

Englewood Public School District
World Language, Mandarin – 10th Grade (Chinese 3)
First Marking Period

Unit 1: Chinese Festivals: American Festivals; Spring festival; Dragon Boat festival; Tomb Sweeping day; Mid-Autumn festival; Chinese calendar

Overview: During this unit, students will learn about Chinese festivals and the Chinese lunar calendar.

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:

- *There are many Chinese festivals, which have similarities and differences to American festivals.*
- *The Chinese use a lunar calendar as opposed to the calendar we use in America.*

Essential Questions:

- *What does a culture's festivals and celebrations say about it?*

Standards	Topics and Objectives	Activities	Resources	Assessments
7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.	<p style="text-align: center;">Topics</p> <p>Chinese festivals, including Spring festival, Mid-Autumn festival, Dragon boat festival, and Tomb sweeping day</p> <p style="text-align: center;">Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • be able to talk about the most widely celebrated Chinese festivals 	<p>Students will compare Chinese festivals with similar ones from their own culture. (NJSLSA R1)(NJSLSA R4) NJSLSA R7) (NJSLSA R10)(RH 9-10.2)(RH 9-10.4)(RH 9-10.9)</p> <p>Students will learn to make some Chinese</p>	<p>Textbook Lessons: IC L2 P2 1; FEYC 3 Unit 4, FEYC 4 Unit 3; DC4 37;</p> <p>http://pages.ucsd.edu/~dkjordan/chin/hbtales.html#festivals</p> <p>Videos: https://www.youtube.com/watch?v=BAThyGu9454</p>	<p>Formative Assessments:</p> <p>Teacher observes and/or takes anecdotal notes of students, focusing on verbal or non-verbal indications of comprehension while they are speaking, listening individually or with partners/groups.</p> <p>Teacher assesses students by observing and/or taking anecdotal</p>

<p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.</p>	<ul style="list-style-type: none"> understand the purpose and background of the festivals understand how Chinese celebrate the festivals compare certain Chinese festivals to their American equivalents learn the difference between the Western calendar and the lunar calendar understand when and for what the Chinese lunar calendar is used 	<p>holiday decorations, e.g. papercut, couplet</p> <p>Students will participate in decorating classroom or hallways to promote Chinese holidays</p> <p>Students will learn to make / taste holiday food/snacks, dumplings, moon cakes, etc.</p> <p>Students find and read an article online about the mid-Autumn festival.</p> <p>Students write about similarities and differences between a Chinese and American festival on the computer.</p> <p>Students maintain a running list of vocabulary items.</p> <p>Students maintain a running list of characters to write and recognize.</p> <p>Students maintain a running list of language structures.</p> <p>Students maintain and reflect on a language “Can-do” list.</p>	<p>春节 https://www.youtube.com/watch?v=Ac9mAvDKHM0</p> <p>中秋节 https://www.youtube.com/watch?v=ndknxk4v4QY</p> <p>静夜思 https://www.youtube.com/watch?v=678x1HE4kOY</p> <p>Culture https://gbtimes.com/beginners-guide-chinese-lunar-calendar</p> <p>Companion Text https://www.chinahighlights.com/festivals/things-not-give-chinese-new-year.htm (NJSLSA R1)(NJSLSA R4) NJSLSA R7) (NJSLSA R10)(RH 9-10.2)(RH 9-10.4)(RH 9-10.9)</p>	<p>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>
---	--	---	---	--

<p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.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.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.1</p>		<p><u>Culture Minute</u> Yin Yang</p> <p><u>Culture Activity</u> Students calculate the date of their birth according to the Chinese lunar calendar</p>		<p>Listening comprehension - respond to questions after listening to an audio selection specifically written for the unit content</p> <p>Speaking proficiency – respond to questions specifically constructed for the unit content</p> <p>Benchmark Assessment: Common Formative Assessment</p> <p>Alternative Assessments: Teacher constructed evaluative tools, including but not limited to: Quizzes/Tests; Projects; Oral assessment; Class participation; Homework</p> <p>Written (hand or typed) responses to teacher-provided prompts</p> <p>Online chats with a partner targeting specific vocabulary and language structures</p>
---	--	---	--	---

