

Fair Lawn Public Schools

Fair Lawn, NJ

Chinese
III CP

Adopted

August

2017

Revised July 2015
Developed July 2011

Chinese III CP is a communicative based course that was developed by the Fair Lawn World Language Department and aligned to the New Jersey World Language Student Learning Standards and the American Council on the Teaching of Foreign Languages.

Fair Lawn School District

Committee Credits Chinese III CP

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Chinese III CP

I. Course Synopsis

This is a proficiency-based, experiential world languages course for students who have completed Chinese II at Fair Lawn High School. This course is intended for intermediate learners. The approach is content-based, using subject content or a thematic center as the focus for language learning. The course is divided into themes, each of which is anchored in essential questions. Culture is infused routinely through the course so that students may develop a sense of cultural plurality and thereby prepare themselves to become citizens of a global society. To accelerate the language acquisition process, instruction takes place almost exclusively in the target language. Student understanding is demonstrated through kinesthetic, written or spoken means. Instruction focuses on what students can do with the language rather than what they know about the language.

Instructional methods and materials will provide for diversification across ability levels. Assessment is on-going and essentially performance based. Cooperative learning and project work are employed regularly. Emphasis is placed on hands-on, interactive tasks where students learn by tasting, manipulating, speaking, singing and moving. Students will continue to build on their knowledge of the Chinese pronunciation system, the pinyin writing system and Chinese calligraphy writing and typing system. Learners will also hone technology skills in the following ways: conducting research, composing thoughts, sorting and organizing information, developing presentations and following web quests. Cultural practices and products from people of different parts of the Chinese speaking world are thereby expanding and reshape their world view.

II. Philosophy & Rationale

A. Modes of Communication:

The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of communication. The three modes are:

The interpretive mode: Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of one way reading or listening includes but are not limited to the cultural interpretation of texts, movies, radio and television broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to listen “between the lines.”

The interpersonal mode: Students engage in direct oral and/or written communication. Examples involving two way interactive communication are conversing face-to-face or exchanging personal letters or email messages.

The presentational mode: Students present through oral and/or written communications information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this “one to many” mode of communication are making a presentation to a group or writing an article for the school newspaper.

B. “Can Do” statements

The NCSSFL-ACTFL Can-Do Statements are self-assessment checklists used by language learners to assess what they “can do” with language in the Interpersonal, Interpretive, and Presentational modes of communication. The checklists are best used by learners and learning facilitators as part of an overall reflective learning process that includes:

- setting goals
- selecting strategies
- self-assessing
- providing evidence
- reflecting before setting new goals

C. Proficiency vs. Performance

The American Council of Teachers of Foreign Languages (ACTFL) advises us to measure students’ learning in terms of *proficiency* rather than performance. Language proficiency refers to a student’s ability to communicate spontaneously in a language in a non-rehearsed context. It also refers to the degree of skill with which a student uses culturally appropriate language to read, write, listen and interpret the target language in real-world scenarios. ACTFL has identified eleven different levels of language proficiency.

D. Integrated Performance Assessment

The Integrated Performance Assessment (IPA) is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational. The three tasks are aligned within a single theme or content area, reflecting the manner in which students naturally acquire and use the language in the real world or the classroom. Each task provides the information and

elicits the linguistic interaction that is necessary for students to complete the subsequent task. They are standards-based, performance-based, developmental in nature, integrative. IPAs are designed to be used with scoring rubrics to show expectations.

III. Scope & Sequence

There are seven thematic units (Units 1-7); the goal is to study two units within each of first three marking periods and one unit plus final review for last marking period . Vocabulary, Language Functions, and Culture are embedded in each unit.

Unit 1. China The Beautiful

Topic: Geography and climate (2 weeks)

Topic: Ethnic minorities and dialect (2 weeks)

Unit 2. Big city and small town

Topic: Surrounding environment (2 weeks)

Topic: Population and pollutions (2 weeks)

Unit 3. Housing Market

Topic: Household chores, rooms & furniture in the house (3 weeks)

Topic: Rent and house marketing (1 week)

Unit 4. Be My Guest

Topic: Custom and culture of banquet (3 week)

Topic: Health food (1 weeks)

Unit 5. Good Qi!

