

Chinese 5H

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Chinese 5 Honors 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 Standard 7.1.

**Fair Lawn
Public Schools
Fair Lawn, NJ
Fair Lawn School District**

Committee Credits
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Chinese 5 Honors

I. Course Synopsis

The Chinese 5 Honors curriculum is designed for intermediate language learners. 90%+ of all classroom communication will take place in the target language. Instruction focuses on developing reading, writing, speaking, and listening skills aligned with the New Jersey Student Learning Standards Initiative and the College and Career Readiness Anchor Standards for World Languages. Throughout the year, students will explore six thematic units which are each anchored by an essential question and a cumulative goal to benchmark the development of language proficiency. Students will engage in lessons that are differentiated, interactive, and characterized by authenticity. Instructional methods and materials will provide for diversification across ability levels. The students will be exposed to and will explore a variety of authentic resources, informational texts and electronic sources. Assessment will be ongoing and will include performance-based tasks, reading comprehension and writing samples that further demonstrate and confirm the acquisition of language skills. Cultural practices and products from people of different parts of the Chinese speaking world are incorporated routinely so that students may develop a sense of cultural plurality and thereby expand to 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 read and 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

Communicative Skills				
<i>Students will be able to do...</i>				
Intermediate Low				
Interpersonal Communication	Presentational Speaking	Presentational Writing	Interpretive Listening	Interpretive Reading
<p>I can participate in conversations on a variety of familiar topics using simple sentences.</p> <p><i>- I can interact in everyday situations and subjects of interest to me (e.g., school, language, household, interests, work, social media, electronic correspondence, travel situations) by asking and answering questions.</i></p> <p><i>- I can use simple sentences to meet my basic needs in familiar situations (e.g. school, work, community, transportation) I can</i></p>	<p>I can present information on familiar topics using a series of simple sentences. I can speak with greater fluency, including a wider variety of language, details, and time frames.</p> <p><i>- I can talk about myself, family members, friends, and characters in readers or texts (e.g., sports, personalities, interests, famous places, activities).</i></p> <p><i>- I can present or narrate using a variety of language about personal experiences or about</i></p>	<p>I can write briefly about most familiar topics and present information in various time frames using a series of simple sentences with limited support. I can write with greater fluency, including a wider variety of language and details than in Novice High writing.</p> <p><i>- I can write a series of simple sentences about myself, family members, friends, and characters in readers or texts (e.g., day-to-day activities, sports, descriptions, interests, likes/dislikes).</i></p>	<p>I can understand increasingly complex messages, stories, conversations, and presentations related to a variety of familiar topics in a variety of time frames.</p> <p><i>- I can understand basic purposes and identify main ideas of messages (e.g., events, announcements,</i></p>	<p>I can understand increasingly complex texts in a variety of situations based on familiar vocabulary in a variety of time frames.</p> <p><i>- I can understand basic purposes, main ideas, characters, settings, and main events in age-appropriate media.</i></p> <p><i>- I can interpret meaning through knowledge of structures, cognates, and context (e.g., prefixes,</i></p>

<p><i>-I can negotiate meaning by asking and answering simple questions about level-appropriate texts or readers.</i></p>	<p><i>information from cultural contexts .</i></p> <p><i>- I can identify, describe, compare, and contrast people, locations, pictures, and cultural topics.</i></p>	<p><i>- I can write using a variety of language and details from cultural contexts (e.g., write stories, summarize main events).</i></p> <p><i>- I can write using a variety of language about personal experiences in various time frames (e.g., what I did or will do on the weekend, on vacation, in school).</i></p> <p><i>- I can write about cultural topics mentioned in texts/literature.</i></p> <p><i>- I can write to request information with limited support.*</i></p>	<p><i>advertisements, voicemail)</i></p> <p><i>-I can understand message</i></p> <p><i>s or questions that require specific actions or responses (e.g., deadlines, voicemail directions, transportation announcements).</i></p> <p><i>-I can make inferences and draw conclusions based on messages.</i></p>	<p><i>word order, suffixes, root words).</i></p> <p><i>- I can make inferences and draw conclusions from a variety of written sources (e.g., readers, literature, electronic correspondence, articles, travel situations).</i></p> <p><i>- I can understand messages in which writers engage me about topics of personal interests in age-appropriate media.</i></p>
<p><i>*Support may include gestures, pictures, props, and word walls.</i></p>				

