

Englewood Public School District
World Language, Mandarin – 11th Grade (Chinese 4)
First Marking Period

Unit 1: People: personality; qualities; describing; zodiac; blood type

Overview: During this unit, students will learn about different personalities and how Chinese view various other factors that influence 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:

- *It is important to understand people's personality differences.*
- *Describing people, in terms of physical appearance and other traits, is a good social language skill.*

Essential Questions:

- *Why do Chinese place more emphasis on a person's zodiac and blood type than we do?*
- *How do my biases and the stereotypes I hold impact the way I describe other people?*

Standards	Topics and Objectives	Activities	Resources	Assessments
7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.	<p>Topics</p> <p>People, personalities, personal qualities, Chinese Zodiac, and beliefs about blood type</p> <p>Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • be able to describe people's personalities. • describe people's qualities. 	<p>Students will ascertain their family members' zodiac and blood type, and then compare their personalities to Chinese expectations</p> <p>Students will compare Chinese view on zodiacs and blood type to western zodiac signs. (NJSLSA R1)(NJSLSA R2) NJSLSA R7) (NJSLSA R9) (NJSLSA R10)((RH 11-12.2)(RH 11-</p>	<p>Textbook Lessons: DC4 46; XdZG 11; TT 13</p> <p>Companion Texts A Chinese Life, by Otie, Li (Graphic Novel); Chinese Characters: Profiles of Fast-Changing Lives in a Fast-Changing Land ed. Angilee Shah, Jeffrey Wasserstrom; The Corpse Walker: China From the Bottom Up by Liao Yiwu; China Candid:</p>	<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> • Common Formative Assessment <p>Formative Assessments: Teacher observes and/or takes anecdotal notes of students, focusing on verbal or non-verbal indications of comprehension while they are speaking,</p>

<p>7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.</p> <p>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p>	<ul style="list-style-type: none"> • attribute characteristics to people based on their Zodiac animal year. • attribute characteristics to people based on their blood type. • ask about people's personalities and characteristics. • ask about people's Zodiac animal. • ask about people's blood type. 	<p>12.7)(RH 11-12.9) (RH 11-12.10)</p> <p>Each student will write for a few classmates about their good qualities. The teacher collects them and give them back to each student on their birthday. ☺</p> <p>Students respond to an email about their personality and zodiac.</p> <p>Students write about the differences and similarities between the Chinese and Western zodiacs on a computer.</p> <p>Students use a weekly journal to write.</p> <p>Students maintain a reading log.</p> <p>Students maintain a 同义词 and 近义词 word list.</p> <p>Students maintain a 成语 list.</p>	<p>The People on the People's Republic by Sang Ye (NJSLSA R1)(NJSLSA R2) NJSLSA R7) (NJSLSA R9) (NJSLSA R10)(RH 11-12.2)(RH 11-12.7)(RH 11-12.9) (RH 11-12.10)</p>	<p>listening individually or with partners/groups.</p> <p>Teacher assesses students by observing and/or taking anecdotal notes to determine whether students understand and can use unit vocabulary words correctly.</p> <p>Teacher assesses students by observing and/or taking anecdotal notes to determine whether students understand and can use unit language structures correctly.</p> <p>Summative Assessments: Teacher uses the Proficiency Rubric (see end of curriculum below) to holistically assess student proficiency.</p> <p>Teacher uses the Chinese Language Skills Rubric (see end of curriculum below) to holistically assess student overall progress.</p> <p>Reading comprehension – respond to questions about a reading specifically written for the unit content</p>
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<p>7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IL.C.2</p>				<p>Listening comprehension - respond to questions after listening to an audio selection specifically written for the unit content</p> <p>Speaking proficiency – respond to questions specifically constructed for the unit content</p> <p>Alternative Assessments: Teacher constructed evaluative tools, including but not limited to: Quizzes/Tests; Projects; Oral assessment; Class participation; Homework</p> <p>Written (hand or typed) responses to teacher-provided prompts</p> <p>Online chats with a partner targeting specific vocabulary and language structures</p> <p>Students give a presentation to the class that intentionally uses the relevant vocabulary and language structures</p>
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<p>Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p> <p>See list of Technology Standards for this unit below.</p>				<p>Teacher uses in-class quiz-type game to assess student understanding.</p> <p>Students self-assess their tones and pronunciation by listening to Chinese audio and comparing their own speech.</p> <p>Students self-assess their ability to correctly write and recognize the characters from the unit.</p>
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Accommodations and Modifications:

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

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

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

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

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

		project, journal articles, and biographies).	extend learning opportunities.
Interdisciplinary Connections:			
ELA - NJSLS/ELA: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.			
Social Studies: RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source. RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media. RH.11-12.9. Integrate information from diverse sources. RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.			
Career Ready Practices: CRP1. Act as a responsible and contributing citizen and employee. 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. 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:

自信、自私、麻木、卑鄙、个性、性格、好奇、慌慌张张、宽容、懒惰、冷漠、乐观、悲观、粗鲁、胆小、诚实、聪明、疯、忠诚、敏感、野蛮、勇敢、友好、努力、贪婪、特点、认真、热心、体贴、周到、属、属相、血型、迷信、科学、族群、属于、推行、现象、汉、方言、母语、少数民族、提醒

Radicals:力**Key Language Structures:**

一模一样、不仅仅、不如、不是……而是……、像……似的、却、对 sb.来说、是……而不是……、

Englewood Public School District
World Language, Mandarin – 11th Grade (Chinese 4)
First, Second Marking Period

Unit 2: Education: school; university; degrees; majors; careers

Overview: During this unit, students will explore the education system in China.