Topic: Path to health – the balance of yin & yang (2 weeks)

Topic: Chinese medicine culture (1 weeks)

Unit 6. My friends in school

Topic: School campus and schedules (3 weeks)

Topic: Relationship with others, (1 weeks)

**Topic: Assessment system in USA and China, Chinese novels
(1 week)**

Unit 7. Trip to China

Topic: Travel plan (1 week)

**Topic: Scenic spots and historical places, famous Chinese
and dynasty (2 weeks)**

Topic: Reflection about the trip (2 weeks)

IV. Unit Descriptions

Unit 1: China The Beautiful

Essential Questions:

1. How many nations does China border with?
2. How many dialects do they have in China?
3. What are geographic features in China?

Can Do Statements:

- I can identify different geographic features in China.
- I know there are 56 ethnic minorities in China.
- I can identify Han Nationality and three ethnic minorities Mongol, Tibet and Uyghur ethnic.
- I know the provinces and special districts in China.
- I can identify three municipalities directly under the Central Government: Shanghai, Tianjin and Chongqing.
- I can tell two special districts: Hong Kong and Macao.
- I know the dialects of Shanghai and Guangdong.
- I understand there are different climates in China.
- I understand the weather report from CCTV channel.
- I can identify 8 famous sceneries and the history of that.
- I can locate China on the map and name the capital cities of some provinces.
- I can tell the population of China and compare it with America.

Language Functions:

- Agreeing/Disagreeing
- Asking for/Giving Information
- Comparing/Contrasting
- Complimenting
- Counting
- Describing objects
- Describing weather
- Expressing intentions
- Expressing likes/dislikes/preferences
- Expressing opinions
- Giving reasons and explaining causality
- Identifying
- Listing
- Reporting
- Stating ownership

Suggested Vocabulary:

- Words related to geography features.
- Terms related to climates and weathers.
- Words related to dialects.
- Terms related to scenery.
- Terms related to nationality and 5 ethnic minorities.
- Words related to administrative area of China.
- Words to describe the scenery.

Suggested Activities / Benchmark Assessments:

- TPR new words.
- Online research about 56 ethnic minorities in China.
- Create a map of China.
- Watch weather report from CCTV channel.
- Create a chart to compare the climates between in America and China.
- Watch Power Point about eight famous scenery.

- Create a Power Point about the history of those eight famous scenery.
- Group activity: Poster about ethnic minorities in China.
- Watch DVD clip about the dialects of Shanghai and Guangdong.
- Presentation: I know about China.
- Written: A paragraph about different geographic features of China.
- Listen to CD about climates and weathers in China.
- Group work: Divide the whole class into pairs. One student names a province and the other looks for it on the map.

Unit 1: China The Beautiful

Essential Questions:

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5. How many dialects do they have in China?
6. What are geographic features in China?

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Unit 1: China The Beautiful

Essential Questions:

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8. How many dialects do they have in China?
9. What are geographic features in China?

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Unit 1: China The Beautiful

Essential Questions:

10. How many nations does China border with?
11. How many dialects do they have in China?
12. What are geographic features in China?

Can Do Statements:

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Unit 2: Big city and small town

Essential Questions:

1. What are the common tools of transportation in China?
2. What do the common community look like in China?
3. How many times is the population in China compared to US?

Can Do Statements:

- I understand the role of bicycles as an important means of transportation in China.
- I can tell the population of China.
- I understand bus stop signs in Chinese.
- I understand the schedules of transportation.
- I can talk about the schedule of transportation.
- I can buy the ticket of a transportation vehicle.
- I can ask and give directions.
- I understand the harm of the pollution.
- I can compare the atmosphere and vegetations in China to US.
- I can compare the surrounding environment in Beijing twenty years ago to now.
- I understand written and spoken directions.
- I can interpret directions with the assistance of a map.
- I can give directions to a destination.
- I can identify similarities and differences between American cities and major cities in China

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Suggested Vocabulary:

- Terms related to transportation.
- Words related to pollution.
- Words related to environment.
- Words related to schedule.
- Words related to compare the communities.
- Words to describe the environment.
- Terms related to direction.
- Words related to traffic sign.

