

Chinese
4H

August

2015

Revised August 2015
Developed July 2011

The Chinese 4 Honors course is a communicative based course that was developed by the Fair Lawn World Language Department and aligned to the New Jersey World Language CCCS Standard 7.1.

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

Committee Credits

Chinese 4H

Yun Wang

Cynthia Ni

Liliana Lopez, Supervisor

Chinese 4H

I. Course Synopsis

The Chinese 4H curriculum develops reading, writing, speaking, and listening skills aligned with the Grade-Specific (8) Common Core State Standards Initiative and the College and Career Readiness Anchor Standards for World Languages. Throughout the year, students will explore four 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. In addition, students will interact with a variety of informational texts, dialogues and electronic sources in the target language related to our four central themes, which enable us to provide a high level of comprehensible input, and thus a higher level of critical thinking. Assessment will be on-going and substantially performance-based.

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 four thematic units (Units 1-4); the goal is to study each unit within one marking period. Vocabulary, Language Functions, and Culture are embedded in each unit.

Unit 1: Getting to know each other

1. What perceptions do I have about my classmates?
2. What personal qualities about my classmates help or hinder the formation of relationships?

Unit 2: Get in shape!

1. What are the things that contribute to our well being?
2. Which of my activities contribute to or hinder a healthy life style?

Unit 3: Past experiences

Why do we bother to study or examine the past?

How is the present shaped by our memory of the past?

Unit 4: Last summer vacation

What are the essential elements for a successful vacation?

Unit 5: Protecting our world

What will my future bring?

IV. Unit Descriptions

Unit 1: Getting to know each other

Enduring Understanding:

Essential Questions:

1. What perceptions do I have about my classmates?
2. What personal qualities about my classmates help or hinder the formation of relationships?

Can Do Statements:

- I can greet and leave people in a polite way.
- I can introduce myself and others
- I can describe people

- I can talk about what I and others do
- I can say what I like or don't like

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

Grammar:

- Noun/Adjective agreement (Review)
- Comparative and superlative statements
- Present Tense (Review)

- Adjectives to describe clothing
- Demonstrative Adjectives and pronouns
- Preterit Tense Formation
- Verbs like gustar (encantar, quedar, interesar)

Suggested Vocabulary:

- Clothing and Accessories
- Colors, fit, size words
- Categories of clothing
- Recycle weather terms, seasons, body parts, numbers
- Demonstrative adjectives

Suggested Activities / Benchmark Assessments:

- “Guess who” game
 - Reading authentic catalogues/clothing ads/fashion magazines
 - Picture prompts
 - Role play: “What outfit should I wear?”
 - Describe a trip to a mall
 - Conduct a fashion show
 - Use a designated website to shop within a prescribed budget
 - Perform a skit between a salesperson and customer
 - Student self-assessments
-

Unit 2:**Enduring Understanding:**

The experiences that one encounters while traveling can open your mind to so many different things. In this unit, students will examine the different places one can visit, how one can travel and what one might see there.

Students will be able to discuss a trip that they have taken and how it affected them. Additionally, students will examine the geography and travel possibilities in different Spanish speaking countries.

Essential Questions:

1. What are the things that contribute to our well being?
2. Which of my activities contribute to or hinder a healthy life style?

Can Do Statements:

- I can talk about staying fit and healthy
- I can tell someone what to do and not to do
- I can tell a doctor what ails them
- I can analyze a healthy vs unhealthy lifestyle
- I can develop an exercise regime
- I can create a personal diet plan

Language Functions:

- Asking for/Giving information

- Describing events
- Describing places
- Describing objects
- Explaining
- Expressing how often, how well
- Expressing likes/dislikes/preferences
- Giving biographical information
- Giving directions
- Making appointments, arrangements, reservations
- Narrating
- Planning
- Recounting experiences/events
- Telling/Retelling stories

Suggested Vocabulary:

- Modes of transportation and adjectives to describe them
- Vacation activities
- Prepositions of location
- Sights to see

Suggested Activities / Benchmark Assessments

- Sequence dialogue activities
- Speaking prompts
- Picture prompts

- Research a city that uses the target language and prepare an itinerary
- Journal entries
- Student self-assessments
- Perform a skit
- Create a photo album/scrapbook documenting a trip

Unit 3: . Past Experiences

Enduring Understanding:

In today's world, we encounter technology at every turn. While technology may be enjoyable and make our lives easier, it may also have some negative effects. Television shows and movies can help connect us with different cultures and time periods. Our television and movie preferences can often say something about who we are as individuals.

Essential Questions:

1. Why do we bother to study or examine the past?
2. How is the present shaped by our memory of the past?

Can Do Statements:

- I can Talk about what he used to do.
- I can say what he used to like and dislike
- I can describe what people and things were like.
- I can use comparisons to describe people.
- I can express habitual actions (used to) in the past.

- I can compare and contrast places.
- I can identify a minimum of five famous Hispanics and their contributions to society.