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:

- *Our education system and the Chinese education system have differences.*
- *Discussing school and careers is an important skill.*

Essential Questions:

- *How and why does the education a Chinese person my age gets differ from the one I am getting?*

Standards	Topics and Objectives	Activities	Resources	Assessments
7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes. 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.	<p style="text-align: center;">Topics</p> <p>Education, schooling, schools, fields of study, degrees, and careers</p> <p style="text-align: center;">Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • be able to talk about the school system in China • be able to talk about the school system in the US • discuss the different levels of schools • talk about fields of study 	<p>Students will interview Chinese young people and learn about their views to Chinese Gaokao and the education system in China.</p> <p>Students will compare the similarities and differences between SAT and Chinese Gaokao. (NJSLSA R1)(NJSLSA R2) NJSLSA R7) (NJSLSA R9) (NJSLSA R10)((RH 11-12.2)(RH</p>	<p>Textbook Lessons: IC L2 P1 1, 5, 8, 9; FEYC 4 Unit 1, 2; DC4 42; XdZG 22, 29, 38; TT 7</p> <p>Companion Texts https://www.commonlit.org/en/texts/village-schools-and-traveling-soldiers?search_id=3758692 http://lenorachu.com/book/ https://www.thoughtco.com/school-and-education-in-china-688243</p>	<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> • Midterm Assessment <p>Formative Assessments: Teacher observes and/or takes anecdotal notes of students, focusing on verbal or non-verbal indications of comprehension while they are speaking, listening individually or with partners/groups.</p>

<p>7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.</p> <p>7.1.IL.B.1 Use digital tools to participate in short conversations and to</p>	<ul style="list-style-type: none"> • talk about careers • compare the school system in China and the US 	<p>11-12.7)(RH 11-12.9) (RH 11-12.10)</p> <p>Students will discuss/debate the pros and cons of the college application system in the US and in China.</p> <p>Students find and read an article online about the Chinese education system. (NJSLSA R1)(NJSLSA R2) NJSLSA R7) (NJSLSA R9) (NJSLSA R10)((RH 11-12.2)(RH 11-12.7)(RH 11-12.9) (RH 11-12.10)</p> <p>Students listen to a paragraph-length recording about a field of study and answer questions about the contents.</p> <p>Students use a weekly journal to write.</p> <p>Students maintain a reading log.</p> <p>Students maintain a 同义词 and 近义词 word list.</p> <p>Students maintain a 成语 list.</p>	<p>https://www.theguardian.com/world/2016/oct/12/gaokao-china-toughest-school-exam-in-world</p> <p>(NJSLSA R1) (NJSLSA R2) NJSLSA R7) (NJSLSA R9) (NJSLSA R10)((RH 11-12.2)(RH 11-12.7)(RH 11-12.9) (RH 11-12.10)</p>	<p>Teacher assesses students by observing and/or taking anecdotal notes to determine whether students understand and can use unit vocabulary words correctly.</p> <p>Teacher assesses students by observing and/or taking anecdotal notes to determine whether students understand and can use unit language structures correctly.</p> <p>Summative Assessments: Teacher uses the Proficiency Rubric (see end of curriculum below) to holistically assess student proficiency.</p> <p>Teacher uses the Chinese Language Skills Rubric (see end of curriculum below) to holistically assess student overall progress.</p> <p>Reading comprehension – respond to questions about a reading specifically written for the unit content</p>
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<p>exchange information related to targeted themes.</p> <p>7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p>				<p>Listening comprehension - respond to questions after listening to an audio selection specifically written for the unit content</p> <p>Speaking proficiency – respond to questions specifically constructed for the unit content</p> <p>Alternate Assessment: Teacher constructed evaluative tools, including but not limited to: Quizzes/Tests; Projects; Oral assessment; Class participation; Homework</p> <p>Written (hand or typed) responses to teacher-provided prompts</p> <p>Online chats with a partner targeting specific vocabulary and language structures</p> <p>Students give a presentation to the class that intentionally uses the relevant vocabulary and language structures</p>
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<p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p> <p>See list of Technology Standards for this unit below.</p>				<p>Teacher uses in-class quiz-type game to assess student understanding.</p> <p>Alternative Assessments: Students self-assess their tones and pronunciation by listening to Chinese audio and comparing their own speech.</p> <p>Students self-assess their ability to correctly write and recognize the characters from the unit.</p>
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Accommodations and Modifications:

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

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA –

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

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

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

		project, journal articles, and biographies).	extend learning opportunities.
Interdisciplinary Connections:			
ELA - NJSLS/ELA: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.			
Social Studies: RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source. RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media. RH.11-12.9. Integrate information from diverse sources. RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.			
Career Ready Practices: CRP1. Act as a responsible and contributing citizen and employee. 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. CRP10. Plan education and career paths aligned to personal goals. 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:

教育、体系、学院、学位、初中、高中、本科、硕士、博士、专业、研究所、职业、发展、竞争、重视、高考、目的、成长、义务教育、内容、勤奋、辛苦、填鸭式、压力、能力、素质、补课、集中、注意力、效率、努力、有助于、进步、落后、优势、劣势、申请、看重、期望值、导致、理想、责骂、鼓励、失败、入学考试、结果、自杀、缺乏、思考、废除、制度、教育改革、推荐、采用、举行、系所、科系、依据、专长、指定科目、成绩、特殊才能、发掘、出发点、正确、家长、改变、影响、迷思、减轻压力、取得、反而、取代

Key Language Structures:

为的是、只好、只有……才……、在……的眼里、总的来说、的同时、之一

**Englewood Public School District
World Language, Mandarin – 11th Grade (Chinese 4)
Second Marking Period**

Unit 3: Community: schools; police; government; facilities

Overview: During this unit, students will learn what constitutes the elements of a community.

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:

- *A Chinese community and an American community may look different from one another.*
- *Discussing what one's community is like is an important language skill.*

Essential Questions:

- *Why might a Chinese community look different than an American community?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p>	<p>Topics Community and the elements of a community, including schools, police, and government</p> <p>Objectives Students will</p> <ul style="list-style-type: none"> be able to talk about the elements of a community. compare a community in China with one in the US. 	<p>Students will compare Chinese school system to the US one (e.g. public schools and private schools). (NJSLSA R1)(NJSLSA R2) NJSLSA R7) (NJSLSA R9) (NJSLSA R10)((RH 11-12.2)(RH 11-12.7)(RH 11-12.9) (RH 11-12.10)</p> <p>Students will research and discuss the reasons that more Chinese students study abroad at younger ages. (NJSLSA R1)(NJSLSA R2) NJSLSA R7) (NJSLSA R9) (NJSLSA R10)((RH 11-12.2)(RH 11-12.7)(RH 11-12.9) (RH 11-12.10)</p> <p>Students will research and compare the roles of government in China and in the US. (NJSLSA R1)(NJSLSA R2) NJSLSA R7) (NJSLSA R9) (NJSLSA R10)((RH 11-12.2)(RH 11-12.7)(RH 11-12.9) (RH 11-12.10)</p> <p>Students are divided into small groups and search</p>	<p>Textbook Lessons: FEYC 4 Unit 9; DC4 44; XdZG 7, 8, 9, 12, 14, 15, 16, 21; TT 1, 2</p> <p><u>Companion Text</u> Gallopers Horses, by Xu Zechen (NJSLSA R1)(NJSLSA R2) NJSLSA R7) (NJSLSA R9) (NJSLSA R10)((RH 11-12.2)(RH 11-12.7)(RH 11-12.9) (RH 11-12.10)</p>	<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> Midterm Assessment <p>Formative Assessments: Teacher observes and/or takes anecdotal notes of students, focusing on verbal or non-verbal indications of comprehension while they are speaking, listening individually or with partners/groups.</p> <p>Teacher assesses students by observing and/or taking anecdotal notes to determine whether students understand and can use unit vocabulary words correctly.</p> <p>Teacher assesses students by observing and/or taking anecdotal notes to determine whether students understand and can use unit language structures correctly.</p> <p>Summative Assessments:</p>

<p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.</p> <p>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p>		<p>the Internet for information about a Chinese town. (NJSLSA R1)(NJSLSA R2) NJSLSA R7) (NJSLSA R9) (NJSLSA R10)((RH 11-12.2)(RH 11-12.7)(RH 11-12.9) (RH 11-12.10)</p> <p>Students give an oral presentation in class using visual displays, such as a poster or PowerPoint slides about some aspect of their community.</p> <p>Students use a weekly journal to write.</p> <p>Students maintain a reading log.</p> <p>Students maintain a 同义词 and 近义词 word list.</p> <p>Students maintain a 成语 list.</p>		<p>Teacher uses the Proficiency Rubric (see end of curriculum below) to holistically assess student proficiency.</p> <p>Teacher uses the Chinese Language Skills Rubric (see end of curriculum below) to holistically assess student overall progress.</p> <p>Reading comprehension – respond to questions about a reading specifically written for the unit content</p> <p>Listening comprehension - respond to questions after listening to an audio selection specifically written for the unit content</p> <p>Speaking proficiency – respond to questions specifically constructed for the unit content</p> <p>Alternative Assessments: Teacher constructed evaluative tools, including but not limited to: Quizzes/Tests; Projects; Oral</p>
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<p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and</p>				<p>assessment; Class participation; Homework</p> <p>Written (hand or typed) responses to teacher-provided prompts</p> <p>Online chats with a partner targeting specific vocabulary and language structures</p> <p>Students give a presentation to the class that intentionally uses the relevant vocabulary and language structures</p> <p>Teacher uses in-class quiz-type game to assess student understanding.</p> <p>Students self-assess their tones and pronunciation by listening to Chinese audio and comparing their own speech.</p> <p>Students self-assess their ability to correctly write and recognize the characters from the unit.</p>
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cultural practices from the target culture (s) and one's own culture.