Suggested Activities / Benchmark Assessments:

- TPR new words.
- Students will look at a picture then describe the environment of it.
- Pair works: Ask or give a direction.
- Describe the environment of Fair Lawn.
- Take a video: This is our community.
- Watch a video clip about the pollution in China.
- Research online about the pollution in China.
- Get a direction of Chinese restaurant from a local Chinese newspaper of advertisement.
- Watch a Power point about the population of Chinese.
- Watch DVD clip about the environment changes in the past twenty years in China.
- Pair works: Design a modern community.

- Group work: Compare the traffic signs in America and China.
- 12. Discuss the harm of the pollution.

Unit 3: Housing market

Essential Questions:

1. What are the traditional architecture styles in China?
2. How does the housing style affect their life in general?
3. How does the community look like in China? How is it different from Fair Lawn?

Can Do Statements:

- I can identify traditional architectures in China and the differences from the US.
- I can describe and explain daily activities done in the home.
- I can describe and identify rooms in the house.
- I can show preferences about types of house and layout
- I can name household chores
- I can describe an ideal house and an ideal room
- I can identify and describe layout of a house
- I can describe the decoration of your room.
- I can narrate different activities to do at home
- I can tell locations of rooms and objects within the room.
- I can explain types of dwellings (house, apartments).
- I can identify and comprehend descriptions of items in an advertisement.
- I can describe you and your parent's home town

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Suggested Vocabulary:

- Types of housing in general: house, apartment, quadrangle; mengubao.
- Descriptive words about house layout: room, kitchen, bedroom, bathroom, garage, swimming pool; living room
- Comparative and superlatives used in buying and selling a house: reasonable, satisfied, must, not necessary, if, as long as, decide; one thing is good, but; had better; hope; don't worry;
- Measure words (unit words) for household item
- Household items: bed, sofa, bookshelf; closet, carpet; window,
- Descriptive word for a house; simple, bring, tidy, messy, dark.
- Measure words for household items.
- Words related to Community settings: movie theater, post office; food store, supermarket; food market; shopping center; mall; park; bank; hospital; bookstore;
- Words related to living condition: clean, dirty; environment; quiet; safe; busy; noisy;
- Words related to participating in community activities: morning exercise; concert; chorus; church etc.

Suggested Activities / Benchmark Assessments:

- TPR new words.
- Presentational: Video of house where students will show each floor and activities taking place in each room. A volunteer is told to carry out actions in rooms and then the activity will be described in the present progressive.
- Group Activities: Students will conduct a survey to compare and contrast the chores that they are responsible for daily in their homes.

- Written: Students will have to write a letter to their Chinese-speaking nanny about the daily activities of their siblings in certain rooms of the house.
- Oral: Students will describe a room in a house to another classmate who will draw what they are describing.
- Ask and answer questions about buying a house.
- Venn Diagram – comparing and contrasting houses in China and Fair Lawn.
- Create a Power Point presentation about your house.
- Fly Swatter (Chinese characters and pictures)
- Survey report about “Out City, Our Home” 我们的城市 – sanitation, environment; animal protection, transportation; economy
- Phone conversation: what are you doing at home?
- Oral presentation: I am going to study at Beijing University and is looking for an apartment. Here is a list of questions I have to ask about renting an apartment....
- Compose an email message about your house.
- Label the house map in Chinese.
- Drawing and labeling: My Ideal Room
- Role Play: visit my grandparents’ home town
- Writing task: my idea house
- Design an ad selling and/or buying a house/apartment
- Paired conversation using learned vocabularies about their house layout
- Newspaper activity: House hunting
- Picture narration

Unit 4: Be My Guest

Essential Questions:

1. What are the differences in party culture between east and west?
2. Why “民以食为天” food is as important as heaven in Chinese culture? Is this true in your culture?
3. What are traditional Chinese medicine and its relation to Chinese food culture?

