

Englewood Public School District

World Language, Mandarin – 12th Grade (Chinese 5)

First Marking Period

Unit 1: Geography: world; features; places; cities; countries; food

Overview: During this unit, students will learn about world geography and how it impacts countries.

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 country's geography impacts how its people live.*

Essential Questions:

- *How does geography impact people's lives?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p> <p>7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some</p>	<p style="text-align: center;">Topics</p> <p>World and China geography, geographic features, places, cities, rivers, mountains, countries and food</p> <p style="text-align: center;">Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • be able to talk about China's geography • be able to talk about world geography • identify major cities, provinces, rivers and mountains in China 	<p>Students will research and discuss the impact of China's geography on its development of regional food and dialects. (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 the geography and demographics of China and the US. (NJSLSA R1)(NJSLSA R2) NJSLSA R7)</p>	<p>Textbook Lessons: IC L2 P1 10; ; XdZG 13, 20, 42; TT 3</p> <p>Videos: https://www.youtube.com/watch?v=J6IrkUvJxio</p> <p>https://www.youtube.com/watch?v=VITLiwVgM80</p> <p>Companion Text Country Driving: A Chinese Road Trip, by Peter Hessler (NJSLSA R1)(NJSLSA R2) NJSLSA R7) (NJSLSA R9) (NJSLSA R10)((RH 11-</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</p>

<p>unfamiliar situations through appropriate responses.</p> <p>7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p> <p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.B.1 Use digital tools to participate in short</p>	<ul style="list-style-type: none"> • discuss the impact of geography on China's development • compare China's geography with that of other major countries • consider food in the context of geography, both in China and elsewhere 	<p>(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 a province (or major city) and present to their partner. (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 the Internet for information about a place 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>Students create PowerPoint presentations, make posters, or use props to demonstrate what they have learned about a place in China.</p> <p>Students use a weekly journal to write.</p> <p>Students maintain a reading log.</p>	<p>12.2)(RH 11-12.7)(RH 11-12.9) (RH 11-12.10)</p>	<p>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 audio selection</p>
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<p>conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p> <p>7.1.IM.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 in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p>7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</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>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>Students give a presentation to the class that intentionally uses the relevant vocabulary and language structures</p>
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<p>7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p> <p>7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.</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	<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	<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• Structure the learning around explaining or solving a social or community-based issue.• Collaborate with after-school programs or clubs to extend learning opportunities.

<ul style="list-style-type: none"> • Use graphic organizers 		<p>that are authentic, relate to students' interests, social/family background and knowledge of their community.</p> <ul style="list-style-type: none"> • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). 	
<p>Interdisciplinary Connections:</p> <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.</p> <p>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.</p>			
<p>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.</p>			

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:

火山、冰山、国家、海、海滩、河、河床、湖、湖泊、城市、地、地理、岛、大陆、地形、江、森林、沙漠、山、省、首都、乡村、悬崖、平原、瀑布、流域、陆地、泉、洋、洲、州、海岛、方式、饮食、食物、地区、口味、味道、比如、远近驰名、传统、到处可见、受欢迎、巷子、胡同、居然、参观、特产、尝、风味、交谈、小吃、目前、主要、交通、机会、观察、省、饮食、主食、吃不惯、选择、招牌、简称、基本、什么的、材料、常见、明白、实际、之类、避免、恢复、主权、殖民地、打败、战败、统治、体制、平稳、房地产、将来、充满、信心、通用

Key Language Structures:

不管……都……、人山人海、十全十美、因此、尽管…但是、并、百闻不如一见、

Unit 2: Environment: recycling; energy; cities; water; pollution

Overview: During this unit, students will learn about environmental issues and possible solutions.

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:

- *Environmental issues impact China as well as countries around the globe.*
- *There are possible solutions to environmental issues in China as well as the United States.*

Essential Questions:

- *Are environmental issues local or global?*
- *Are some countries more responsible than others for environmental issues?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p> <p>7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations</p>	<p>Topics</p> <p>Environment and environmental issues, recycling, energy, cities, water</p> <p>Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • be able to talk about the environment • will discuss environmental issues • will compare environmental issues in China and the US 	<p>Students will research, compare and discuss the varying approaches of China and the US to clean energy and the environment. (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 debate developing country vs developed country responsibility to the environment</p>	<p>Textbook Lessons: IC L2 P2 6; FEYC 4 Unit 5; XdZG 36, 41; TT 6, 11</p> <p>https://foreignpolicy.com/channel/tea-leaf-nation/</p> <p>Videos: https://www.youtube.com/watch?v=RvFv49UipkM https://www.youtube.com/watch?v=hK5KypC5gNk;</p> <p>Companion Text https://www.bbc.com/news/logs-china-blog-31689232</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</p>