<p>Communicative Skills</p> <p><i>Students will be able to do...</i></p>				
<p>Intermediate Mid</p>				
<p>Interpersonal Communication</p>	<p>Presentational Speaking</p>	<p>Presentational Writing</p>	<p>Interpretive Listening</p>	<p>Interpretive Reading</p>
<p>I can participate in conversations and expand on a variety of themes.</p>	<p>I can communicate orally at the sentence level on a variety of themes.</p>	<p>I can write with greater fluency, including a wider variety of</p>	<p>I can understand increasingly complex messages, stories,</p>	<p>I can understand increasingly complex texts in a variety of situations based on</p>

<p><i>-I can handle social interactions in everyday situations by asking and answering a variety of questions.</i></p> <p><i>-I can ask for clarification, use circumlocution, self correct when not understood, paraphrase, repeat and ask for repetition.</i></p> <p><i>-I can use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.</i></p> <p><i>-I can ask and respond to factual and interpretive questions. I can ask and answer questions related to everyday life.</i></p> <p><i>-I can understand and use some idiomatic expressions and culturally authentic expressions.</i></p>	<p><i>-I can speak about a wide variety of familiar topics using connected sentences.</i></p> <p><i>-I can compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.</i></p> <p><i>- I can use language creatively to respond to a variety of prompts about familiar and some unfamiliar situations.</i></p>	<p>language and details than Intermediate Low writing.</p> <p><i>-I can communicate in written form at the sentence level on a variety of themes.</i></p> <p><i>-I can write on a wide variety of familiar topics using connected sentences.</i></p> <p><i>-I can compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each in my writing.</i></p> <p><i>- I can use language creatively to respond to a variety of prompts about familiar and some unfamiliar situations.</i></p>	<p>conversations, and presentations related to a variety of familiar topics in a variety of time frames.</p> <p><i>-I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.</i></p> <p><i>-I can understand the main idea in conversations that I hear.</i></p>	<p>familiar vocabulary in a variety of time frames.</p> <p><i>-I can use my knowledge of my own culture and target culture to deduce meaning.</i></p> <p><i>-I can identify the main idea and supporting details when reading.</i></p> <p><i>-I can derive meaning by examining familiar and unfamiliar structures</i></p> <p><i>-I can synthesize information found in age- and level-appropriate culturally authentic materials.</i></p>
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Sources: [ACTFL Performance Guidelines](#) , [NJ World Language 2014 Standards](#), [NCSSFL-ACTFL Can-Do Statements](#) and [LinguaFolio® Self-Assessment Statements](#)

