

Chinese
5H/AP

July

2015

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Chinese 5H/AP 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

AP Chinese

Yun Wang

Cynthia Ni

Liliana Lopez, Supervisor

AP Chinese

I. Course Synopsis

Chinese 5H/AP is a college-level course intended for students who meet the requirements set forth by the school district. Eligible students will already have a strong command of the language. The class will focus on three modes of communication – Interpersonal, Interpretive, and Presentational. The students will participate in learning activities and

class work in order to demonstrate their competence in these three important modes. The class is conducted exclusively in Chinese, encouraging students to participate daily in the target language, thereby building their confidence in communication and personal expression. By placing this emphasis on communication, the course also highlights the other important aspects of language learning: exploring the Chinese culture, creating connections, building communities, and making comparison. During the year, the students will be exposed to the many Chinese-speaking countries of the world through literature, authentic documents, presentations, and audio-visual materials. Through extensive reading, writing and discussions in the target language, students will have the opportunity to develop their skills in literary analysis, oral presentation and stylistics. Review and enhancement of increasingly difficult grammatical structures and syntax form a solid basis for approaching the advanced placement examination and advanced proficiency in the target language

II. Introduction

This course is composed of 6 thematic units. Each theme includes sub-themes for exploration. Each unit is anchored by an essential question. A cumulative goal is set to benchmark the development of linguistic proficiency. Instructional procedures, techniques and methods will be differentiated, interactive and authentic. The students will be exposed to and will explore a variety of informational texts, graphics and electronic sources. They will apply technology in some of the following ways: conducting research, composing thoughts, sorting and organizing information, developing presentations and following web quests. 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.

III. Philosophy and Rationale: 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 the 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, speeches, graphics, charts, and podcasts. Interpretation differs from comprehension because it implies the ability to read or 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.

IV. Characteristics of Intermediate-High/Pre-Advanced Learners: Intermediate-level (high)/pre-advanced speakers are characterized by the ability to use simple discourse in a series of coherent paragraphs when speaking in diverse formal and informal contexts. They are able to understand most authentic spoken language, both orally and interpretively, and use this as a basis for creating a series of coherent paragraphs when writing or orally presenting information/ideas. In conversation, they can successfully express their thoughts with few significant patterns of error and use a wide range of appropriate vocabulary. With a sufficient amount of grammatical knowledge and vocabulary, they are able to circumlocute to effectively communicate their ideas when faced with difficulties. Intermediate–level speakers are characterized by the ability to:

1. Create with the language combining and recombining learned material to provide personal information
2. Engage in discourse on a variety of familiar topics to support and express opinions
3. Ask questions
4. Initiate, sustain and conclude a social or transactional task
5. Be generally understood by those accustomed to dealing with non native speakers

V. Procedures, Techniques and Methods:

A. Student-related: Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions. Students understand and interpret written and spoken language on a variety of topics. Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics. Students demonstrate an understanding of the relationship between the practices and the perspectives of the culture studied. Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. Students reinforce and further their knowledge of other disciplines through the foreign language. Students demonstrate an understanding of the nature of language through a comparison of the language being studied and their own. Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own. Students use the language both within and beyond the schools setting. Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

B. Teacher-related: Preparing students to engage in spontaneous conversation requires a number of instructional strategies to help with the development of communication tactics. Some strategies that the teacher might use include: Beginning with warm-up activities that lower the affective filter and provide students with thinking time. Providing students with pre-thinking exercises or graphic organizers to activate the thought process. Weaning students gradually from using a written script or notes in their oral communications. Providing multiple opportunities for students to practice thinking on their feet without the pressure of being evaluated constantly. Provide periodic opportunities for students to share their work with audiences other than the teacher and receive feedback from them.