<p>through appropriate responses.</p> <p>7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p> <p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.B.1 Use digital tools to participate in short</p>		<p>Students will research current challenges to China's environment. (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 an Internet news report about the environment.</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>(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>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 audio selection</p>
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<p>conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p> <p>7.1.IM.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 in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p>7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and</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: 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>
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<p>some unfamiliar topics and situations.</p> <p>7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p> <p>7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.</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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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 ● Provide a computer for written work 	<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. 	<ul style="list-style-type: none"> ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. Oral prompts can be given. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. 	<ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction ● Structure the learning around explaining or solving a social or community-based issue.

<ul style="list-style-type: none"> ● 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>multisensory techniques- auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).</p>	<ul style="list-style-type: none"> ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Structure lessons around questions that are authentic, relate to students’ interests, social/family background and knowledge of their community. ● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). 	<ul style="list-style-type: none"> ● Collaborate with after-school programs or clubs to extend learning opportunities.
<p>Interdisciplinary Connections:</p>			
<p>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.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.</p>			
<p>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.</p>			

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 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:

环境、保护、节约、节省、能源、环保、机会、自然、轻松、建议、建筑、反对、省水、省电、回收、回收筒、垃圾、垃圾筒、瓶子、空瓶子、瓶装水、利用、发电、风能、太阳能、节能、危机、闹危机、暖气、冷气、温度、石油、规定、赞成、超市、减少、污染、严重、后果、塑料袋、随手、取之不尽、公共场所、关于这个问题、希望、国际、程度、主要、不见得、增加、减少、再加上、如何、改善、以及、减少、将来、关心、根本、解决、口罩、充满、净化、过滤、作用、肮脏、噪音、垃圾、严重、使得、废水、污水、威胁、强调、发展、忽略、付出代价、整洁、意识、抗议、公德心、以免、来不及

Key Language Structures:

假如、况且、半途而废、反而、按照、难道、

**Englewood Public School District
World Language, Mandarin – 12th Grade (Chinese 5)
Second Marking Period**

Unit 3: Global Issues: migration; politics; trade; war

Overview: During this unit, students will study global issues that impact all countries.

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:

- *Global issues impact all countries.*
- *Discussing global issues is an important language skill.*

Essential Questions:

- *Do all global issues affect every country the same?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p> <p>7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p> <p>7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p> <p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p>	<p>Topics</p> <p>Global issues, including immigration, trade, war and politics</p> <p>Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> be able to talk about global issues discuss how global issues impact different countries compare the perspectives of different countries 	<p>Students will investigate the China-Taiwan issue. (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 look at globalization's effect on China.</p> <p>Students will research "Made in China 2025" and take a position. (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 migrant workers 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>Students read five news headlines to comprehend the meanings through dictionaries or online resources.</p>	<p>Textbook Lessons: XdZG 24, 28, 44; TT 12</p> <p>https://foreignpolicy.com/channel/tea-leaf-nation/</p> <p>Videos: https://www.youtube.com/watch?v=SPom7IEUv1g</p> <p>Companion Text China in the 21st Century: What Everyone Needs to Know, by Jeffrey Wasserstrom (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>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 end of curriculum below) to holistically</p>

<p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p> <p>7.1.IM.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 in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.3 Use appropriate gestures, intonation, and common</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>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 Assessments: Teacher constructed evaluative tools, including but not limited to: Quizzes/Tests;</p>
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<p>idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p>7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual</p>				<p>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 write and recognize the characters from the unit.</p>
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<p>prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p> <p>7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.</p> <p>See list of Technology Standards for this unit below.</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:

CRP1. Act as a responsible and contributing citizen.