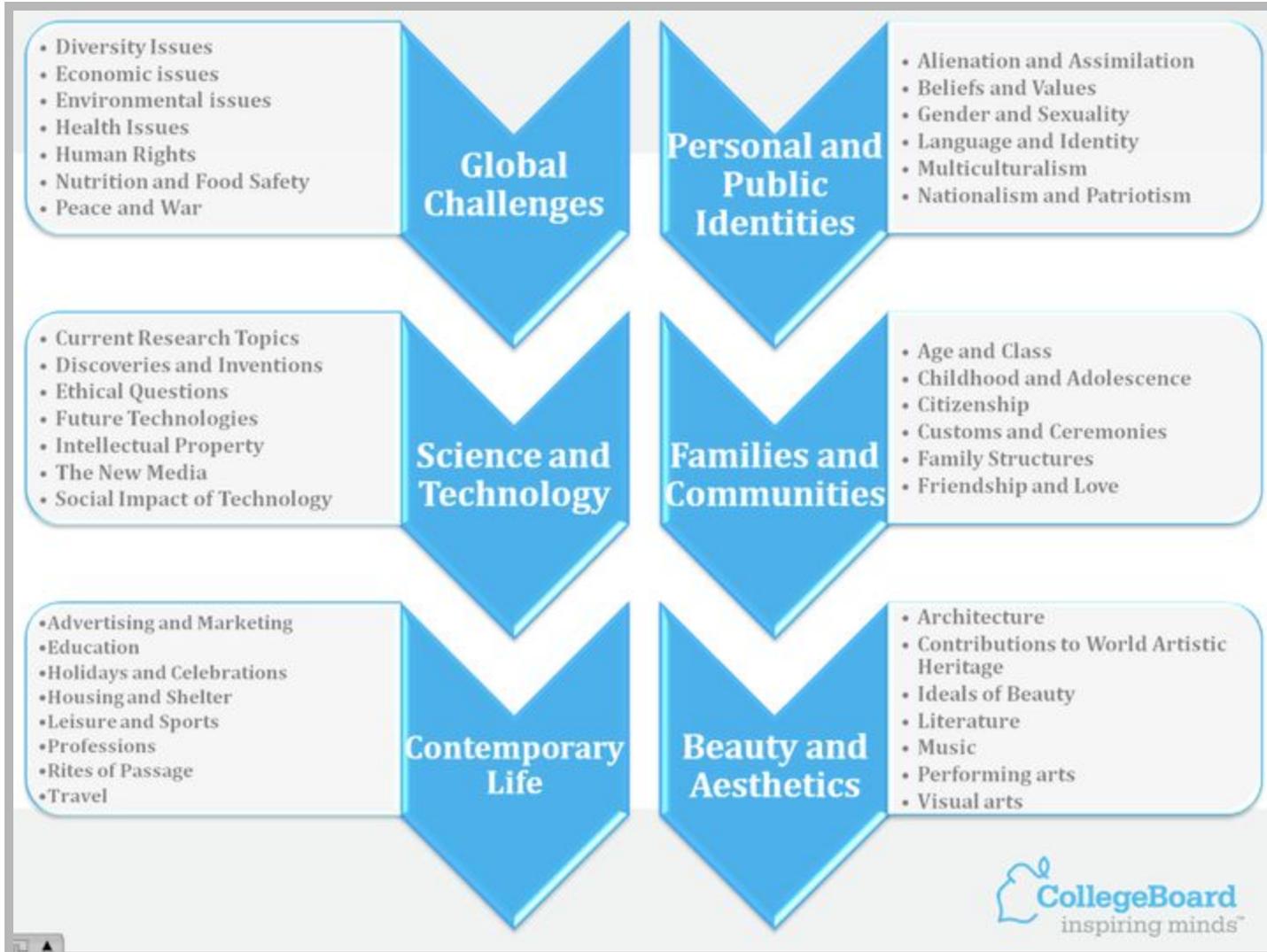
C. Proficiency vs. Performance

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. AP THEMES



Course Themes and Units:

AP THEMES	CHINESE 5 HONORS UNIT
Personal and Public Identities	The Many Faces of China & Its History
Families and Communities	Making Connections - Friendship and Love
Contemporary Life	“Blue-Ribbon” Bite of China
Beauty and Aesthetics	Chinese Folktales
Science and Technology	Ancient & New Technologies
Global Challenges	DIY - Making Our World a Better Place

IV. Scope & Sequence

There are six interconnected thematic units (Units 1 - 6). Vocabulary, Language Functions, and Culture are embedded in each unit. The following are unit themes and questions discussed throughout the course and will be modified based on students' interests, current events and interdisciplinary connections. The unit themes and questions are covered throughout the year with a continuous spiraling progression. Interconnectedness of themes is expected and encouraged. Within the basic theme, students work on all aspects of communication: Interpretive, Interpersonal, and Presentational.

Unit 1: Chinese Folktales

- What do our stories say about us?
- How do stories help us see the world differently?

Unit 2: Ancient & New Technologies

- How does ancient & modern technology affect my everyday life?
- How does technology affects daily life around the world?
- Are our lives improved or hindered by technological and scientific advances?