<p>Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.</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>
--	--	--	--	--

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	<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	<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	<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.

and one for school <ul style="list-style-type: none"> ● Provide visual aides ● Provide additional time to complete a task ● Use graphic organizers 	(e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).	behaviors as needed. <ul style="list-style-type: none"> ● Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. ● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). 	<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.
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:

8.1.12.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:

节日、过、春节、新年、圣诞节、感恩节、中秋节、端午节、清明节、阳历、农历、风俗习惯、月饼、粽子、火鸡、代表、包饺子、打扫、礼物、红包、给、传统、食物、庆祝、日期、

Key Language Structures:

Qword 都 e.g. 谁都喜欢、一方面……另一方面……、为了、即使……也……、地、有的……有的……、着、为了、

Englewood Public School District
World Language, Mandarin – 10th Grade (Chinese 3)
First, Second Marking Period

Unit 2: Health: sickness/disease; doctor; hospital; remedies; medication

Overview: During this unit, students will learn how to describe being sick, how to understand medication directions, and how to suggest ways to get better.

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:

- *Cultures may have different ideas about health and illness.*
- *It is important to be able to express how I feel when I am not well.*
- *It is an important social language skill to be able to ask other people about how they feel.*

Essential Questions:

- *Do different cultures have different ideas about sickness and health?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p>	<p>Topics</p> <p>Health, sickness, doctors, hospitals, medications and remedies</p> <p>Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • be able to express whether they are healthy or ill. • ask others whether they are healthy or ill. • describe their symptoms. • decipher directions for taking medication. • suggest common remedies. 	<p>Students will respond to an email from a friend who is sick describing what to do in order to get better</p> <p>Students will read a Chinese medicine package and interpret the instructions on how to take it (NJSLSA R1)(NJSLSA R4) NJSLSA R7) (NJSLSA R10)(RH 9-10.2)(RH 9-10.4)(RH 9-10.9)</p> <p>Students will write a sick note to teacher explaining why they were absent,</p>	<p>Textbook Lessons: IC L1 P2 5, L2 P1 4; FEYC 4 Unit 4; DC4 41; XdZG 5;</p> <p>Videos: https://www.youtube.com/watch?v=RmgZryS9KDw</p> <p>Culture https://www.youtube.com/watch?v=Non1mKYfyAo</p> <p>Companion Text The Good Women of China, by Xue, Xinran; Medicine, by Lu Xun</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>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p>		<p>symptoms, and doctor's advice</p> <p>Students listen to a recorded dialogue about getting sick and how to recover and answer questions about the contents.</p> <p>Students respond appropriately and competely to an email about being absent from school.</p> <p>Students maintain and reflect on a language "Can-do" list.</p> <p><u>Culture Minute</u> Chinese Medicine</p> <p><u>Culture Activity</u> Students will research a Chinese medicine cure for an illness. (NJSLSA R1)(NJSLSA R4) NJSLSA R7) (NJSLSA R10)(RH 9-10.2)(RH 9-10.4)(RH 9-10.9)</p>	<p>(NJSLSA R1)(NJSLSA R4) NJSLSA R7) (NJSLSA R10)(RH 9-10.2)(RH 9-10.4)(RH 9-10.9)</p>	<p>Teacher assesses students by observing and/or taking anecdotal notes to determine whether students understand and can use unit 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>7.1.NH.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.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared</p>				<p>Speaking proficiency – respond to questions specifically constructed for the unit content</p> <p>Benchmark Assessment: Midterm Assessment</p> <p>Alternative Assessments: Teacher constructed evaluative tools, including but not limited to: Quizzes/Tests; Projects; Oral assessment; Class participation; Homework</p> <p>Written (hand or typed) responses to teacher-provided prompts</p> <p>Online chats with a partner targeting specific vocabulary and language structures</p> <p>Students give a presentation to the class that intentionally uses the relevant vocabulary and language structures</p>
---	--	--	--	---

<p>virtually with a target language audience.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</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>
---	--	--	--	---

Accommodations and Modifications:

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

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

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

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

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

Interdisciplinary Connections:

ELA - NJSLS/ELA:

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

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

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

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

Social Studies:

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

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

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

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health.