Can Do Statements:

- I can ask and answer about their daily meal
- I can list daily meals

- I can demonstrate and narrate the steps in preparing a recipe.
- I can compare and list popular dessert in China and US
- I can list Chinese meals and the times that they are eaten
- I can use chopsticks appropriately
- I can express likes and dislikes as they pertain to food
- I can design an ideal meal
- I can understand authentic Chinese menu
- I can compare the traditional Chinese breakfast menu to the American's
- I can describe food and menu in relation to holiday celebration
- I can describe the elements of Chinese tea culture
- I can name a variety of teas and distinguish among them
- I can tell names of tableware and cooking utensils
- I can describe the layout of a kitchen in China and one in your home
- I can arrange a table place setting according to Chinese tradition
- I can design a formal Chinese menu for party
- I can exchange opinions about food
- I can identify major cooking seasoning in different cultures

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Suggested Vocabulary:

- Terms related to popular Chinese food
- Terms related to popular American food
- Terms related to major cooking seasoning in Chinese meals: oil, soy sauce, vinegar, sugar, salt, scallion, ginger, garlic, chili, pepper, wine
- Terms related to cooking method of Chinese food: stir fry; deep fry, steam, boil
- Adjective terms related to describing the taste of food in general: sweet, sour, bitter, hot and spicy, salty, fresh, cooked, raw, tough, tender, greasy
- Terms related to Chinese breakfast items (*noodles, Chinese pancake, soybean, steamed buns, etc.*)
- Terms related to breakfast service (*plate, fork, spoon, chopsticks*)
- Terms related to tea (*hot water, cup, tea set and coffee*)
- Terms related to American breakfast (*coffee, juice, cereal, bacon, etc.*)
- Vocabularies used in a menu: appetizer, soup, salad, main course, side dish, dessert
- Vocabulary related to popular dishes in a menu: steak, BBQ chicken, chocolate, ice cream, hamburger, chicken nuggets; French fries, pizza, ham sandwich, sushi
- Terms related to gratitude: thanks to part hosts; hospitality; feel embarrassed
- Courtesy expressions
- Vocabularies related to fast-food

Suggested Activities / Benchmark Assessments:

- Picture narration / description activity
- Ask and answer questions about daily meal routines in the home
- Survey of favorite/least favorite food
- Exchange information about family meal routines in the home
- Identify daily meal routines based on spoken and written description
- Describe daily meal routines based on spoken and written description
- Describe family members in relation to daily meal routines
- Envelope task sequencing the events of the story
- Play bingo game (food items)

- Conversation using time expressions
- Clock demonstration activity
- Demonstrate time on individual white boards
- Role play (Chinese tea service)
- Paired interview about breakfast habits
- Create a breakfast, meals or food items (tea, cake) poster
- Mark the cadence with hand clappers
- Venn diagram: Chinese and American breakfasts
- Venn Diagram: Chinese and American party food
- *Gouin* series of daily activities
- Role play: inviting friends to a restaurant
- Practice using chopsticks with various foods
- Conduct a chopsticks race
- Write a short paragraph about daily events
- Character identification activity
- Word search (food items; holiday celebration)
- Picture narration

Unit 5: Good Qi! Path to Health

Essential Questions:

1. What is yin and yang? What is the significance of yin and yang for Chinese people?
2. What is Qi? How is Qi related to good health?
3. What is the concept of health in the west and east? What are the differences?
4. What can we do to maintain a healthy life?

Can Do Statements:

- I understand directions of a fitness or diet plan
- I can comprehend information advocating a healthy lifestyle.
- I can identify body parts and common ailments based on oral or written information.

- I can tell names of different sports and activities to stay healthy.
- I can talk about meals and food that help people staying healthy.
- I can make doctor's appointment and polite requests.
- I can read, listen to and explain information about foods and beverages for healthy meals.
- I can talk about foods you like and explain if these foods are healthy.
- I can classify foods according to the food pyramid.
- I know Qi Gong practice in China and its relation to Chinese philosophy
- I can associate a unit of measure with various foods (loaf, bunch, etc.)
- I can describe your symptoms to the doctors
- I understand the doctor's simple questions and answers
- I can ask and answer questions about health
- I can list exercises you do to keep fit
- I can interpret authentic Chinese language material related to health and fitness
- I can describe problems related to substance abuse, poor nutrition, lack of exercise, and poor sleeping habits