See list of Technology Standards for this unit below.

Accommodations and Modifications:

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

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

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

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

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

<ul style="list-style-type: none"> ● Provide a computer for written work ● Provide two sets of textbooks, one for home and one for school ● Provide visual aides ● Provide additional time to complete a task ● Use graphic organizers 	<p>work/about-udl.html#.VXmoXcfD-UA)</p> <ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). 	<p>student to see during the time of the lesson.</p> <ul style="list-style-type: none"> ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. ● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). 	<p>provide students with multiple entry points and multiple ways to demonstrate their understandings.</p> <ul style="list-style-type: none"> ● Use project-based science learning to connect science with observable phenomena. ● Structure the learning around explaining or solving a social or community-based issue. ● Collaborate with after-school programs or clubs to extend learning opportunities.
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Interdisciplinary Connections:

ELA - NJSLS/ELA:

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

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

Social Studies:

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media.

RH.11-12.9. Integrate information from diverse sources.

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Integration of Technology Standards:

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

Integration of 21st Century Standards:

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

Key Vocabulary:

社区、邮局、警察局、便利店、面包店、理发店、洗衣店、花店、书店、超市、菜市场、商场、停车场、篮球场、足球场、网球场、银行、电影院、公园、诊所、药房、医院、加油站、餐馆、图书馆、游泳馆、剧场、博物馆、体育馆、教堂、酒吧、网吧、学区、环境、生活、犯罪、绿化、率、了解、健康、专心、太极拳、其中、多半、以上、下棋、逛、夜市、小贩、摊子、摆、各种、往往、行人、乱七八糟、特色、满载而归

Key Language Structures:

Unmarked passive、乱七八糟、或者……或者……、特别是、由于、被、由此、

Englewood Public School District
World Language, Mandarin – 11th Grade (Chinese 4)
Third Marking Period

Unit 4: Cultural Awareness: relationships; behavior; expectations; family; responsibilities

Overview: During this unit, students will learn about cultural differences and how they manifest themselves.

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:

- *Understanding the specific differences between American culture and Chinese culture helps one to be culturally aware.*

Essential Questions:

- *What does it mean to be culturally aware?*
- *What is the relationship between language and culture?*

Standards	Topics and Objectives	Activities	Resources	Assessments
7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes. 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.	<p style="text-align: center;">Topics</p> <p>Cultural awareness, relationships, appropriate behavior, familial and societal expectations and responsibilities</p> <p style="text-align: center;">Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • be able to discuss family expectations and obligations. 	<p>Students will compare different parenting culture (e.g. “tiger mom” and their own parents) and learn what cause the differences. (NJSLSA R1)(NJSLSA R2) NJSLSA R7) (NJSLSA R9) (NJSLSA R10)((RH 11-12.2)(RH 11-12.7)(RH 11-12.9) (RH 11-12.10)</p> <p>Students will research and discuss why China is a</p>	<p>Textbook Lessons: FEYC 4 Unit 2, 3,4; XdZG 3, 6, 11, 12, 18, 19; TT 5</p> <p>https://www.youtube.com/watch?v=vML59wmgCI8</p> <p>https://www.youtube.com/watch?v=0GAuSQvct98</p> <p>https://www.youtube.com/watch?v=r8ygIZWn3EA</p> <p>Companion Text China in Ten Words, Yu Hua</p>	<p>Benchmark Assessment:</p> <ul style="list-style-type: none"> • Common Formative Assessments <p>Formative Assessments: Teacher observes and/or takes anecdotal notes of students, focusing on verbal or non-verbal indications of comprehension while they are speaking,</p>