Chinese 5H/AP Curriculum Themes: Families and Communities Personal and Public Identities Global Challenges Science and Technology Beauty and Aesthetics Contemporary Life Ongoing: Preparation for AP Exam Scope and Sequence Families and Communities Sub-themes: Childhood and Adolescence; Family Structures, Friendship and love Essential Question(s):

1. How does the contemporary family unit confront and overcome conflict?
 2. How has conflict affected families throughout history?
 3. How is friendship conceptualized in different Chinese-speaking countries?
- A. Objectives: The student will be able to:
1. Discuss the usage of fairy tales as a parenting tool
 2. Compare and contrast the French and American version of “Little Red Riding Hood” and evaluate the implications of these differences
 3. Interpret the morals and symbolism contained in “Little Red Riding Hood” and translate them into a parenting guide
 4. Envision and perform a modern day version of the tale “Little Red Riding Hood”
 5. Debate the issue of violent images in cartoons
 6. Describe the influence of social and political situations on the family unit
 7. Transplant themselves into various historical periods and envision their reactions to various events
 8. Explore and analyze the religious and political conflicts encountered in various French-speaking regions of the world during different time periods via poetry, song and prose
 9. Compare and contrast greetings in different French-speaking countries
- B. Vocabulary
1. La Famille – Ensemble: Grammaire – Chapter 3, relevant to family dynamics and communication
 2. Vocabulary extracted from songs, poetry and readings
 3. AP – Thematic vocabulary
 4. Terms pertaining to apartheid
 5. Vocabulary related to religion
 6. Terms particular to war and violence
- C. Grammar
1. The Noun – formation of feminine and plural nouns
 2. Articles – usage of definite, indefinite and partitive articles; rules for use of feminine and masculine articles
 3. Review and

application of all verb tenses/modes 4. Review of conditional sentences 5. Passé simple as a literary tense and comparison to passé composé 6. Review and expansion of subjunctive mode D. Possible Activities and Assessments 1. AP – Thematic vocabulary generation and practice; reading and listening comprehension activities; theme-related compositions 2. Reading: Le Bon usage des contes de fées – Magazine article about psychotherapist Bruno Bettelheim’s use of fairy tales with autistic children; related discussion questions and analysis via specific fairy tales and/or excerpt from Psychanalyse des Contes de fées (<http://expositions.bnf.fr/contes/cles/bettelh.htm>) 3. Reading: Le Petit chaperon rouge (French version of “Little Red Riding Hood”) and symbolism/thematic analysis 4. Creation of a parenting guide based on themes encountered in “Little Red Riding Hood” and other fairy tales 5. Group project: Students create and present a modern version of “Little Red Riding Hood” 6. Debate: Class debates the merits and/or disadvantage of violence in cartoons. 7. Video: La Belle et la Bête (Jean Cocteau). Analysis of family relationships and parental themes. 8. Rap song: La Belle et le Bad Boy (McSolaar). Compare/contrast with the movie and modern-day version. 9. Readings: Au-delà des barricades and various selections from Destinations: Nouveaux Horizons. Reading comprehension and discussion of impact of conflict on family relationships. 10. Song: Né en 17 (Jean-Jacques Goldman). Analysis of effects of conflict on human existence. Cloze dictation, vocabulary reinforcement and practice with conditional sentences. 11. Written essay: Students choose a turbulent historical period and describe what they would have done in that situation, had they been born at that time. 12. Skit: Groups create and perform a skit depicting a family in one of the situations represented in the song, Né en 17. One member of the family must announce a decision that will be contrary to the family’s opinion. 13. Poem: Familiale. Poem by Jacques Prévert. Reading and interpretation (Destinations). 14. Written/Listening: Students write an original parody of the poem, Familiale, focusing on a contemporary family issue. 15. Song: Morts les enfants. (Renaud) Contemporary song dealing with the influence of political situations on children. Cloze dictation, analysis and discussion (Destinations). 16. Song: Jonathan. (Renaud) Contemporary song dealing with apartheid policy in South Africa. Cloze dictation and expansion via A six heures du matin from Destinations. 17. Song: Ethiopie. Song by 36 French artists dealing with the drought and famine in Ethiopia. 18. Debate of the good vs evil found in the story: Tristan et Iseult