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Suggested Vocabulary:

- Terms related to fitness activities
- Terms related to human body parts
- Words to describe physical conditions.
- Food and drink items for breakfast, lunch, and dinner.
- Words to describe foods.
- Words related to Yin and Yang Chinese Qi Gong .
- Words used in health exam: lab test; blood; result; lung; give up; serious.
- Terms used in weight management: weight loss; skinny; loose; fat; respect; change; smart living; to become; model;

Suggested Activities / Benchmark Assessments:

- TPR new words.
- Produce spoken and written presentations about health and fitness
- Make a health form in Chinese
- Group discussion: which life style habits help to maintain good qi
- Pair conversation: play doctor
- Presentation: Based on the new food pyramid, students will create a daily eating regimen (diet) that reflects your eating style and share with the class.
- Group activity: As a class, students will create a list of statements describe healthy habits. Students will poll their classmates to discuss which habit each individual believes is most important and why.
- Written: Students will be shown a picture of a medicine cabinet filled with various medicines and toiletries. Students will write sentences describing the person who owns the items based on the products that they use.
- Students evaluate and provide information about their own healthy and eating habits and share with a partner.
- Students will listen CD about healthy life style and then answer question that related to the listening context.
- Picture narration: people in the magazine cutout
- Design an ad to promote your weight loss program and dieting products
- Role play: “Someone’s diet plans”

- Fly Swatter (*Chinese characters and medicines*)
- Bingo game (*family members and health*)
- Word search (*family members and health*)
- Paired conversations (*family members and health*)

Unit 6: My friends in school

Essential Questions:

1. What kind of personalities you think a good friend should have?
2. How do keep a healthy relationship with my friends?
3. What do Chinese teens do to maintain their friendship with friends?
How is different from the west?

Can Do Statements:

- I can tell the Fair Lawn high school current calendar.
- I can introduce the campus of Fair Lawn high school.
- I can compare the subjects which high school students learned in America to China.
- I can give suggestions to somebody of his/hers schedule.
- I can express happiness and unhappiness.
- I can comfort someone.
- I can make an apology.
- I can describe an ideal relationship.
- I can compare the assessment system in USA and China.
- I know a few traditional friendship stories.
- I can describe personality.
-

Language Functions:

- Agreeing/Disagreeing
- Asking for/Giving Information
- Comparing/Contrasting
- Complimenting

- Counting
- Describing objects
- Describing weather
- Expressing intentions
- Expressing likes/dislikes/preferences
- Expressing opinions
- Giving reasons and explaining causality
- Identifying
- Listing
- Reporting
- Stating ownership

Suggested Vocabulary:

- Terms related to friendship
- Expressions of happiness
- Expressions of unhappiness
- Terms related to comforting someone
- Terms related to make an apology
- Expressions relating to problems and solutions
- Terms to describe an ideal relationship
- Adjectives to describe personality (*strict, smart, happy, witty, loyal, industrious*)

Suggested Activities / Benchmark Assessments:

- TPR new words.
- Watch video segments about the teens' life in China.
- Draw a campus map of Fair Lawn high school.
- Write a letter to Chinese pen pal about the subject that they study now.
- Fly Swatter (*Chinese characters*)
- Bingo game (New words)
- Word search (*Read the article about friendship*)
- Oral presentation: Share your findings about the personality of a good friend with the class.

- Group activity: In groups, come up with reasons to situations in which apologies might be used. Working in groups, write a note of apology for these situations and explain reasons.
- Presentation: Working in groups of three, write and act out a skit about two friends resolving a problem. On two sheets of paper, write two pieces of advice for the “friends in conflict”. One person holds up the cards at key moments so that the class and the two acting out the skit can see them. The two students acting respond to the cards in their dialogue.
- Paired conversations: give suggestions about their schedule.
- Inside/outside circles.
- Newspaper “want ad” activity.

Unit 7: Trip to China

Essential Questions:

1. Can you name some of the famous American and Chinese? What are they famous for?
2. Can you name some of the famous American and Chinese? What are they famous for?
3. Can you name some tourist attractions in China that are similar to those in your country? In what ways are they similar to each other?