Unit 3: The Many Faces of China & Its History

- What does cultural diversity look like in China?
- How does cultural diversity influence our views on the world?

Unit 4: Making Connections - Friendship and Love

- How do people make meaningful connections with others?
- How do the customs and ceremonies of a culture bring people and communities together?

Unit 5: “Blue-Ribbon” Bite of China

- What is food culture?
- How does eating food and its preparation unify us?

Unit 6: DIY - Making Our World a Better Place

- How do we make our world a better place?
- What are the problems facing our society and the world?
- What are possible solutions to the many challenges we face?

V. Comprehensive Communication Objectives

The course is structured so that students achieve the following communicative objectives:

Spoken Interpersonal Communication

- I can engage in the oral exchange of information, opinions and ideas in a variety of time frames in formal and informal situations
- I can elicit information and clarify meaning by using a variety of strategies
- I can state and support my opinions in oral interactions
- I can initiate and sustain interaction through the use of various verbal and nonverbal strategies
- I can understand a variety of vocabulary, including idiomatic and culturally appropriate expressions
- I can use a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics
- I can self-monitor and adjust language production
- I can demonstrate understanding of the features of target culture communities
- I can demonstrate knowledge and understanding of content across disciplines

Written Interpersonal Communication

- I can engage in the written exchange of information, opinions, and ideas in a variety of time frames in formal and informal situations
- I can write formal and informal correspondence in a variety of media using appropriate formats and conventions
- I can elicit information and clarify meaning by using a variety of strategies
- I can state and support my opinions in written interactions
- I can initiate and sustain interaction during written interpersonal communication in a variety of media
- I can understand a variety of vocabulary, including idiomatic and culturally appropriate expressions
- I can use a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics
- I can self-monitor and adjust language production
- I can demonstrate understanding of the features of target culture communities
- I can demonstrate knowledge and understanding of content across disciplines

Audio, Visual, and Audiovisual Interpretive Communication

- I can demonstrate comprehension of content from authentic audio resources
- I can demonstrate comprehension of content from authentic visual resources
- I can demonstrate comprehension of content from authentic audiovisual resources
- I can demonstrate understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions
- I can understand the purpose of a message and the point of view of its author
- I can identify the distinguishing features of authentic audio, visual and audiovisual resources
- I can demonstrate critical viewing or listening of audio, visual and audiovisual resources in the target culture context
- I can monitor comprehension and use other sources to enhance understanding

- I can examine, compare and reflect on products, practices, and perspectives of the target culture
- I can evaluate similarities and differences in the perspectives of the target culture and my own culture as found in the audio, visual and audiovisual resources
- I can demonstrate an understanding of the features of target culture communities
- I can demonstrate knowledge and understanding of content across disciplines

VI. Unit Descriptions

The following are a sample of activities throughout the course and will be modified based on students' interests and current events. The unit descriptions contain a sampling of activities covered throughout the year with a continuous spiraling progression.

Unit 1: Chinese Folktales

Enduring Understanding:

A culture's stories express different world culture values and perspectives.

Essential Questions:

- What do our stories say about us?
- How do stories help us see the world differently?

Can-Do Statements:

- I can compare two folktales and explain similarities and differences
- I can create an original folktale to reveal a particular understanding of the world

- I can compare and contrast two folktales from two different cultures
- I can explain the differences between two world perspectives

Language Functions:

- Analyzing/interpreting
- Asking for/giving information
- Comparing/contrasting
- Evaluating
- Expressing opinions
- Identifying
- Recounting experiences/events
- Reporting
- Summarizing
- Telling/Retelling stories
- Ask/answer questions
- Expressing obligation
- Agreeing/disagreeing
- Describing people
- Discussing
- Explaining
- Expressing comprehension or lack of comprehension
- Expressing emotions, feelings
- Expressing needs

Suggested Vocabulary:

- Storytelling words
- descriptive words
- nationalities/origin words
- vocabulary from authentic sources
- Idiomatic expressions related to the theme

Suggested Activities / Benchmark Assessments:

- Interpersonal Speaking - simulated conversation
- Interpersonal Writing - Email Response
- Presentational Speaking - Cultural Comparison
- Presentational Writing - Essay
- Reading comprehension activities
- Oral comprehension activities
- Storytelling of selected Chinese folktale or self-created story

Unit 2: Ancient & New Technologies

Enduring Understanding:

The advancement of technology from the ancient to modern times has great significance on the daily lives of global citizens and the effects can be both positive and negative.