Language Functions:

- Analyzing/interpreting
- Asking for/giving information
- Comparing/contrasting
- defining
- describing objects
- describing procedures, processes
- Evaluating
- Expressing how often, how well
- Expressing likes/dislikes/preferences
- Expressing opinions
- Identifying
- Recounting experiences/events
- Reporting
- Summarizing
- Telling time
- Telling/Retelling stories
- Accepting/refusing invitations
- Expressing interest/lack of interest/indifference or boredom
- Extending invitations
- Making appointments, arrangements, reservations

- Offering alternatives/solutions

Suggested Vocabulary:

- Movie Genres
- Television programs
- Descriptive Adjectives
- Frequency words
- Question words
- Time expressions
- Current Technologies
- Computer/Internet Terms

Suggested Activities / Benchmark Assessments:

- Vocabulary Quiz
- Survey classmates on their viewing habits
- Convert military time to standard time
- Debate positive and negative aspects of television
- Summarize a current TV show or movie for a “Name that Show game”
- Write a movie review
- Design and present original news clips using the preterit
- Read or view authentic entertainment materials
- Design a time line of a movie
- Complete an envelope task matching movies and translations
- Create, design and view commercials in the target language

- Extrapolate details from TV / Radio ads
- Speaking Test
- Create a promotional poster / commercial for a TV show / Movie
- Summarize a current TV show or Movie
- Interpret a TV timetable

Unit 4: Last Summer Vacation

Enduring Understanding:

Eighth graders will be embarking on a new journey to the high school and beginning to make plans for their futures. While the future is uncertain, everyone will map out their own future by making plans.

Essential Questions:

1. What are the essential elements for a successful vacation?

Can Do Statements:

- I can offer details about their summer vacation
- I can identify various means of travel
- I can compare and contrast methods of travel in North America and Europe
- I can compare and contrast different types of vacations (camping, sightseeing, etc.)
- I can list various types of materials required for different types of vacations
- I can narrate a memorable vacation spent with family or friends
- I can describe the landscape of various vacation sites
- I can visualize and describe the ideal vacation

- I can recommend an ideal vacation location
- I can sequence a story through use of storyboard
- I can synthesize the essential elements of a story and narrate it from the perspective of different characters

Language Functions:

- Asking for/Giving information
- Describing people
- Describing places
- Explaining
- Expressing daily routines
- Expressing hope
- Expressing intentions
- Expressing interest/lack of interest/indifference or boredom
- Expressing needs/wishes/wants
- Giving biographical information
- Giving reasons and explaining causality
- Hypothesizing
- Planning
- Presenting information
- Reporting
- Speculating on the future
- Talking about the future

Suggested Vocabulary:

- Professions
- Recycle around town vocabulary
- School subjects / College majors
- School / College / Career Vocabulary
- Recycle travel vocabulary

Suggested Activities / Benchmark Assessments:

- Plan a trip for the summer vacation
- Write job descriptions for a “Who am I” game
- Read horoscopes to find out your future
- Create a time capsule making predictions about the future
- Read / Extrapolate details from authentic readings (resumes, job listing, etc.)

Unit 5: Protecting Our World**Enduring Understanding:**

Eighth graders will be embarking on a new journey to the high school and beginning to make plans for their futures. While the future is uncertain, everyone will map out their own future by making plans.

Essential Questions:

What can we do to preserve our resources for future generations?

Can Do Statements:

- I can explain the importance of protecting our earth
- I can discuss problems effecting the environment
- I can brainstorm possible solutions to problems effecting our environment
- I can prioritize citizen's responsibilities to care for the environment
- I can discuss consequences of environment-related actions
- I can talk about obligations and solutions
- I can express agreement or disagreement with various recycling methods
- I can express my opinion about a story
- I can create a poem in the target language about the environment
- I can name and identify endangered species

Language Functions:

- Asking for/Giving information
- Describing people
- Describing places
- Explaining
- Expressing daily routines
- Expressing hope
- Expressing intentions
- Expressing interest/lack of interest/indifference or boredom
- Expressing needs/wishes/wants
- Giving biographical information
- Giving reasons and explaining causality
- Hypothesizing

- Planning
- Presenting information
- Reporting
- Speculating on the future
- Talking about the future

Grammar:

- Simple future
- Formal future tense

Suggested Vocabulary:

- Professions
- Recycle around town vocabulary
- School subjects / College majors
- School / College / Career Vocabulary
- Future time expressions (next week, in 20 years)
- Recycle travel vocabulary

Suggested Activities / Benchmark Assessments:

- Plan a trip for the summer vacation
- Write job descriptions for a “Who am I” game
- Read horoscopes to find out your future
- Create a time capsule making predictions about the future
- Read / Extrapolate details from authentic readings (resumes, job listing, etc.)

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 WL teacher website
- Everyday Chinese for Children I,II,III (遠東天天中文) (Textbook)
- Everyday Chinese for Youth I,II (遠東少年中文) (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

<u>ACCOMODATIONS</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> <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</p>

			note-taking
--	--	--	-------------

VIII. New Jersey Core Curriculum Content Standards

- Common Core Curriculum Standards (<http://www.state.nj.us/education/cccs/2014/wl/WL-1-NH.pdf>)

7.1.NH.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.

7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.

7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.

7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.

7.1.NH.A.8 Identify some unique linguistic elements in English and the target language.

7.1.NH.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.

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

7.1.NH.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.

7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

7.1.NH.C.3 Describe in writing people and things from the home and school environment.

7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NH.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

- 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

CCSS.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

CCSS.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

CCSS.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.

CCSS.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.

CCSS.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.

CCSS.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 - *Please see above*

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