Can Do Statements:

- Respond to basic travel planning questions: (including transportation schedules, modes of transportation destinations and activities)
- Interpret materials providing travel information.
- Describe past travel experiences and future travel plans
- Name some eminent figures in the Chinese history, such as Qinshihuang, Emperor Taizong of the Tang dynasty, Qu Yuan, Confucius, Sima Qian, and Mao Zedong.

- Know the names of some well-known tourist attractions and scenic spots, such as the landscape of Guilin, the army of terracotta warriors and horses in Xi'an, the Forbidden City and the Great Wall in Beijing.
- Acquaint with major events in Chinese history, such as the Opium War and the foundation of the People's Republic of China in 1949.
- Acquire some general knowledge about major periods, ages and dynasties in Chinese history, such as the Spring and Autumn period, the Qi dynasty, the Han dynasty, the Tang dynasty, the Ming dynasty and the Qing dynasty.
- Tell famous historical events in the history of your own country.
- Get acquainted with the main religions in China.
- Identify Chinese-speaking countries/regions: (*China, Singapore, Taiwan, and Hong Kong* etc.)
- Locate China and at least five major cities: *Beijing, Tianjin, Shanghai, Nanjing, Xian* and *Si Chuan province (Chengdu city)* on a world map
- Describe some important Chinese landmarks and treasures: (*Great Wall of China, Panda, Taipei 101, Terracotta Warriors, and Sun Wu Kong: Monkey King*).

Language Functions:

- Agreeing/Disagreeing
- Asking for/Giving Information
- Comparing/Contrasting
- Complimenting
- Counting
- Describing objects
- Describing weather
- Expressing intentions
- Expressing likes/dislikes/preferences
- Expressing opinions
- Giving reasons and explaining causality
- Identifying
- Listing
- Reporting
- Stating ownership

Suggested Vocabulary:

- Words related to nation and nationality: (国家名称 *China, Chinese, US, American, England, English, France, French, Germany, German, India, Indian, Africa, African...etc.*)
- Words related to Chinese history.
- Words related to tour and landscape.
- Terms related to major periods of Chinese history.
- Nouns relating to famous Chinese.
- Words to describe the scenic spot.
- Geographic terms: (*mountains, oceans, rivers, etc.*).
- Landmarks

Suggested Activities / Benchmark Assessments:

- TPR new words.
- Discuss and make travel plans.
- Ask and answer questions about travel and vacations.
- Name popular tourist spots in China and in the US.
- Discuss typical vacation spots and resorts in China and in the US.
- Discuss what teens in Chinese-speaking countries enjoy doing while on vacation.
- Mapping activities: produce a map of China with major tourist spots and related descriptions.
- Access and interpret maps from Chinese-speaking countries.
- Interpret past travel experiences and future travel plans.
- Interpret materials providing travel information.
- Time chart of Chinese dynasties.
- Power Point about famous Chinese.
- Watch short video clip on the Great Wall of China (United Streaming) and Beijing.
- Pair works: Who is your hero?
- Tear sheet vocabulary
- Write a paragraph explaining how those famous people or hero affect our thinking and life.

- Fly swatter game to practice names of landmarks
- Word search/crossword puzzle (Chinese culture)
- Labeling activities (interactive map on the Internet)
- Envelope task for sentence construction
- Word/Picture associations
- Listening comprehension activities/assessments
- Chanting (nationality)
- Magnet mapping activity
- Play four corners with important landmarks

V. Core Instructional Materials:

Suggested materials that teachers use are, but are not limited to:

- authentic readings found online
- authentic readings found in newspapers, magazines
- culturally/linguistically appropriate videos found on websites such as www.cctv.com, www.askasia.org/teachers, www.afk.com, www.youtube.com, www.teachertube.com,
- online game resources found on websites such as www.chineseinput.com
- Our world language teacher website
- Everyday Chinese for Youth I,II,III (遠東少年中文) (Textbook)
- Everyday Chinese for Children I,II,III (遠東天天中文) (Textbook)

VI. Assessments

Formative Assessments

- Vocabulary Practice
- Exit Tickets
- Think, Pair, Share
- Speaking Practice
- Inside / Outside circle
- Deductive Reasoning Reading