Essential Questions:

- How does technology affect my everyday life?
- How does technology affects daily life around the world?
- Are our lives improved or hindered by technological and scientific advances?

Can Do Statements:

- I can describe the impact that different technological advances have in my daily life
- I can explore technological innovations in different parts of the world
- I can investigate different technologies and how they influence cultural practices and perspectives
- I can describe the effects of technology on different parts of the world

Language Functions:

- Asking for/Giving information
- Describing events
- Explaining
- Expressing needs/wishes/wants
- Giving reasons and explaining causality
- Hypothesizing
- Planning
- Presenting information
- Reporting

- Summarizing
- Clarifying

Suggested Vocabulary:

- terms related to Chinese inventions
- terms related to innovations
- vocabulary from authentic sources
- Idiomatic expressions related to the theme
- Vocabulary related to expressing opinions

Suggested Activities / Benchmark Assessments

- Interpersonal Speaking - simulated conversation
- Interpersonal Writing - Email Response
- Presentational Speaking - Product Comparisons
- Presentational Writing - Essay
- Presentation on a technology product and its influences on the society
- Discussion and debate on current popular technology products in China and the US

Unit 3: The Many Faces of China and Its History

Enduring Understanding:

The Chinese-speaking world, like the English-speaking world, is culturally diverse with many different minority groups and cultural practices.

Essential Questions:

- What does cultural diversity look like in China and the Chinese-speaking world?
- How does cultural diversity influence our views on the world?

Can Do Statements:

- I can describe the cultural diversity in the China and the Chinese-speaking world
- I can explain possible reasons for cultural behaviors and reactions
- I can relate my views and different views of the world to differences in diversity

Language Functions:

- Analyzing/interpreting
- Asking for/giving information
- Comparing/contrasting
- Evaluating
- Expressing opinion
- Identifying
- Recounting experiences/events
- Reporting
- Summarizing
- Expressing needs/wishes/wants
- Telling/Retelling stories
- Giving advice
- Describing procedures, processes

- Describing objects
- Discussing
- Explaining
- Expressing doubt/indecision
- Responding

Suggested Vocabulary:

- terms related to different Chinese minority groups
- terms related to different regions of China
- terms related to cultural practices, products and perspectives
- terms related to description of history
- vocabulary from authentic sources
- Idiomatic expressions related to the theme

Suggested Activities / Benchmark Assessments:

- Interpersonal Speaking - simulated conversation
- Interpersonal Writing - Email Response
- Presentational Speaking - Cultural Comparison
- Presentational Writing - Essay
- Present on a Chinese region/minority group about its history and culture
- Discuss how the learning of the Chinese cultural diversity and history changed your view

Unit 4: Making Connections - Friendship & Love

Enduring Understanding:

We make meaningful connections with others through learning how to communicate and get along with others. We strengthen our connection with other people and communities by learning about their products, practices, and perspective of their culture.

Essential Questions:

- How do people make meaningful connections with others?
- How do the customs and ceremonies of a culture bring people and communities together?

Can Do Statements:

- I can describe some Chinese customs relating to friendships and/or dating
- I can investigate cultural products, practices and perspectives and their importance
- I can explain reasons for different cultural practices relating to friendship, dating, and/or marriage
- I can compare and contrast American and Chinese concepts of friendship and family

Language Functions:

- Analyzing/interpreting
- Asking for/giving information
- Comparing/contrasting
- Evaluating
- Expressing opinions
- Identifying

- Recounting experiences/events
- Reporting
- Summarizing
- Telling/Retelling stories
- Ask/answer questions
- Expressing obligation
- Agreeing/disagreeing
- Describing people
- Discussing
- Explaining
- Expressing comprehension or lack of comprehension
- Expressing emotions, feelings
- Expressing needs