19. A quote or proverb on relationship is given to a group and each group must research the author, explain the quote or proverb, express their opinion if they approve or disapprove using specific examples to support their opinion

E. Cultural Connections

1. Familiarity with French music
2. Familiarity with 20th century French cinema
3. Connections to various social and political situations throughout history
4. Evolution of the family unit
5. Variety of greetings based on the country of origin

F. Cumulative Linguistic Goal

1. The student will extemporaneously argue his/her viewpoint with respect to the changing family unit and violence in the media, elaborating and developing his/her opinions.

G. Standards

1. Interpretive Mode 7.1.AL.A.1 – 8
2. Interpersonal Mode 7.1.AL.B.1,2,3,4,6
3. Presentational Mode 7.1.AL.C.4 – 5

Personal and Public Identities

Sub-themes: Beliefs and values; Multiculturalism

Essential Question(s):

1. What is my essence and how has it been formed by my existence?
2. How did history impact the development of existentialist thinking?
3. Are my actions based on my personal choices or are they imposed by society?

A. Objectives: The student will be able to:

1. Discuss and explore the basic ideas of existentialist philosophy as viewed by Sartre
2. Analyze Sartre’s biography and how his life/historical events impacted his existentialist thinking
3. Relate existentialist ideas to his/her own life and re-create his/her approach to life based on realizations made
4. Elaborate upon the concept of hell (in this world and the next) and explore Sartre’s viewpoint via teenage life
5. Extract existentialism from Sartre’s literary work (La Torture/Huis clos)
6. Perform in-depth analyses of Sartre’s characters exploring their human weaknesses
7. Apply existentialist philosophies to novel characters and situations
8. Compare and contrast the perception of the Burqa in USA vs France
9. Discuss and explore the reasons for wearing the Burqa: choice or imposition
10. Analyze and interpret results of poll on the wear of the Burqa

B. Vocabulary

1. Vocabulary extracted from AP thematic vocabulary lists
2. Vocabulary extracted from readings, songs and poems
3. Terms pertaining to existentialist philosophy
4. Terms related to morals and ethics
5. Terms relevant to choice and human weaknesses
6. Terms pertaining to Huis clos (No Exit) – setting, character development, etc.
7. Vocabulary related to the reading and audio on the wear of the Burqa

C. Grammar/Structures

1. Adjectives – Formation of the feminine, agreement and position
2. Personal pronouns and possessive adjectives/pronouns
3. Demonstrative adjectives/pronouns and indefinite adjectives / pronouns
4. Negation
5. Continuous review of all previously learned verb