<p>7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.</p> <p>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p>	<ul style="list-style-type: none"> • discuss societal expectations. • discuss common relationships in society. • discuss appropriate vs inappropriate behavior. • compare familial and societal expectations in China and the US. • compare cultural peculiarities between the US and China. 	<p>collectivism society and the US is an individualism one as well as how the two views affect their society, family, and individual behavior, e.g. 面子</p> <p>(NJSLSA R1)(NJSLSA R2) NJSLSA R7) (NJSLSA R9) (NJSLSA R10)((RH 11-12.2)(RH 11-12.7)(RH 11-12.9) (RH 11-12.10)</p> <p>Students will compare and discuss their cultural differences between their own culture and Chinese culture. (NJSLSA R1)(NJSLSA R2) NJSLSA R7) (NJSLSA R9) (NJSLSA R10)((RH 11-12.2)(RH 11-12.7)(RH 11-12.9) (RH 11-12.10)</p> <p>Students listen to a recorded dialogue about relationships and respond to questions about the content.</p> <p>Students give an oral presentation about a unique aspect of Chinese culture.</p> <p>Students use a weekly journal to write.</p>	<p>(NJSLSA R1)(NJSLSA R2) NJSLSA R7) (NJSLSA R9) (NJSLSA R10)((RH 11-12.2)(RH 11-12.7)(RH 11-12.9) (RH 11-12.10)</p>	<p>listening individually or with partners/groups.</p> <p>Teacher assesses students by observing and/or taking anecdotal notes to determine whether students understand and can use unit vocabulary words correctly.</p> <p>Teacher assesses students by observing and/or taking anecdotal notes to determine whether students understand and can use unit language structures correctly.</p> <p>Summative Assessments: Teacher uses the Proficiency Rubric (see end of curriculum below) to holistically assess student proficiency.</p> <p>Teacher uses the Chinese Language Skills Rubric (see end of curriculum below) to holistically assess student overall progress.</p> <p>Reading comprehension – respond to questions about a reading</p>
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<p>7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IL.C.2</p>		<p>Students maintain a reading log.</p> <p>Students maintain a 同义词 and 近义词 word list.</p> <p>Students maintain a 成语 list.</p>		<p>specifically written for the unit content</p> <p>Listening comprehension - respond to questions after listening to an audio selection specifically written for the unit content</p> <p>Speaking proficiency – respond to questions specifically constructed for the unit content</p> <p>Alternative Assessments: Teacher constructed evaluative tools, including but not limited to: Quizzes/Tests; Projects; Oral assessment; Class participation; Homework</p> <p>Written (hand or typed) responses to teacher-provided prompts</p> <p>Online chats with a partner targeting specific vocabulary and language structures</p> <p>Students give a presentation to the class that intentionally uses</p>
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<p>Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p> <p>See list of Technology Standards for this unit below.</p>				<p>the relevant vocabulary and language structures</p> <p>Teacher uses in-class quiz-type game to assess student understanding.</p> <p>Students self-assess their tones and pronunciation by listening to Chinese audio and comparing their own speech.</p> <p>Students self-assess their ability to correctly write and recognize the characters from the unit.</p> <p>.</p>
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Accommodations and Modifications:

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

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

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will

be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

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

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

			to extend learning opportunities.
Interdisciplinary Connections:			
ELA - NJSL/ELA: NJLSA.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. NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.			
Social Studies: RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source. RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media. RH.11-12.9. Integrate information from diverse sources. RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.			
Career Ready Practices: CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the social impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. 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:

文化、态度、行为、责任、社会、主意、家庭、关系、希望、人人有责、为人民服务、服务、了解、发现、角度、本来、主义、刻板、偏见、歧视、代表、表现、传统美德、孝顺、尊重、观念、不论、积极、对象、又起、平等、口号、单身、保守、婚姻、决定、意见、双方、却少、交往、彼此、造成、时代、自由、谈恋爱、交友、因人而异

Key Language Structures:

其实、只要.....就.....、各 V 各的、宁可不.....也要.....、换句话说、话里有话、除此以外、非.....不可、除此以外、

Unit 5: History & Ideology: Taoism; Buddhism; Confucianism; history

Overview: During this unit, students will learn about the major religious and philosophical systems of China.

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:

- *Chinese philosophies and religions have many distinct characteristics.*
- *Chinese philosophies and religions impact how people live and interact.*

Essential Questions:

- *How do Chinese ideas about life and death differ from ours?*
- *How do home-grown Chinese philosophies manifest themselves in life and culture?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of</p>	<p style="text-align: center;">Topics</p> <p>Chinese religions/philosophies, including Buddhism, Taoism, and Confucianism</p> <p style="text-align: center;">Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • be able to explain the major tenets of Chinese Buddhism • be able to explain the major tenets of Taoism • be able to explain the major tenets of Confucianism 	<p>Students will choose a verse from the Tao Te Ching (Dao De Jing) or the Analects of Confucius and explain it to the class</p> <p>Students will compare Chinese ideology to the US religions and find out similarities and differences. (NJSLSA R1)(NJSLSA R2) NJSLSA R7) (NJSLSA R9) (NJSLSA R10)((RH 11-12.2)(RH 11-12.7)(RH 11-12.9) (RH 11-12.10)</p>	<p>Textbook Lessons: XdZG 17, 23, 47, 48; TT 8</p> <p>The Tao of Pooh https://www.amazon.com/gp/product/0140067477?ie=UTF8&tag=mrroug20-20&linkCode=xm2&camp=1789&creativeASIN=0140067477</p> <p>Tao https://ttc.tasuki.org/display:Year:1972,1988,1996,2004/saction:1</p> <p>http://classics.mit.edu/Lao/taote.html</p>	<p>Benchmark Assessment: End of Year Assessment</p> <p>Formative Assessments: Teacher observes and/or takes anecdotal notes of students, focusing on verbal or non-verbal indications of comprehension while they are speaking, listening individually or with partners/groups.</p> <p>Teacher assesses students by observing and/or taking anecdotal notes to determine</p>