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:

移民、利益、政策、政治、政府、贸易、战争、接触、打破、对立、僵局、制定、条例、法制、基础、体系、促进、放宽、鼓励、科技、投资、往来、反应、经贸、日益密切、成效、分析、陷入、控制、长治久安、和解、面对、激烈、利、赢、沟通、合作、创造、局面、制造、资源、丰富、廉价、安定、视野、发展中国家、就业、降低、商品、物美价廉、经济、贡献、外交、访问、局面、多方面、交流、进

行、然而、差异、过程、出现、障碍、人权、达成、协议、矛盾、冲突、相互、尊重、接受、标准、随着、引起、重要性、毕竟、功利、
动机

Key Language Structures:

既然.....就.....、理所当然、甚至、画蛇添足、胡说八道、

Third Marking Period

Unit 4: China Past & Present: history: dynasties; major historical figures; relationship with the West; modern China

Overview: During this unit, students will investigate Chinese history, major historical figures, and the relationship with the West.

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 history and major historical figures are important for one's understanding of the Chinese culture.*
- *Chinese relations with West impact how people live and interact.*

Essential Questions:

- *How does China's long history impact the Chinese I am learning today?*

Standards	Topics and Objectives	Activities	Resources	Assessments
7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.	<p style="text-align: center;">Topics</p> <p>Chinese history, major historical figures, and the relationship with the West</p> <p style="text-align: center;">Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • be able to talk about Chinese history • learn the main features of the major dynasties • learn about major Chinese historical figures and their roles • consider the history of the relationship between China and the West 	<p>Students will each research one period in Chinese history and present to class. (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 consider and discuss China's relation with the West</p> <p>Students will each choose one historical figure and present what they learned.</p>	<p>Textbook Lessons: IC L2 P2 2, 8; DC4 48; XdZG 23, 25, 27, 31, 32, 33, 34, 35, 39, 46; TT 10.14</p> <p>http://www.everyculture.com/Bo-Co/China.html</p> <p>https://foreignpolicy.com/channel/tea-leaf-nation/</p> <p>Videos: https://www.youtube.com/watch?v=PLznQcVQYDI, https://www.youtube.com/watch?v=okhPcg-87XI;</p> <p>Companion Texts Empress Dowager Cixi, The Concubine Who Launched</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</p>

<p>7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p> <p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information</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 11-11-12.2)(RH 11-12.7)(RH 11-12.9) (RH 11-12.10)</p> <p>Students will type their findings 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>Modern China, by Jung Chang; The Heritage of Chinese Civilization, by Albert M. Craig (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>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 audio selection</p>
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<p>related to a variety of familiar topics and some unfamiliar topics.</p> <p>7.1.IM.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 in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p>7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>7.1.IM.C.1</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: 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>
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<p>Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p> <p>7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.</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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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 ● Provide a computer for written work ● Provide two sets of 	<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 	<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 	<ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lesson ● 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.

<p>textbooks, one for home and one for school</p> <ul style="list-style-type: none"> ● Provide visual aides ● Provide additional time to complete a task ● Use graphic organizers 	<p>represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).</p>	<p>make adjustments for personal space or other behaviors as needed.</p> <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.
<p>Interdisciplinary Connections:</p>			
<p>ELA - NJSLS/ELA:</p> <p>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.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>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.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>			
<p>Social Studies:</p> <p>RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source.</p> <p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media.</p> <p>RH.11-12.9. Integrate information from diverse sources.</p> <p>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.</p>			

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:

现代、社会、政府、经济、出现、各行各业、成就、官员、显然、挑战、职业、主张、表面上、似乎、依然、明显、歧视、限制、担任、不利、不如、独立自主、代表、责任、进步、脱离、经过、推动、创造、安定、局面、有赖于、普及、天然资源、无法、自给自足、奇迹、功臣、不断、十分、金融风暴、不景气、房地产、故事、较为、贫穷、缔造、未来、长期、忽视、环保、破坏、情况、情势、部分、心态、享乐、主义、伦理、丧失、运用、面对、尽快、稳、脚步、拥有、宽广、视野、铁饭馆、毕业、分配、促进、观念、制度、稳定、竞争、认识到、成功、传统、重男轻女、收养、反映、家庭、口号、空洞、有意义、存在、沟通、有远见、宣传

Key Language Structures:

于是、井底之蛙、何况、失败是成功之母、宁愿...也不、少之又少、

**Englewood Public School District
World Language, Mandarin – 12th Grade (Chinese 5)
Third, Fourth Marking Period**

Unit 5: Traditional Arts & Culture: poetry; literature; music; art

Overview: During this unit, students will learn about traditional Chinese arts.