Suggested Vocabulary:

- terms related to description of friendship, dating and marriage
- terms related to values and perspectives of friendship, dating and marriage
- terms related to reasoning, comparison and opinions
- vocabulary from authentic sources
- Idiomatic expressions related to the theme

Suggested Activities / Benchmark Assessments:

- Interpersonal Speaking - simulated conversation

- Interpersonal Writing - Email Response
- Presentational Speaking - Cultural Comparison
- Presentational Writing - Essay
- Discuss and debate on customs and values of friendship, love and marriage of China and the US
- Make a video contrasting the Chinese and American customs of friendship, love and marriage

Unit 5: “Blue-Ribbon” Bite of China

Enduring Understanding:

Food culture encompasses the practices, customs, and perspectives in relation to the food in our lives. Food culture is a globally essential part of understanding ourselves and others.

Essential Questions:

- What is food culture?
- How does the sharing of food and its preparation unify us?

Can Do Statements:

- I can relate my own food culture with my cultures’ perspectives
- I can connect the act of sharing and preparing food with food culture of different countries
- I can explain how food culture brings people around the world together

Language Functions:

- Asking for/Giving information
- Describing events

- Explaining
- Expressing needs/wishes/wants
- Giving reasons and explaining causality
- Hypothesizing
- Planning
- Presenting information
- Reporting
- summarizing
- clarifying

Suggested Vocabulary:

- terms related to food
- terms related to the cooking process
- terms related to taste and description of food
- terms related to dining expressions
- vocabulary from authentic sources
- Idiomatic expressions related to the theme

Suggested Activities / Benchmark Assessments:

- Interpersonal Speaking - simulated conversation
- Interpersonal Writing - Email Response
- Presentational Speaking - Cultural Comparison
- Presentational Writing - Essay

- Choose a Chinese dish and make a video of the cooking and dining process

Unit 6: DIY - Making Our World a Better Place

Enduring Understanding:

I play a role in improving, maintaining and/or hindering the effects of environmental, political and social issues in my community and around the world.

Essential Questions:

- How do we make our world a better place?
- What are the problems facing our society and the world?
- What are possible solutions to the many challenges we face?

Can Do Statements:

- I can describe various political, social and environmental issues in my community and those in the Chinese speaking world
- I can understand and describe the possible effects of these political, social and environmental issues
- I can explain the origins of these issues
- I can brainstorm and hypothesize about solutions to these issues
- I can suggest solutions that I and others can implement to make the world a better place

Language Functions:

- Asking for/Giving information
- Describing events

- Explaining
- Expressing needs/wishes/wants
- Giving reasons and explaining causality
- Hypothesizing
- Planning
- Presenting information
- Reporting
- Expressing hopes

Suggested Vocabulary:

- terms related to political, social and environmental issues
- vocabulary from authentic sources
- Idiomatic expressions related to the theme

Suggested Activities / Benchmark Assessments:

- Interpersonal Speaking - simulated conversation
- Interpersonal Writing - Email Response
- Presentational Speaking - Comparison of issues in China and the US
- Presentational Writing - Essay
- Describe an issue and discuss the influences and possible solutions
- Create a campaign to promote the public awareness of an issue

VII. Core Instructional Materials and Daily/Weekly/Monthly Activities to address learning objectives:

Suggested materials that teachers use are (but are not limited to)

- Integrated Chinese 1 & 2 textbook and workbook
- Far East Chinese for Youth series
- [Authentic texts](#)
 - Newspaper and magazine articles
 - Internet sources
 - blogs
 - wikis
 - social media
 - Authentic literature
 - short stories
 - poetry
 - excerpts from novels
 - narratives
 - plays
 - additional authentic Chinese language literature may be substituted to fit the themes outlined above
- The following is a sampling of possible sources for authentic materials
 - [CCTV](#)
 - [BBC Chinese](#)
 - [Read Chinese!](#)
 - [Weibo](#)