tenses / past participle agreement 6. Relative pronouns D. Possible Activities and Assessments 1. Research: Students research the life and works of Jean-Paul Sartre 2. Analysis: Défense de l'existentialisme. (Sartre) Extraction/discussion of primary existentialist philosophies 3. Pre-reading: Students read the short story, La Torture, by Jean-Paul Sartre. Vocabulary expansion, reading comprehension and preliminary analysis of Sartre's means of applying philosophies to existence and choices (can one act spoil an entire life?) 4. Song: A nos actes manqués (Jean-Jacques Goldman). Cloze dictation, vocabulary expansion, application of existentialist philosophies. 5. Follow-up to A nos actes manqués – personal regrets and predictions of how life would be different if past actions could be corrected 6. Personalization of existentialism – creation of a musical, poetic or artistic piece expression the student's personal essence, "in-self" and "for-self" 7. Anticipatory set: Groups or pairs of students compose their concept of hell and depict their visualization via art/description 8. Reading: Huis clos (Sartre) – reading comprehension, vocabulary expansion, philosophical/quotation analysis 9. Obituary – students write an obituary for one of Huis clos' three characters describing their lives, crimes and faults (as seen by Sartre) 10. Tribunal of Hell – students depict a court scene in which the characters defend their acts and lawyers attack the characters for their human faults 11. Group project: Students re-create Huis clos at FLHS via three students locked in a classroom 12. Written: Final composition based on Huis clos chosen from a list of options 13. Debate: Should we impose a ban on the wear of the Burqa? 14. Create an interview 15. Write a persuasive essay on why women should or shouldn't wear the burqa or any other clothes or accessories related to a specific belief, value or religion 16. Create and explain graphics demonstrating poll results 17. Respond to specific blogs online 18. Prepare and present a skit E. Cultural Connections 1. 20th Century existentialist philosophy 2. Contemporary French music 3. 20th Century French theater 4. Impact of French history on existentialist thinking 5. Multiculturalism in French-speaking countries (Canada, France, Maghreb) F. Cumulative Linguistic Goal 1. The student will creatively present his/her essence/in-self/for-self extemporaneously, utilizing a variety of verb tenses as well as adjective agreement 2. Student will present his/her point of view concerning the importance of making individual choices using a wide range of vocabulary learned G. Standards 1. Interpretive Mode 7.1.AL.A.1 – 8 2. Interpersonal Mode 7.1.AL.B.1,2,3,4,6 3. Presentational Mode 7.1.AL.C.4 – 5

Global Challenges Sub-themes: Human Rights, Peace and War, Environmental Issues Essential Question(s): 1. What are the fundamentals of human rights? 2. How does war impact on society? 3. How do people confront and overcome disaster? A. Objectives: The student will be able to: 1. Discuss the philosophy of Rousseau: Du contrat social ou le principe du droit politique 2. Compare the La déclaration d'Indépendance vs La Constitution américaine 3. Explore and analyze the impact of war in various regions of the world during various time periods via poetry, song, audio and prose 4. Discuss evidence of conformism at FLHS 5. Debate the issue on illegal immigration 6. Envision and perform a cause that is worth fighting for 7. Transplant themselves into historical and/or contemporary situation and envision their reaction to various events and or situations 8. Analyze the structure of a poem (sonnet, rhyme scheme), themes, messages and symbolism .(Jacques Prevert: Soyez polis) 9. Personally react to a poem and express opinions of the messages conveyed B. Vocabulary 1. Terms related to: war, tolerance, racism, 2. Personal lexicon of vocabulary extracted from readings 3. AP: Continued expansion of thematic vocabulary 4. Terms pertaining to the Theater of the Absurd 5. Terms indicating conformism or non-conformism 6. Terms relevant to societal demands 7. Terms pertaining to environment and natural disaster 8. Nature-related terminology C. Grammar 1. Adverbs – formation and position 2. Passive Voice/Auxiliary Verbs 3. The Infinitive – without a preposition, with “à” or “de” 4. The Preposition 5. Continued reinforcement of all previously learned tenses 6. Idiomatic expressions D. Possible Activities and Assessments 1. Pre-reading: based on an illustration of a manifestation, students are brainstorming on various controversial topics related to human rights 2. Pre-reading: Students research the life and works of Jean-Jacques Rousseau 3. Analysis of how Aristotle and Rousseau’s perspective of slavery have had an influence on our society 4. Compare and contrast the Declaration of Independence vs the American Constitution 5. Theme related audio activities 6. Song: Manhattan Kaboul(Renaud & Axelle Red) . Analysis of effects of war on human existence. Cloze dictation, vocabulary reinforcement and practice of specific grammatical point 7. Create an advertisement for a world peace organization (la Croix Rouge, Médecins sans Frontières, etc.) 8. Create the « Déclarations des droits de l’élève » : in groups create your rights, pick the five most important and explain to the class your choices using references and explicit examples. 9. Written essay: persuasive:

explain why a specific cause is worth fighting for using various sources (text, audio, graphics, etc.) 10. View and discuss the video: la mobilisation en faveur des Roms 11. Interpretation of war via art : Picasso : Guernica Introduce the theme with the paintings and how it can be Interpreted 12. Using any for of art, how can you express one of the theme 13. Song: Des hommes pareil (Francis Cabrel) Analysis of multiculturalism and acceptance of others. Cloze dictation, vocabulary reinforcement and practice of specific grammatical point 14. Create and recite a poem based on the themes 15. Write an email to a friend telling him/her about the new environmental club, describing activities that will be done in details, and encouraging him/her to join E. Cultural Connections 1. French-speaking countries facing war 2. International world peace organizations 3. French- speaking various literary work 4. French,,s human rights 5. International environmental issues F. Cumulative Linguistic Goal 1. The student will describe a current controversial situation of a French-speaking country using highly descriptive sentences and employing related vocabulary G. Standards 1. Interpretive Mode 7.1.AL.A.1 – 8 2. Interpersonal Mode 7.1.AL.B.1,2,3,4,6 3. Presentational Mode 7.1.AL.C.4 – 5 Science and Technology Sub-themes: Social Impact of Technology, Intellectual Property Essential Questions: 1. How does technology impact our life? 2. How does one consider the use of technology or sciences too much? 3. Do technology and sciences have an impact on relationship? A. Objectives: The student will be able to: 1. Discuss the influence of technology from a personal perspective 2. Identify positive and negative results of texting 3. View and analyze various societal conflicts caused by technology 4. Discuss the impact of technology on plagiarism, illegal copies of reading material, music, etc. 5. Analyze themes, messages and symbolism in an authentic literary work 6. Predict technology of the future and draw a new generation of future objects 7. Research and present a revolutionary invention 8. Analyze and interpret magazine article(Paris-Match: La Mauvaise Surprise Kindle) 9. Write essay based on article (L"Express 2010: Tricher au bac comme un geek) 10. Compare and contrast specific French and American laws to prevent illegal downlodng 11. Analyze a literary work and explore it based on his/her knowledge of the author"s life and perspective of the future (Jules Vernes) B. Vocabulary 1. Terms related to technology: computer, science 2. Vocabulary relevant to specific readings 3. Terms related to texting C. Grammar/Structures 1. Verbal locutions 2. Prepositional locutions 3. Idiomatic expressions 4. Advanced locutions 5.

Continued application of all verb tenses/modes 6. Comparative/superlative 7. Future tenses (simple et antérieur) D. Possible Activities and Assessments 1. Create and present a poll on the use of technology 2. Compare and contrast the life of adolescent with and without technology 3. Envision and create skit on how “I” perceive the future 4. Debate on the topic of cloning 5. View RFI podcast on the performance of new scanners in public places such as airports 6. Read and explain results from the survey of Ipsos Marketing (Allons au-delà, p.132) 7. Create your personal survey and compare similarities and differences. What are the comparisons telling me about the two cultures? Is my survey credible? 8. Listen and respond to a variety of podcasts, interviews and documentaries 9. Write a reactive essay: How does technology influence your personal life? 10. Group work: creation and presentation of a reality show 11. Illustrate your idea on how a technical object that one uses daily could have positive and/or negative effects 12. Research paper on specific science-fiction stories from various French writers such as: Voltaire, Jules Vernes, Albert Robida , Octave Uzanne, Pierre Boulle, René Barjavel E. Cultural Connections 1. French technology and inventions 2. Science-fiction writers 3. Cultural trends related to technology 4. Impact of technology and sciences on French-speaking countries F. Cumulative Linguistic Goal 1. The student will describe how new technology has affected relationships using a variety of examples and wide range of vocabulary 2. The student will present his/her perception of the future employing related vocabulary and sophisticated structures G. Standards 1. Interpretive Mode 7.1.AL.A.1 – 8 2. Interpersonal Mode 7.1.AL.B.1,2,3,4,6 3. Presentational Mode 7.1.AL.C.4 – 5 Beauty and Aesthetics Sub-themes: Contributions to World Artistic Heritage, Ideals of Beauty, Performing Arts, Music Essential Question(s): 1. How are perception of beauty and creativity established? 2. How do ideals of beauty and aesthetics influence daily life? 3. How do the arts both challenge and reflect cultural perspective? A. Objectives: The student will be able to: 1. Research and present a French-speaking country or area that has been added to the UNESCO’s list as a World Heritage 2. Discuss the representation of beauty in society 3. Explore and comment on various forms of beauty 4. Analyze beauty in selected poems 5. Extract references and images from poetry of Ronsard and Verlaine based on their perception of beauty, art, and/or aesthetics. 6. Respond to audio-text on Camille-Claudel 7. Compare and contrast L’homme penché of Claudel with Le penseur of Rodin 8. Compare/contrast the