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:

- *Traditional Chinese arts are an important aspect of Chinese culture.*
- *Reading classical Chinese poetry helps one to understand Chinese culture.*

Essential Questions:

- *How does the length of China's history change/influence the relationship people today have with traditional arts and culture?*
- *Is it important for China to protect its traditional culture?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p> <p>7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p> <p>7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to</p>	<p>Topics</p> <p>Traditional Chinese arts, including painting, music, opera, and poetry</p> <p>Objectives</p> <p>Students will</p> <ul style="list-style-type: none">• be able to recite a classical Chinese poem• know the major classical poets• be able to identify the qualities of different Chinese paintings• understand the elements of Chinese opera• know the major Chinese literary works	<p>Students will choose and learn a traditional Chinese poem, memorize it, and explain it to the class. (NJSLSA R1)(NJSLSA R2) NJSLSA R7) (NJSLSA R9)(NJSLSA R10)</p> <p>Students will look at the major elements of Chinese paintings</p> <p>Students will go to the Metropolitan Museum of Art, China Institute, or Asia Society to see an exhibition of Chinese art</p> <p>Students will read a synopsis of one of the major works of Chinese literature (NJSLSA R1)(NJSLSA R2) NJSLSA R7) (NJSLSA R9) (NJSLSA R10)</p>	<p>Textbook Lessons: FEYC 4 Unit 6, 7; XdZG 40, 43; TT 9</p> <p>http://en.chinaculture.org/culturea-z.html</p> <p>http://pages.ucsd.edu/~dkjordan/chin/hbtales.html#festivals</p> <p>http://www.asianart.org</p> <p>https://www.metmuseum.org/about-the-met/curatorial-departments/asian-art</p> <p>http://asiasociety.org</p> <p>https://www.chinainstitute.org</p> <p>http://www.namoc.org/en/</p> <p>http://www.comuseum.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 notes to determine whether students</p>

<p>determine the meaning of a message.</p> <p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p> <p>7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p> <p>7.1.IM.B.2 Give and follow a series of oral and written directions,</p>		<p>Students find and read an article online about Chinese literature. (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 using multimedia about a Chinese work of literature.</p> <p>Students type up a summary 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>https://www.freersackler.si.edu/collections-area/chinese/</p> <p>http://www.namoc.org/zsjs/</p> <p>Videos: https://www.youtube.com/watch?v=j_sga06TsH0</p> <p>Companion Text https://www.readworks.org/article/Bamboo-Under-Spring-Rain/f0099aba-c6fd-4930-a4d8-de28fe174ce7#!articleTab:content/ (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>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 specifically constructed for the unit content</p>
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<p>commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.4 Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p>7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich</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>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>presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.</p> <p>7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.</p> <p>See list of Technology Standards for this unit 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 	<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 	<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.

<ul style="list-style-type: none"> • Use graphic organizers 		<p>students' interests, social/family background and knowledge of their community.</p> <ul style="list-style-type: none"> • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). 	
<p>Interdisciplinary Connections:</p>			
<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.</p>			
<p>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.</p>			
<p>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.</p>			

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:

文学、唐诗、宋词、小说、散文、四大名著、西游记、红楼梦、三国演义、水浒传、诗人、文化、国画、国粹、书法、水墨画、京剧、戏剧、相声、杂技、服装、唐装、汉服、旗袍、毛笔、墨、砚台、宣纸、艺术、剪纸、折纸、茶文化、茶叶、开水、茶壶、茶杯、喝茶、少数民族、汉族、小品、评书、节庆、仍然、逢、风俗、游行、无数、造成、惊人、效果、数量、形状、传奇、传说、小时、从此、类似、千万、否则、古色古香、古今中外、保存、完好、设计、变化、举办、衣食住行、欣赏、地道、趣味、活力、怀旧、当年、模糊、消失、恐怕、难免

Key Language Structures:

可见、必不可少、成千上万、独一无二、

**Englewood Public School District
World Language, Mandarin – 12th Grade (Chinese 5)
Fourth Marking Period**

Unit 6: Culture Today: art; music; movies

Overview: During this unit, students will discover current Chinese art, music and movies.