- culturally/linguistically appropriate videos found on websites such as www.youtube.com, www.vimeo.com, or other sites
- Fair Lawn District World Language Teacher website
- AP scoring guidelines for this assignment. Informal speaking assessments can be teacher, peer or self assessed. These types of assessments encourage students to internalize and understand the scoring guidelines.
- Student journals based on outside experiences with the target language.
- Use of technology such as but not limited to: [Voicethread](https://voicethread.com/), Google Drive, social media outlets and learning management systems

VIII. 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

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

<u>ACCOMMODATIONS</u>			
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> Provide:</p> <ul style="list-style-type: none"> -sentence starters -processing time -cues and prompts -embedded choices -practice time 	<p><u>Groups/Pairs</u> Teach:</p> <ul style="list-style-type: none"> -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 <p><u>Allow:</u></p> <ul style="list-style-type: none"> Flexible grouping Adequate/extra time Assign group roles 	<p><u>Reading</u> Use:</p> <ul style="list-style-type: none"> -peer tutoring -label main ideas -label 5 W’s -visual imagery -graphic organizers <p><u>Allow:</u></p> <ul style="list-style-type: none"> -Highlighting of key words/concepts -Silent pre-reading -Partner reading <p><u>Teach:</u></p> <ul style="list-style-type: none"> -Pre-reading strategies -‘During’ reading strategies 	<p><u>Writing</u></p> <ul style="list-style-type: none"> -Shorten task -Require lists rather than sentences <p><u>Allow:</u></p> <ul style="list-style-type: none"> -note-taking -visual representation of ideas -collaborative writing -Brainstorm word bank -Pre-writing with graphic organizers <p><u>Provide:</u></p> <ul style="list-style-type: none"> -Model of writing -Structure for writing

		-Post-reading strategies	-Fill-in-blank form for note-taking
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X. New Jersey Student Learning Standards

Depending on student performance and proficiency ability level, exposure to the Chinese language outside of the classroom and the task, the target language proficiency standards will vary between the Intermediate Low and Intermediate Mid Standards.

- New Jersey Student Learning Standards (<http://www.state.nj.us/education/cccs/2014/wl/WL-1-IL.pdf>, <http://www.state.nj.us/education/cccs/2014/wl/WL-1-IM.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.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.

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.6 Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.

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.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.

7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.

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.

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.

7.1.IM.A.5 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.

7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.

7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

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.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.

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.

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.

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.

7.1.IL.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.

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.

7.1.IL.C.6 Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

- 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.
- 7.1.IM.C.2 Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
- 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.
- 7.1.IM.C.4 Synthesize information found in age- and level-appropriate culturally authentic materials.
- 7.1.IM.C.5 Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each..

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

- 8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results
- 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

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

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.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

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.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.D.2 Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.

9.1.12.D.3 Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.

9.1.12.E.1 Explain how digital media are used in daily life in a variety of settings.

XI. 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)

6.2.12.B.6.a Determine the global impact of increased population growth, migration and changes in urban-rural populations on natural resources and land use

6.3.12.C.1 Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigrations), and justify conclusions after weighing evidence from multiple experts and stakeholders.

6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.

- Math - Currency Exchange Rates, Metric System

NJSLS.Math.Content.HSS-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).

NJSLS.MATH.CONTENT.HSS.IC.B.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

NJSLS.MATH.CONTENT.HSS.IC.B.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.

NJSLS.MATH.CONTENT.HSS.IC.B.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.

NJSLS.MATH.CONTENT.HSS.IC.B.6 Evaluate reports based on data.

- English

Key Ideas and Details:

NJSLS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

NJSLS.ELA-LITERACY.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

NJSLS.ELA-LITERACY.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure:

NJSLS.ELA-LITERACY.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Integration of Knowledge and Ideas:

NJSLS.ELA-LITERACY.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Key Ideas and Details:

NJSLS.ELA-LITERACY.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

NJSLS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Craft and Structure:

NJSLS.ELA-LITERACY.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

Integration of Knowledge and Ideas:

NJSLS.ELA-LITERACY.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

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