<p>gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.</p> <p>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and</p>	<ul style="list-style-type: none"> compare the Chinese thought systems to those prominent in the US 	<p>Students will discuss and explain whether Confucius should be counted as a religion.</p> <p>Students will research and learn those religion's situation and influence on current Chinese society. (NJSLSA R1)(NJSLSA R2) NJSLSA R7) (NJSLSA R9) (NJSLSA R10)(RH 11-12.2)(RH 11-12.7)(RH 11-12.9) (RH 11-12.10)</p> <p>Students respond to short answer questions about the major Chinese religions.</p>	<p>Analects http://www.indiana.edu/~p374/Analects_of_Confucius_(E_no-2015).pdf</p> <p>http://classics.mit.edu/Confucius/analects.html</p> <p>http://www.acmuller.net/condao/analects.html</p> <p><u>Companion Texts</u> Socialism Is Great! A Worker's Memoir of the New China, by Lijia Zhang; Red Scarf Girl, a Memoir of the Cultural Revolution, by Jiang, Ji-Li; Wandering on the Way by Zhuangzi, trans. Victor Mair; The Souls of China, The Return of Religion After Mao, Ian Johnson (NJSLSA R1)(NJSLSA R2) NJSLSA R7) (NJSLSA R9) (NJSLSA R10)(RH 11-12.2)(RH 11-12.7)(RH 11-12.9) (RH 11-12.10)</p> <p><u>Additional Resources</u> Students use a weekly journal to write.</p> <p>Students maintain a reading log.</p> <p>Students maintain a 同义词 and 近义词 word list.</p>	<p>whether students understand and can use unit vocabulary words correctly.</p> <p>Teacher assesses students by observing and/or taking anecdotal notes to determine whether students understand and can use unit language structures correctly.</p> <p>Summative Assessments: Teacher uses the Proficiency Rubric (see end of curriculum below) to holistically assess student proficiency.</p> <p>Teacher uses the Chinese Language Skills Rubric (see end of curriculum below) to holistically assess student overall progress.</p> <p>Reading comprehension – respond to questions about a reading specifically written for the unit content</p> <p>Listening comprehension - respond to questions after listening to an</p>
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<p>level-appropriate classroom and cultural activities.</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IL.C.3</p>			<p>Students maintain a 成语 list.</p>	<p>audio selection specifically written for the unit content</p> <p>Speaking proficiency – respond to questions specifically constructed for the unit content</p> <p>Alternate Assessments: Teacher constructed evaluative tools, including but not limited to: Quizzes/Tests; Projects; Oral assessment; Class participation; Homework</p> <p>Written (hand or typed) responses to teacher-provided prompts</p> <p>Online chats with a partner targeting specific vocabulary and language structures</p> <p>Students give a presentation to the class that intentionally uses the relevant vocabulary and language structures</p> <p>Teacher uses in-class quiz-type game to assess student understanding.</p>
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<p>Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p> <p>See list of Technology Standards below.</p>				<p>Students self-assess their tones and pronunciation by listening to Chinese audio and comparing their own speech.</p> <p>Students self-assess their ability to correctly write and recognize the characters from the unit.</p>
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Accommodations and Modifications:

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

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

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

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

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

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.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

Social Studies:

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media.

RH.11-12.9. Integrate information from diverse sources.

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

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:

8.1.12.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:

道家、老子、孔子、儒家、宗教、哲学、思想、想法、教育、基督教、回教、佛教、上帝、和尚、尼姑、地狱、教堂、寺庙、礼拜、祷告、统治、政府、经典、信奉、神、祭拜、包罗万象、祖先、烧香、普遍、信仰、天主教、信徒、教会、估计、至少、地方性、上百万、民间、融合、配合、当地、八字、风水、困难、算命、迷信、精神、安慰、商朝、周朝、秦朝、汉朝、隋朝、唐朝、宋朝、元朝、明朝、清朝、毛泽东、邓小平、蒋介石、第二次世界大战、二战、孙中山、历史、朝代、皇帝、

Key Language Structures:

不仅不.....还.....、从.....起、以.....为中心、到.....为止、截然不同、根据、

**Englewood Public School District
World Language, Mandarin – 11th Grade (Chinese 4)
Fourth Marking Period**

Unit 6: Technology & Media: social networks; censorship; newspapers; magazines; privacy; hackers

Overview: During this unit, students will learn about Chinese news and online media.

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 find Chinese news online*

Essential Questions:

- *What impact does technology and media have on our understanding of different cultures and societies?*
- *How does the existence and availability of social media impact my language acquisition?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</p> <p>7.1.IL.A.4</p>	<p>Topics</p> <p>Technology and media, news, online media, social networks, censorship, and privacy</p> <p>Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • be able to talk about technology and media • discuss online news • discuss social media in China • discuss social media in the US • discuss censorship • discuss privacy • find Chinese news online 	<p>Students will find multiple online resources surrounding subjects of interest to them and share with the class</p> <p>Students will explore popular Chinese social media like WeChat</p> <p>Research a current hot topic online in China (NJSLSA R1)(NJSLSA R2) NJSLSA R7) (NJSLSA R9) (NJSLSA R10)((RH 11-12.2)(RH 11-12.7)(RH 11-12.9) (RH 11-12.10)</p> <p>Compare and discuss the different role of media in China and the US. (NJSLSA R1)(NJSLSA R2) NJSLSA R7) (NJSLSA R9) (NJSLSA R10)((RH 11-12.2)(RH</p>	<p>Textbook Lessons: IC L2 P1 7; FEYC 4 Unit 8; XdZG 21, 37, 45;</p> <p>http://www.baidu.com</p> <p>http://weibo.com</p> <p>http://www.wechat.com/en/</p> <p>http://www.xinhuanet.com</p> <p>http://tv.cctv.com</p> <p>Companion Text China's Disruptors: How Alibaba, Xiaomi, Tencent, and Other Companies are Changing the Rules of Business, Edward Tse (NJSLSA R1)(NJSLSA R2) NJSLSA R7) (NJSLSA R9) (NJSLSA R10)((RH 11-12.2)(RH 11-12.7)(RH 11-12.9) (RH 11-12.10)</p>	<p>Benchmark Assessment: See Unit 5</p> <p>Formative Assessments: Teacher observes and/or takes anecdotal notes of students, focusing on verbal or non-verbal indications of comprehension while they are speaking, listening individually or with partners/groups.</p> <p>Teacher assesses students by observing and/or taking anecdotal notes to determine whether students understand and can use unit vocabulary words correctly.</p> <p>Teacher assesses students by observing</p>