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:

生病、看病、住院、医院、药、吃药、片、次、感冒、过敏、摔倒、受伤、疼、头疼、眼睛、腿、脚、后背、肩膀、脖子、嗓子、鼻子、嘴巴、耳朵、胳膊、手、病人、病、肚子、疼死、夜里、好几次、厕所、把、冰箱、发烧、躺下、检查、吃坏、打针、遍、最好、感冒、生病、身体、痒、药店、健康、保险、赶快、休息、懒、请病假

Radicals: 产**Key Language Structures:**

Resultative complements、一会儿……一会儿……、多 V、少 V、就、得不得了、才、要不然、最好、多 (approximation)、差点儿、

Englewood Public School District
World Language, Mandarin – 10th Grade (Chinese 3)
Second Marking Period

Unit 3: Restaurants: going out; food; ordering; treating; cooking

Overview: During this unit, students will learn about going out to eat, ordering food, and treating others to a meal.

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:

- *The cultural experience of meals can vary from culture to culture.*
- *Ordering food and explaining dietary needs are an important social language skill.*

Essential Questions:

- *Why/How does eating and eating out look different in the US than it does in China?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p>	<p>Topics</p> <p>Restaurants, eating out, ordering food, and treating others to a meal</p> <p>Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • be able to order food in a restaurant. • express their dietary needs. • offer to treat others to a meal. 	<p>Students will write and perform a skit based around treating friends in a Chinese restaurant.</p> <p>Students will play roles of a customer and a waiter/waitress to comment on the food (e.g. complain).</p> <p>Students will research how to cook a specific Chinese dish, such as 西红柿炒鸡蛋(NJSLSA R1)(NJSLSA R4) NJSLSA R7) (NJSLSA R10)(RH 9-10.2)(RH 9-10.4)(RH 9-10.9)</p> <p>Students listen to a recorded dialogue about going out for dinner and answer questions about the contents.</p> <p>Students respond appropriately and completely to an email invitation to dinner.</p>	<p>Textbook Lessons: IC L2 P1 3; FEYC 2 Unit 10; DC3 36;</p> <p>Videos: https://www.youtube.com/watch?v=Ld5pnwsoD6g https://www.youtube.com/watch?v=Lrsl_TjJvgE</p> <p>Culture https://www.yoyochinese.com/blog/Losing-Face-Chinese-Culture</p> <p>Companion Text The Differences in Chinese and Western Food Cultures http://article.sciencepublishinggroup.com/pdf/10.11648.j.cllc.20170201.12.pdf Chinese Food Culture: Influences from within and without http://theasiadialogue.com/2</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 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</p>

<p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.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.NH.B.3</p>		<p>Students use a weekly journal to write.</p> <p>Students maintain a reading log.</p> <p>Students maintain a character practice log.</p> <p>Students maintain a vocabulary review log.</p> <p>Students maintain and reflect on a language “Can-do” list.</p> <p><u>Culture Minute</u> “Face”</p>	<p><u>015/05/05/influences-from-within-and-without/</u> (NJSLSA R1)(NJSLSA R4) NJSLSA R7) (NJSLSA R10)(RH 9-10.2)(RH 9-10.4)(RH 9-10.9)</p>	<p>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>Benchmark Assessment: See Unit 2 for quarterly assessment</p> <p>Alternative Assessment:</p>
--	--	---	---	---

<p>Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>				<p>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> <p>Students self-assess their ability to correctly</p>
---	--	--	--	---

<p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.</p>				<p>write and recognize the characters from the unit.</p>
---	--	--	--	--

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 <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 	Special Education <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). 	At-Risk <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). 	Gifted and Talented <ul style="list-style-type: none"> • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction • Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings. • Use project-based science learning to connect science with observable phenomena. • Structure the learning around explaining or solving a social or community-based issue. • Collaborate with after-school programs or clubs to extend learning opportunities.
Interdisciplinary Connections:			

ELA - NJSLS/ELA:

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

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

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

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

Social Studies:

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

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

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

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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:

请客、杯、瓶、碗、块、盘（子）、点菜、筷子、刀子、叉子、勺子、纸巾、位子、预定、等、桌子、椅子、把、张、服务员、菜单、干净、脏、酸、甜、苦、辣、咸、味道、外卖、打包、买单、小费、付钱、信用卡、现金、收、吃得完、吃不完

Radicals:石**Key Language Structures:**

Potential complements、Qword as indefinite e.g. 想去哪儿就去哪儿、还是……吧、

**Englewood Public School District
World Language, Mandarin – 10th Grade (Chinese 3)
Third Marking Period**

Unit 4: Home: buildings; rooms; furniture; utilities

Overview: During this unit, students will learn to describe their homes, rooms, furniture, and utilities.

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:

- *People's homes differ depending on their culture.*
- *Describing where one lives, and their surroundings is an important language skill.*
- *Asking others about their home is an important social skill.*

Essential Questions:

- *Are people's homes the same everywhere?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.A.3 Recognize some common gestures and cultural</p>	<p>Topics</p> <p>Homes, rooms, furniture, utilities, space</p> <p>Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • be able to talk where they live. • describe their home. • describe their room. • ask others about their home. • ask others about their room. • talk about the utilities necessary for a home. 	<p>Students will draw a house/room based on the description by a partner.</p> <p>Students will compare two rooms in their home.</p> <p>Students will write an advertisement to look for a roommate or rent a room.</p> <p>Students respond to short-answer questions on a computer using Voicethread, Lingt, or a similar program about their home.</p> <p>Students give a paragraph-length description of a home.</p>	<p>Textbook Lessons: IC L1 P2 7; FEYC 3 Unit 3; DC3 28, 33; XdZG 2;</p> <p>Audio Clips: https://www.thoughtco.com/where-do-you-live-2279377</p> <p>Video: https://www.bing.com/videos/search?q=describing+your+home+in+mandarin&&view=detail&mid=65AB16E3DCA41FADAB2765AB16E3DCA41FADAB27&&FORM=VRDGAR</p> <p>Applications: www.voicethread.com</p> <p>www.lingt.com</p>	<p>Formative Assessments:</p> <p>Teacher observes and/or takes anecdotal notes of students, focusing on verbal or non-verbal indications of comprehension while they are speaking, listening individually or with partners/groups.</p> <p>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</p>

<p>practices associated with target culture(s).</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions,</p>		<p>Students use a weekly journal to write.</p> <p>Students maintain a reading log.</p> <p>Students maintain a character practice log.</p> <p>Students maintain a vocabulary review log.</p> <p>Students maintain and reflect on a language “Can-do” list.</p> <p><u>Culture Minute</u> Traditional Courtyard Houses (Siheyuan)</p> <p><u>Culture Activity</u> Students will design their own siheyuan</p>	<p><u>Culture</u> https://www.youtube.com/watch?v=VX4_SNv3kzU</p> <p><u>Companion Texts</u> Family, by Ba Jin; Old Man Xinjiang, by Xue Mo (NJSLSA R1)(NJSLSA R4) NJSLSA R7) (NJSLSA R10)(RH 9-10.2)(RH 9-10.4)(RH 9-10.9)</p>	<p>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>
---	--	---	--	---

<p>commands, and requests for participating in age- and level- appropriate classroom and cultural activities.</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes,</p>				<p>specifically constructed for the unit content</p> <p>Benchmark Assessment: Common Formative Assessment</p> <p>Alternative Assessments: Teacher constructed evaluative tools, including but not limited to: Quizzes/Tests; Projects; Oral assessment; Class participation; Homework</p> <p>Written (hand or typed) responses to teacher-provided prompts</p> <p>Online chats with a partner targeting 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>songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</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>
--	--	--	--	--

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 <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 	Special Education <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). 	At-Risk <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). 	Gifted and Talented <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:

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

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

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

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

Social Studies:

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

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

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

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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

CRP11. Use technology to enhance productivity.