- Envelope activities
- AB Information Gap activities
- Class surveys
- Anecdotal Notes on Partner, Small-Group, and Whole-Group Discussion
- Socratic Class Discussion / Lecture Notes / Participation
- Weekly Journal Prompts – with Double Entry Journals
- Rough Drafts

Summative Assessments

- Vocabulary Quizzes
- Integrated Performance Assessments
- Recorded Speaking
- Skit / Dialogue
- Presentational writing
- Projects
- Presentations

VII. Suggested Modifications and Accommodations for Special Education, ELL, At-Risk, and Gifted Students

ACCOMODATIONS			
Preferential seating	Repeating/ simplifying of directions	Ample use of visuals	Use of manipulatives
Strategic/flexible grouping and pairing	Clear visual, verbal and demonstrative modeling	Kinesthetic activities Rhythm, music, body movements	Use of graphic organizers
Ample wait time before calling on students	Think/Pair/Share	Teach vocab in context, and in small chunks	Frequent repetition

Student self-assessment, self-monitoring of progress	Have students set personal growth goals	Break down assignments into manageable parts/tasks	Learning centers or stations that address varied activities, skills, learning modalities
MODIFICATIONS			
<p><u>Speaking</u> <u>Provide:</u> -sentence starters -processing time -cues and prompts -embedded choices -practice time</p>	<p><u>Groups/Pairs</u> <u>Teach:</u> -rules and expectations -skills of independence – bridging phrases, disagreeing agreeably, voice level -strategies for moving in and out of groups -signal for getting teacher’s attention <u>Allow:</u> Flexible grouping Adequate/extra time Assign group roles</p>	<p><u>Reading</u> <u>Use:</u> -peer tutoring -label main ideas -label 5 W’s -visual imagery -graphic organizers <u>Allow:</u> -Highlighting of key words/concepts -Silent pre-reading -Partner reading <u>Teach:</u> -Pre-reading strategies -‘During’ reading strategies -Post-reading strategies</p>	<p><u>Writing</u> -Shorten task -Require lists rather than sentences <u>Allow:</u> -note-taking -visual representation of ideas -collaborative writing -Brainstorm word bank -Pre-writing with graphic organizers <u>Provide:</u> -Model of writing -Structure for writing -Fill-in-blank form for note-taking</p>

VIII. New Jersey Student Learning Standards

- New Jersey Student Learning Standards
 (<http://www.state.nj.us/education/cccs/2014/wl/WL-1-IL.pdf>)

7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.

7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

7.1.IL.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.

7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.

7.1.IL.A.8 Compare and contrast unique linguistic elements in English and the target language.

7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.

7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.

7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.

7.1.IL.B.4 Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.

7.1.IL.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.

7.1.IL.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.

- New Jersey Student Learning Technology standards
(<http://www.state.nj.us/education/cccs/2014/tech/>):

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software

8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

- Workplace readiness standards
(<http://www.state.nj.us/education/cccs/1996/05ccwrready.html>):

7.1.15 Explore employment opportunities where languages are advantageous.

7.2.13 Use technology to enhance language acquisition, and to acquire current cultural information, in order to develop more accurate impressions of the culture studied.

7.2.8 Examine interrelationships between the language and the culture of a given group of people, as evidenced in literary works.

7.1.17 Communicate and interact in a limited range of task-oriented and social situations.

- 21st Century Content Standards
(<http://www.state.nj.us/education/cccs/standards/9/#91>):

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

VIII. Interdisciplinary Connections and Alignment to Technology standards

The following topics have connections to other content areas:

- Social Studies - (Geography of Target Language Countries, Immigration, Service Learning)

6.1.8.B.1.b Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.

6.1.12.B.1.a Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.

6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

- Math - Currency Exchange Rates, Metric System

NJSLS.MATH.CONTENT.3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs

NJSLS.MATH.CONTENT.6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

- English - Central Idea/Summarizing, Transition words, Sequencing of events

NJSLS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

NJSLS.ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

NJSLS.ELA-LITERACY.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

NJSLS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Technology - See *above*

- 21st Century Life and Careers - See *above*