<p>Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p> <p>7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.</p> <p>7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p> <p>7.1.IL.B.3</p>		<p>11-12.7)(RH 11-12.9) (RH 11-12.10)</p> <p>Students will learn about current events through Web-based news articles. They will use newspapers, magazines, and computer-related research in Chinese. (NJSLSA R1)(NJSLSA R2) NJSLSA R7) (NJSLSA R9) (NJSLSA R10)((RH 11-12.2)(RH 11-12.7)(RH 11-12.9) (RH 11-12.10)</p>	<p><u>Additional Resources</u> Students use a weekly journal to write.</p> <p>Students maintain a reading log.</p> <p>Students maintain a 同义词 and 近义词 word list.</p> <p>Students maintain a 成语 list.</p>	<p>and/or taking anecdotal notes to determine whether students understand and can use unit language structures correctly.</p> <p>Summative Assessments: Teacher uses the Proficiency Rubric (see end of curriculum below) to holistically assess student proficiency.</p> <p>Teacher uses the Chinese Language Skills Rubric (see end of curriculum below) to holistically assess student overall progress.</p> <p>Reading comprehension – respond to questions about a reading specifically written for the unit content</p> <p>Listening comprehension - respond to questions after listening to an audio selection specifically written for the unit content</p> <p>Speaking proficiency – respond to questions</p>
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<p>Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>				<p>specifically constructed for the unit content</p> <p>Alternate Assessments: Teacher constructed evaluative tools, including but not limited to: Quizzes/Tests; Projects; Oral assessment; Class participation; Homework</p> <p>Written (hand or typed) responses to teacher-provided prompts</p> <p>Online chats with a partner targeting specific vocabulary and language structures</p> <p>Students give a presentation to the class that intentionally uses the relevant vocabulary and language structures</p> <p>Teacher uses in-class quiz-type game to assess student understanding.</p> <p>Students self-assess their tones and pronunciation by listening to Chinese audio and comparing their own speech.</p>
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<p>7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p>7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p> <p>See list of Technology Standards below.</p>				<p>Students self-assess their ability to correctly write and recognize the characters from the unit.</p>
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Accommodations and Modifications:

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

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

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

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

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

ELA - NJSLS/ELA:

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

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

Social Studies:

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source.

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media.

RH.11-12.9. Integrate information from diverse sources.

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

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:

8.1.12.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:

海报、报社、电视台、电台、电影、动画片、多媒体、观众、广告、报纸、出版社、传单、播放、出版、新闻、互联网、审查、审查制度、收音机、图像、网站、网址、无线电、记者、媒体营销、频道、类型、媒体、消息、杂志、字母、网民、五毛党、网特、键盘侠、逗比、吃货、游戏、游戏机、魔兽世界、塞尔达传说、我的世界、英雄联盟、网络、网站、博客、论坛

Key Language Structures:

不怎么、宁可、无论……也……、自相矛盾、要么……要么……、除非、

Notes:

Please see the extensive notes that accompany this curriculum.

Rubrics

Proficiency Rubric – Intermediate Low

INTERPERSONAL SPEAKING	EXCEEDS EXPECTATIONS INTERMEDIATE LOW 3	MEETS EXPECTATIONS INTERMEDIATE LOW 2	ALMOST MEETS EXPECTATIONS INTERMEDIATE LOW 1	DOES NOT MEET EXPECTATIONS
COMMUNICATES ON FAMILIAR TOPICS SUCH AS SELF, OTHERS, AND EVERY DAY LIFE.	<input type="checkbox"/>	<input type="checkbox"/> Can create with language, can express own meaning in a basic way	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/> Can use simple sentences and strings of simple sentences	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/> Can speak most accurately in present time	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/> Can communicate by understanding and asking questions although accuracy decreases with more complex language.	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/> Can clarify by restating question and answering and by self- correcting	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/> Can provide appropriate answers and begin to add more information	<input type="checkbox"/>	<input type="checkbox"/>

	<input type="checkbox"/>	<input type="checkbox"/> Can be understood by people who are accustomed to interacting with language learners	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/> Can use more culturally appropriate gestures and expressions.	<input type="checkbox"/>	<input type="checkbox"/>