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

Integration of Technology Standards:

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

Integration of 21st Century Standards:

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

Key Vocabulary:

房子、房间、楼、层、厨房、客厅、厕所、洗手间、卧室、洗衣房、床、沙发、电视、地毯、门、烤箱、冰箱、衣柜、书架、吵、附近、套、公寓、出租、卫生间、家具、一房一厅、干净、饭桌、书桌、安静、房租、租房、房东、放得下、放不下、邻居

Key Language Structures:

Directional complements、上、下、前、后、里、外、左、右、在 location、连.....也.....、

**Englewood Public School District
World Language, Mandarin – 10th Grade (Chinese 3)
Third, Fourth Marking Period**

Unit 5: Transportation: modes; directions; places

Overview: During this unit, students will learn how to get from one place to another via different means, and how to give and follow directions.

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 know how to get from one place to another via different means, and how to give and follow directions.*
- *Transportation methods differ from country to country and has a major impact on how people live.*

Essential Questions:

- *How does the major mode of transportation in a country impact people's lives?*

Standards	Topics and Objectives	Activities	Resources	Assessments
7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.	<p>Topics</p> <p>Transportation, getting from one place to another, directions, places to go</p> <p>Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • be able to talk about how they get from one place to another • state how long it takes to get from one place to another • ask others how they get from one place to another • ask how long it takes to get from one place to another 	<p>Students will figure out the destination given a map and directions</p> <p>Given scenarios, students will compare and discuss the pros and cons of taking different forms of transportation.</p> <p>Students will explain how to get from one destination, such as their home, to another, such as school.</p> <p>Students answer questions about getting around using Voicethread or Lingt.</p>	<p>Videos:</p> <p>https://www.youtube.com/watch?v=KGStEQmquDY</p> <p>https://www.youtube.com/watch?v=RBxK1sUE_aY</p> <p>Textbook Lessons: IC L1 P1 10, P2 3; FEYC 3 Unit 2; DC2 18, 19; XdZG 4;</p> <p>https://www.youtube.com/watch?v=Wi0ezJI8Uk0</p> <p>Audio Clips:</p> <p>https://www.thoughtco.com/modes-of-transportation-2279712</p>	<p>Formative Assessments:</p> <p>Teacher observes and/or takes anecdotal notes of students, focusing on verbal or non-verbal indications of comprehension while they are speaking, listening individually or with partners/groups.</p> <p>Teacher assesses students by observing and/or taking anecdotal notes to determine whether students understand and can use unit vocabulary words correctly.</p>

<p>through appropriate physical response.</p> <p>7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and</p>	<ul style="list-style-type: none"> • give directions • ask for directions 	<p>Students give paragraph-length explanation about how to get from one place to another.</p> <p>Students use a weekly journal to write.</p> <p>Students maintain a reading log.</p> <p>Students maintain a character practice log.</p> <p>Students maintain a vocabulary review log.</p> <p>Students maintain and reflect on a language “Can-do” list.</p> <p><u>Culture Minute</u> 胡同</p>	<p><u>Culture</u> https://www.youtube.com/watch?v=v_HBoZVCBiE&list=PLjwnkZYGgt4Nk8MJHBv5PFXdxhb0IJnl6</p> <p><u>Companion Text</u> Street of Eternal Happiness, Big City Dreams Along a Shanghai Road, by Rob Schmitz (NJSLSA R1)(NJSLSA R4) NJSLSA R7) (NJSLSA R10)(RH 9-10.2)(RH 9-10.4)(RH 9-10.9)</p>	<p>Teacher assesses students by observing and/or taking anecdotal notes to determine whether students understand and can use unit 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</p>
---	---	--	---	---

<p>sentences on topics related to self and targeted themes.</p> <p>7.1.NH.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.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to</p>				<p>specifically written for the unit content</p> <p>Speaking proficiency – respond to questions specifically constructed for the unit content</p> <p>Benchmark Assessment: End of Year Assessment</p> <p>Alternative 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>
--	--	--	--	---

<p>create a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</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>
---	--	--	--	---

Accommodations and Modifications:

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

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

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

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

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

Interdisciplinary Connections:

ELA - NJSLS/ELA:

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

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

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

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

Social Studies:

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

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

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

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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:

走、往、前、后、左、右、拐、直、一直、到头、东、南、西、北、过、红绿灯、十字路口、马路、对面、找、找到、找得到、找不到、迷路、地图、火车、地铁、出租车、飞机、校车、船、自行车、坐、骑、摩托车、堵车、方便、送、车站、机场、停、停车场

Radicals:车、马、

Key Language Structures: 不得不、不是……就是……、是……的、离、

Englewood Public School District
World Language, Mandarin – 10th Grade (Chinese 3)
Fourth Marking Period

Unit 6: Travel: vacations; places; activities

Overview: During this unit, students will learn how to discuss vacations, including places and activities.

