 7.1.NM.B.5<br>Exchange information using<br>words, phrases, and short<br>sentences practiced in class<br>on familiar   |  |   | See Unit 5 for quarterly<br>assessment<br>Alternative<br>Assessments:<br>Teacher constructed<br>evaluative tools,                         |
| 7.1.NM.C.1<br>Use basic information at the<br>word and memorized-<br>phrase level to create a<br>multimedia-rich<br>presentation on targeted<br>themes to be shared              |  |   | evaluative tools,<br>including but not limited<br>to: Quizzes/Tests;<br>Projects; Oral<br>assessment; Class<br>participation;<br>Homework |
| virtually with a target<br>language audience.  |  |   | Written (hand or typed)<br>responses to teacher-<br>provided prompts  |

| 7.1.NM.C.2<br>Imitate, recite, and/or<br>dramatize simple poetry,<br>rhymes, songs, and skits.  |  | Online chats with a<br>partner targeting<br>specific vocabulary and<br>language structures                                      |
|---|--|---|
| 7.1.NM.C.3<br>Copy/write words, phrases,<br>or simple guided texts on<br>familiar topics.   |  | Students give a<br>presentation to the class<br>that intentionally uses<br>the relevant vocabulary                              |
| 7.1.NM.C.4<br>Present information from<br>age- and level-appropriate,<br>culturally authentic<br>materials orally or in                 |  | Teacher uses in-class<br>quiz-type game to assess<br>student understanding.   |
| writing.<br>7.1.NM.C.5<br>Name and label tangible<br>cultural products and<br>imitate cultural practices<br>from the target culture(s). |  | Students self-assess<br>their tones and<br>pronunciation by<br>listening to Chinese<br>audio and comparing<br>their own speech. |
|   |  | Students self-assess<br>their ability to correctly<br>write and recognize the<br>characters from the unit.                      |

## 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 – <u>https://www.wida.us/standards/CAN\_DOs/</u>

*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> <li>Speak and display<br/>terminology</li> <li>Teacher modeling</li> <li>Peer modeling</li> <li>Provide ELL students with<br/>multiple literacy<br/>strategies.</li> <li>Word walls</li> <li>Use peer readers</li> <li>Give page numbers to help<br/>the students find answers</li> <li>Provide a computer for<br/>written work</li> <li>Provide two sets of<br/>textbooks, one for home<br/>and one for school</li> <li>Provide visual aides</li> <li>Provide a task</li> <li>Use graphic organizers</li> </ul> | <ul> <li>Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>Work with paraprofessional</li> <li>Use multi-sensory teaching approaches.</li> <li>Work with a partner</li> <li>Provide concrete examples</li> <li>Restructure lesson using UDL principals (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA).</li> <li>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).</li> </ul> | <ul> <li>Using visual demonstrations, illustrations, and models</li> <li>Give directions/instructions verbally and in simple written format. Oral prompts can be given.</li> <li>Peer Support</li> <li>Increase one on one time</li> <li>Teachers may modify instructions by modeling what the student is expected to do</li> <li>Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</li> <li>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</li> </ul> | <ul> <li>Curriculum compacting</li> <li>Inquiry-based instruction</li> <li>Independent study</li> <li>Higher order thinking skills</li> <li>Adjusting the pace of lessons</li> <li>Interest based content</li> <li>Real world scenarios</li> <li>Student Driven Instruction</li> <li>Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.</li> <li>Use project-based science learning to connect science with observable phenomena.</li> <li>Structure the learning around explaining or solving a social or community-based issue.</li> <li>Collaborate with after-school programs or clubs to extend learning opportunities.</li> </ul> |

| project, journal articles, and<br>biographies). |  |
|---|--|
|---|--|

## **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

| INTERPERSO<br>SPEAKIN                    |                                       | AREAS<br>OF<br>FOCUS                              | EXCEEDS<br>EXPECTATIONS<br>NOVICE MID 3  | MEETS EXPECTATIONS<br>NOVICE MID 2   | ALMOST<br>MEETS<br>EXPECTATIONS<br>NOVICE MID 1 | DOES NOT<br>MEET<br>EXPECTATIONS |
|--|---------------------------------------|---|--|--|---|----------------------------------|
| COMMUNICAT<br>ON VERY FAM<br>TOPICS THAT | ILIAR<br>DEAL                         | What language<br>students use                     |  | □ Can use words, highly practiced<br>phrases, and repeated words based on the<br>question with a high degree of language<br>accuracy |   |                                  |
| WITH PERSON<br>INFORMATION               |                                       | How students communicate                          |  | □ Can respond to highly practiced or simple questions  |   |                                  |
|  |                                       |   |  | □ Can ask highly practiced questions   |   |                                  |
|  |                                       |   |  | Can provide appropriate answers  |   |                                  |
|  | Who can<br>understand the<br>students |   | □ Can be understood by people who are<br>accustomed to interacting with language<br>learners, however many times with<br>difficulty. |  |   |                                  |
|  |                                       | What cultural<br>awareness<br>students<br>exhibit |  | □ Can use some culturally appropriate gestures and expressions.  |   |                                  |

Last updated: 05/24/2013

| PRESENTATIONAL<br>SPEAKING/WRITING                | AREAS<br>OF<br>FOCUS                    | EXCEEDS<br>EXPECTATIONS<br>NOVICE MID 3 | MEETS EXPECTATIONS<br>NOVICE MID 2  | ALMOST<br>MEETS<br>EXPECTATIO<br>NS<br>NOVICE MID<br>1 | DOES NOT<br>MEET<br>EXPECTATIO<br>NS |
|---|---|---|---|--|--------------------------------------|
| PRESENTS<br>PERSONALLY<br>RELEVANT<br>INFORMATION | What language students use              |   | □ Can use words, lists, and highly practiced phrases with a high degree of language accuracy  |  |                                      |
|   | What<br>information<br>students present |   | □ Can present basic biographical information and topics of high interest  |  |                                      |
|   | Who can<br>understand the<br>students   |   | □ Can be understood by people who are accustomed to interacting with language learners, however many times with difficulty.   |  |                                      |
|   | What strategies students use            |   | <ul> <li>Can use the following strategies:</li> <li>Presentational Speaking:         <ul> <li>Use facial expressions and gestures</li> <li>Repeat words</li> <li>Occasionally resorts to first language</li> </ul> </li> <li>Presentational Writing:         <ul> <li>Can use culturally appropriate writing conventions</li> </ul> </li> </ul> |  |                                      |

Last updated: 05/26/2013

| INTERPRETIVE<br>READING/LISTENING  | EXCEEDS<br>EXPECTATIONS<br>NOVICE MID 3 | MEETS EXPECTATIONS<br>NOVICE MID 2  | ALMOST MEETS<br>EXPECTATIONS<br>NOVICE MID 1 | DOES NOT MEET<br>EXPECTATIONS |
|--|---|---|--|-------------------------------|
| COMPREHENDS TEXTS<br>(READING, LISTENING,<br>AND VIEWING) ON<br>VERY FAMILIAR TOPICS |   | □ Can recognize cognates, words they know, and highly practiced phrases   |  |                               |
|  |   | □ Can identify a few new words with the support of context and/or visuals |  |                               |
|  |   | □ Can identify the purpose of an authentic text                           |  |                               |
|  |   | □ Can identify key parts of the main idea(s)                              |  |                               |

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                    |  |
|   |  |
|   |  |

| ES |
|----|
| ЛS |
| AS |
| GS |
|    |