Last updated: 05/24/2013

PRESENTATIONAL SPEAKING/WRITING	AREAS OF FOCUS	EXCEEDS INTERMEDIATE LOW 3	MEETS EXPECTATIONS INTERMEDIATE LOW 2	ALMOST MEETS EXPECTATIONS INTERMEDIATE LOW 1	DOES NOT MEET EXPECTATIONS
PRESENTS PERSONALLY RELEVANT INFORMATION USING SENTENCES AND A SERIES OF SENTENCES	What language students use	<input type="checkbox"/>	<input type="checkbox"/> Can create with language, expressing own opinion with language in a basic way with simple sentences and some strings of sentences	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/> Can create most accurately in the present tense	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/> Can begin to make choices of phrase, image or content to maintain the attention of audience	<input type="checkbox"/>	<input type="checkbox"/>
	What information students present	<input type="checkbox"/>	<input type="checkbox"/> Can present on everyday topics, topics of interest, and topics that have been studied	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/> Can use sufficient vocabulary to provide information and limited explanation	<input type="checkbox"/>	<input type="checkbox"/>
	Who can understand the students	<input type="checkbox"/>	<input type="checkbox"/> Can be understood by people who are accustomed to interacting with language learners	<input type="checkbox"/>	<input type="checkbox"/>

	What strategies students use	<input type="checkbox"/>	<input type="checkbox"/> Can use the following strategies most of the time: Presentational Speaking: <ul style="list-style-type: none"> - Self-correct - Simplify Presentational Writing: <ul style="list-style-type: none"> - Graphic organizers - Reference resources 	<input type="checkbox"/>	<input type="checkbox"/>
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Last updated: 05/26/2013

INTERPRETIVE READING/LISTENING	EXCEEDS EXPECTATIONS INTERMEDIATE LOW 3	MEETS EXPECTATIONS INTERMEDIATE LOW 2	ALMOST MEETS EXPECTATIONS INTERMEDIATE LOW 1	DOES NOT MEET EXPECTATIONS
COMPREHENDS TEXTS (READING, LISTENING, AND VIEWING) ON LONGER, MORE DETAILED CONVERSATIONS AND NARRATIVE, SIMPLE STORIES, CORRESPONDENCE AND OTHER CONTEXTUALIZED PRINT WITHIN FAMILIAR CONTEXTS	<input type="checkbox"/>	<input type="checkbox"/> Can recognize key words or phrases embedded in familiar contexts.	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	Reading: <input type="checkbox"/> Can understand simple connected texts although with frequent misunderstanding	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/> Can understand only minimal information from lengthy texts	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/> Can find and use information for practical purposes	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	Listening <input type="checkbox"/> Can only understand key words from authentic oral sources	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/> Can understand more complicated directions in familiar settings	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/> Can understand native speakers who speak very slowly and repeat	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/> Can understand the main idea and some details of short conversations and presentations	<input type="checkbox"/>	<input type="checkbox"/>

	<input type="checkbox"/>	<input type="checkbox"/> Can identify the purpose of the text and several specific details associated with the text.	<input type="checkbox"/>	<input type="checkbox"/>
	Last updated: 05/26/2013			

Oral Rubric

	Below Standard	Approaching Standard	Meets Standard	Exceeds Standard
Pronunciation	Still has difficulty with pronunciation of basic sounds specific to Chinese.	Pronunciation is mixed - some accurate and some not, but overall understandability is not affected.	Pronunciation is mostly accurate; inaccuracies do not impact understanding.	Pronunciation is almost wholly accurate, to the point of sounding like a native speaker.
Tones and Intonation	Still has difficulty with individual tones; overwhelmed by native language influence.	Tones are getting there, but many problems still exist, including tones on individual words and tone combinations.	Tones are good overall, with some specific issues.	Excellent grasp of tones, which are wholly accurate.
Grammar and Structures	At times uses grammar structure appropriate to the form of communication; makes frequent errors	Usually uses grammar structure appropriate to the form of communication; makes few errors	Effectively uses grammar structure appropriate to the form of communication	Effectively uses grammar structure appropriate to the form of communication beyond expectations
Word Usage	At times uses vocabulary appropriate to the topic and communication; makes frequent errors	Usually uses vocabulary appropriate to the topic and communication; makes few errors	Effectively uses vocabulary appropriate to the topic and communication	Effectively uses vocabulary appropriate to the topic and communication beyond expectations

Flow and Fluidity	Speech is mostly halting.	Speech alternates between smooth and hesitant.	Though occasionally hesitant, speech is mostly smooth.	Speech is smooth and without hesitation.
Speech Level	Speech is primarily words.	Speech is mostly phrases.	Speech is mostly sentences.	Speech has reached the level of paragraphs.

Chinese Language

Skills Rubric

Is able to make him/herself understood through level-appropriate speaking.	
Is able to understand Chinese spoken in a normal, level-appropriate manner.	
Is able to make him/herself understood through level-appropriate written Chinese.	
Is able to understand by reading Chinese written in a normal, level-appropriate manner.	
Pronunciation and Tones	
Flow and Fluidity	
Word Usage	
Grammar and Structures	

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