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:

- *Vacations are an important part of life and being able to talk about it supports one's social skills.*

Essential Questions:

- *What does our choice of vacation say about us?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p>7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.A.3 Recognize some common gestures and cultural</p>	<p>Topics</p> <p>Travel plans for vacations, where to go and what to do there</p> <p>Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • be able to talk about their vacation plans. • ask others about vacation plans. • state when they will take vacation. • ask when others will take vacation. 	<p>Students will survey classmates about their vacation plans.</p> <p>Students will research a travel destination in China and plan a trip there, then create a presentation for the class. (NJSLSA R1)(NJSLSA R4) NJSLSA R7) (NJSLSA R10)(RH 9-10.2)(RH 9-10.4)(RH 9-10.9)</p> <p>Students listen to an Internet news report about travel in China.</p> <p>Students record paragraph-length response on a computer using Voicethread, Lingt, or a similar program about</p>	<p>Textbook Lessons: IC L1 P2 19, 20, L2 P2 3; FEYC 3 Unit 1, 8, 9, 10; DC4 47; XdZG 1;</p> <p>Videos: https://www.youtube.com/watch?v=lrJrGF6WBrE https://www.youtube.com/watch?v=lrJrGF6WBrE</p> <p>Applications: www.voicethread.com www.lingt.com</p> <p>Culture</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 and/or taking anecdotal notes to determine</p>

<p>practices associated with target culture(s).</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p>7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.</p> <p>7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p>7.1.NH.B.2 Give and follow a series of oral and written directions,</p>		<p>their last vacation or their vacation plans.</p> <p><u>Culture Minute</u> Terracotta Warriors</p> <p><u>Culture Activity</u> Students will draw or otherwise represent themselves as a warrior of the Qin emperor</p>	<p>https://www.youtube.com/watch?v=4c_ADqshdSA</p> <p><u>Companion Text</u> River Town. Two Years on the Yangtze, by Peter Hessler (NJSLSA R1)(NJSLSA R4) NJSLSA R7) (NJSLSA R10)(RH 9-10.2)(RH 9-10.4)(RH 9-10.9)</p> <p><u>Additional Resources</u> Students use a weekly journal to write.</p> <p>Students maintain a reading log.</p> <p>Students maintain a character practice log.</p> <p>Students maintain a vocabulary review log.</p> <p>Students maintain and reflect on a language “Can-do” list.</p>	<p>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>
---	--	--	--	--

<p>commands, and requests for participating in age- and level- appropriate classroom and cultural activities.</p> <p>7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p>7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p>7.1.NH.C.2 Create and present brief messages, poems, rhymes,</p>				<p>specifically constructed for the unit content</p> <p>Benchmark Assessment: See Unit 5 for quarterly assessment</p> <p>Alternative Assessments: Teacher constructed evaluative tools, including but not limited to: Quizzes/Tests; Projects; Oral assessment; Class participation; Homework</p> <p>Written (hand or typed) responses to teacher-provided prompts</p> <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>songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</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>
---	--	--	--	--

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 <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 	Special Education <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). 	At-Risk <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). 	Gifted and Talented <ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings. ● Use project-based science learning to connect science with observable phenomena. ● Structure the learning around explaining or solving a social or community-based issue. ● Collaborate with after-school programs or clubs to extend learning opportunities.
Interdisciplinary Connections:			

ELA - NJSLS/ELA:

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

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

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

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

Social Studies:

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

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

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

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen.

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.