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:

- *Contemporary Chinese culture is important to understand in order to engage with Chinese peers my age.*

Essential Questions:

- *Why and how does pop culture move from one place/country to another?*

Standards	Topics and Objectives	Activities	Resources	Assessments
7.1.IM.A.1 Compare and contrast information (e.g. the main	Topics Pop culture, including music, movies and art	Students will view a current Chinese movie.	Textbook Lessons: IC XdZG 30, 45; TT 4	Formative Assessments:

<p>idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.</p> <p>7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.</p> <p>7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.</p> <p>7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.</p> <p>7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.</p>	<p style="text-align: center;">Objectives</p> <p>Students will</p> <ul style="list-style-type: none"> • be able to talk about Chinese pop culture • know the songs that Chinese listen to today • discuss modern Chinese art and artists • compare what they learn with they are familiar with in their own culture 	<p>Students will learn a current Chinese popular song.</p> <p>Chinese will learn about a current Chinese artist (like Ai Weiwei). (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 discuss the influence of Western pop culture – Korea, Japan US – on Chinese pop culture.</p> <p>Students access museums on the Internet that have Chinese paintings.</p> <p>Students respond to a prompt about a Chinese movie they watch with a paragraph-level response.</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>http://www.baidu.com/</p> <p>http://www.qq.com/</p> <p>http://www.google.com.hk/</p> <p>http://www.sina.com.cn/</p> <p>http://www.163.com/</p> <p>http://www.sohu.com/</p> <p>http://www.weibo.com/</p> <p>http://www.taobao.com/</p> <p>http://www.youku.com/</p> <p>http://www.ctrip.com/</p> <p>http://www.zhihu.com/</p> <p>Ai Wei Wei http://topdocumentaryfilms.com/ai-weiwei-without-fear-or-favour/</p> <p>Largest Movie Studio in the world https://www.newyorker.com/magazine/2013/04/22/studio-city</p> <p>China Daily Culture http://www.chinadaily.com.cn/culture/</p> <p>C-pop</p>	<p>Teacher observes and/or takes anecdotal notes of students, focusing on verbal or non-verbal indications of comprehension while they are speaking, listening individually or with partners/groups.</p> <p>Teacher assesses students by observing and/or taking anecdotal notes to determine whether students understand and can use unit vocabulary words correctly.</p> <p>Teacher assesses students by observing and/or taking anecdotal notes to determine whether students understand and can use unit language structures correctly.</p> <p>Summative Assessments: Teacher uses the Proficiency Rubric (see end of curriculum below) to holistically assess student proficiency.</p> <p>Teacher uses the Chinese Language Skills Rubric (see end of</p>
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<p>7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.</p> <p>7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.</p> <p>7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</p> <p>7.1.IM.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 in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.</p> <p>7.1.IM.B.4</p>		<p>Students maintain a 成语 list.</p>	<p>https://en.wikipedia.org/wiki/C-pop</p> <p>Art https://www.artsy.net/gene/contemporary-chinese-art</p> <p>https://wcma.williams.edu/collecion/modern-contemporary-chinese-art/</p> <p>https://www.christies.com/features/10-Chinese-contemporary-artists-you-need-to-know-8504-1.aspx</p> <p>http://www.namoc.org/zsjs/</p> <p>http://www.798district.com</p> <p>Videos: https://www.youtube.com/watch?v=Sv9t89RhDkg</p> <p>https://www.youtube.com/watch?v=Zd7D0N4rvsU</p> <p><u>Companion Text</u> The Search for Modern China, by Jonathan Spence (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>curriculum below) to holistically assess student overall progress.</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>Reading comprehension – respond to questions about a reading specifically written for the unit content</p>
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<p>Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.</p> <p>7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.</p> <p>7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p> <p>7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p> <p>7.1.IM.C.4 Synthesize information found in age- and level-</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>Teacher observes students during a discussion/debate to assess their ability to use the new vocabulary and language structures.</p> <p>Students self-assess their ability to correctly write and recognize the characters from the unit.</p> <p>Students maintain a running list of language structures.</p>
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<p>appropriate culturally authentic materials.</p> <p>7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.</p> <p>See list of Technology Standards for this unit below.</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 	<ul style="list-style-type: none"> • Utilize modifications & accommodations delineated in the student’s IEP • Work with paraprofessional 	<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. 	<ul style="list-style-type: none"> • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills

<ul style="list-style-type: none"> ● Provide ELL students with multiple literacy strategies. ● Word walls ● Use peer readers ● Give page numbers to help the students find answers ● Provide a computer for written work ● Provide two sets of textbooks, one for home and one for school ● Provide visual aides ● Provide additional time to complete a task ● Use graphic organizers 	<ul style="list-style-type: none"> ● 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"> ● 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"> ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction ● 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:

艺术、音乐、流行、茶、与、基弧、必备、讲究、品、享受、选择、首先、学问、种类、五花八门、绝对、绝不、重视、各种各样、使用、价值、现代化、社会、街头、心目、最佳、适合、文化、入、几乎、然而、非.....不可、出版、话剧、精通、文学、视野、发达、小说、著作、经典、言论、放宽、受到、肯定、普及、节目、内容、娱乐、色情、暴力、控制、现实、报导、风俗、国情、至少、比起.....来、以下、其他、对于

Key Language Structures:

不可思议、以及、其中、可、

Notes:

Please see the extensive notes that accompany this curriculum.

Rubrics

Proficiency Rubric – Intermediate Mid

INTERPERSONAL SPEAKING	EXCEEDS EXPECTATIONS INTERMEDIATE MID 3	MEETS EXPECTATIONS INTERMEDIATE MID 2	ALMOST MEETS EXPECTATIONS INTERMEDIATE MID 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 expanding with better vocabulary and grammar	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/> Can use strings of sentences, some connected and some complex (multi-clause)	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/> Can speak most accurately in present time, but make attempts in the past tense though not always accurately	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/> Can communicate by understanding and asking a variety of questions to obtain information	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/> Can provide some information when asked to perform at the Advanced level, though with difficulty linking ideas and using structures not equivalent to English	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/> Can successfully communicate with pauses, reformulations and self-corrections with ease	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/> Can provide appropriate answers and begin to add more information, making connections to previous topics	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/> Can be understood by sympathetic native speakers	<input type="checkbox"/>	<input type="checkbox"/>

	<input type="checkbox"/>	<input type="checkbox"/> Can use culturally appropriate gestures and expressions.	<input type="checkbox"/>	<input type="checkbox"/>
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Last updated: 05/24/2013

PRESENTATIONAL SPEAKING/WRITING	AREAS OF FOCUS	EXCEEDS INTERMEDIATE MID 3	MEETS EXPECTATIONS INTERMEDIATE MID 2	ALMOST MEETS EXPECTATIONS INTERMEDIATE MID 1	DOES NOT MEET EXPECTATIONS
PRESENTS PERSONALLY RELEVANT INFORMATION	What language students use	<input type="checkbox"/>	<input type="checkbox"/> Can create with language, expressing own opinion with language in simple communications, compositions and requests for information.	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/> Can create most accurately in the present tense, but may begin to use other time frames	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/> Can attempt Advanced-level writing tasks but the quality decreases and the message may be unclear	<input type="checkbox"/>	<input type="checkbox"/>
	What information students present	<input type="checkbox"/>	<input type="checkbox"/> Can make choices of phrase, image or content to maintain the attention of audience		
		<input type="checkbox"/>	<input type="checkbox"/> Can present on everyday topics, topics of interest, and topics that have been studied and show evidence of the ability to tell or retell a story and provide additional information	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/> Can use sufficient vocabulary to provide information and some explanation	<input type="checkbox"/>	<input type="checkbox"/>

	Who can understand the students	<input type="checkbox"/>	<input type="checkbox"/> Can be understood by sympathetic native speakers	<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"> - Self-correct - Simplify Presentational Writing: <ul style="list-style-type: none"> - Graphic organizers - Reference resources 	<input type="checkbox"/>	<input type="checkbox"/>

Last updated: 05/26/2013

INTERPRETIVE READING/LISTENING	EXCEEDS EXPECTATIONS INTERMEDIATE MID 3	MEETS EXPECTATIONS INTERMEDIATE MID 2	ALMOST MEETS EXPECTATIONS INTERMEDIATE MID 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	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/> Can understand key information from lengthy texts	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/> Can find and use information for practical purposes and begin to find information for personal interest	<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	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> Can understand native speakers who speak very slowly <input type="checkbox"/> Can understand the main idea and many details of short conversations and presentations	<input type="checkbox"/>	<input type="checkbox"/>

	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/> Can identify the purpose of the text and many specific details associated with the text.	<input type="checkbox"/>	<input type="checkbox"/>

Last updated: 05/13/2013

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