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:

放假、暑假、寒假、假期、旅游、自助游、护照、签证、订门票、包括、酒店、欣赏、风土人情、行李、托运、包、箱子、超重、登机牌、登机口、照顾、起飞、一路平安、公司、实习、打工、计划、打算、首都、政治、经济、文化、名胜古迹、有名、导游、旅行社、单程、往返、航空、航班、直飞、转机、靠、窗户、走道、素餐、旅馆

Key Language Structures:

V 来 V 去、与其.....不如.....、之所以.....是因为.....、从来不、没、的 relative clause、

Notes:

Please see the extensive notes that accompany this curriculum.

Rubrics

Proficiency Rubric – Novice High

INTERPERSONAL SPEAKING	AREAS OF FOCUS	EXCEEDS EXPECTATI ONS Novice HIGH 3	MEETS EXPECTATIONS Novice HIGH 2	ALMOST MEETS EXPECTATIONS Novice HIGH 1	DOES NOT MEET EXPECTATIONS
COMMUNICATES ON FAMILIAR TOPICS THAT DEAL WITH PERSONAL INFORMATION AND EVERY DAY ACTIVITIES	What language students use	<input type="checkbox"/>	<input type="checkbox"/> Can use simple sentences with a high degree of language accuracy.	<input type="checkbox"/>	<input type="checkbox"/>
	How students communicate	<input type="checkbox"/>	<input type="checkbox"/> Can respond to simple questions	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/> Can ask simple questions	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/> Can provide appropriate answers	<input type="checkbox"/>	<input type="checkbox"/>
	Who can understand the students	<input type="checkbox"/>	<input type="checkbox"/> Can be understood by people who are accustomed to interacting with language learners, with the use of repetition and rephrasing.	<input type="checkbox"/>	<input type="checkbox"/>
	What cultural awareness students exhibit	<input type="checkbox"/>	<input type="checkbox"/> Can use culturally appropriate gestures and expressions.	<input type="checkbox"/>	<input type="checkbox"/>

Last updated: 05/24/2013

PRESENTATIONAL SPEAKING/WRITING	AREAS OF FOCUS	EXCEEDS EXPECTATI ONS Novice HIGH 3	MEETS EXPECTATIONS Novice HIGH 2	ALMOST MEETS EXPECTATIONS Novice HIGH 1	DOES NOT MEET EXPECTATIONS
PRESENTS INFORMATION ABOUT SELF AND	What language students use	<input type="checkbox"/>	<input type="checkbox"/> can use phrases and simple sentences when sharing information	<input type="checkbox"/>	<input type="checkbox"/>

OTHERS ON DAY TO DAY TOPICS	What information students present	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> can present personal information about daily life topics (family, school, activities, likes/dislikes) <input type="checkbox"/> can describe familiar events <input type="checkbox"/> can give information about others in regards to daily activities	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <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, with some confusion in meaning	<input type="checkbox"/>	<input type="checkbox"/>
	What strategies students use	<input type="checkbox"/>	<input type="checkbox"/> Can use the following strategies: Presentational Speaking: <ul style="list-style-type: none"> - Use graphic organizers or visuals to present information Presentational Writing: <ul style="list-style-type: none"> - Can use culturally appropriate writing conventions 	<input type="checkbox"/>	<input type="checkbox"/>

Last updated: 05/26/2013

INTERPRETIVE READING/LISTENING	EXCEEDS EXPECTATIONS Novice HIGH 3	MEETS EXPECTATIONS Novice HIGH 2	ALMOST MEETS EXPECTATIONS Novice HIGH 1	DOES NOT MEET EXPECTATIONS
COMPREHENDS TEXTS (READING, LISTENING, AND VIEWING) ON DAY TO DAY ACTIVITIES SUCH AS ADVERTISEMENTS, APPLICATIONS,	<input type="checkbox"/>	<input type="checkbox"/> Can acquire fundamental information from authentic sources	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/> Can identify a few new words with the support of visuals or when the topic is very familiar	<input type="checkbox"/>	<input type="checkbox"/>

INSTRUCTIONS, ARTICLES AND SCHEDULES.				
	<input type="checkbox"/>	<input type="checkbox"/> Can identify most significant ideas of a novice-level authentic text	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/> Can identify the purpose of an authentic text	<input type="checkbox"/>	<input type="checkbox"/>

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