French and U.S. perception of beauty B. Vocabulary 1. Geographical references and related terms 2. Terminology associated to art, music, and architecture 3. Vocabulary related to readings, audio-text, interviews and podcasts C. Grammar 1. Infinitives 2. Prepositions with infinitives 3. Review of use of conditional 4. Review of subjunctive after indefinite antecedents and in superlative statements 5. Review of prepositions with geographical names 6. Terms related to period of time D. Possible Activities and Assessments 1. Research and present a French-speaking country or area that has been added to the UNESCO’s list as a World Heritage 2. Question/answer for reading comprehension 3. Podcast activity on related topics 4. Project(group): TV show where some of the most important historical figures will be interviewed and explains their contribution to the French society 5. Research music from a French-speaking culture describing instruments that are used, characteristics, who are the most popular musicians and so forth 6. Guided visit of the louvre: pick an artist and explain his art and what he/she is known for 7. Videos: Excerpts from Cirque du Soleil , La vie en Rose and Les Misérables 8. Become the critic of a play, movie, painting, dance recital or any other form of art 9. Compare and contrast music from different French-speaking Countries 10. Write a poem or a fable 11. Create an advertisement for a specific event E. Cultural Connections 1. Development of major artistic and literary movements 2. Understanding art as a reflection of society 3. Discovering World Heritage F. Cumulative Linguistic Goal 1. The student will express his perception of beauty using advanced syntax and vocabulary 2. The student will describe in details a specific “chef-d’oeuvre” of his/her choice G. Standards 1. Interpretive Mode 7.1.AL.A.1 – 8 2. Interpersonal Mode 7.1.AL.B.1,2,3,4,6 3. Presentational Mode 7.1.AL.C.4 – 5 Contemporary Life Sub-themes: Education, Professions, Advertising and Marketing, Holidays And Celebrations Essential Question(s): 1. What are the challenges of contemporary life? 2. How do societies and individuals define quality of life? 3. How is contemporary life influenced by cultural products, practices, and perspectives? A. Objectives: The student will be able to: 1. Compare/contrast the perception of marriage in the US vs French speaking countries 2. Reflect on the impact marketing/advertisement has on consumers 3. Use circumlocution to summarize various audio-text (Call Center,...) 4. Analyze Frederic Beigbeder’s text: 99 Francs 5. Make comparisons and examine differences of different type of housing in various French speaking countries 6. Identify sports

and leisure related to various francophone areas 7. Interpret graphics 8. Discuss means of transportation in various countries

B. Vocabulary 1. Vocabulary related to relationships 2. Terminology pertaining to travel and transportation 3. Specific terms used for sports events 4. Vocabulary related to readings, audio-text, and movie clips (Marketing) 5. Expression and acronyms pertaining to housing

C. Grammar 1. Review of verb tenses 2. Synonyms/antonyms 3. Comparative/superlative 4. Prepositions with geographical names

D. Possible Activities and Assessments 1. Analyze and discuss excerpt 99 Francs 2. Analysis of various advertisement: based on the citation from reading “ Plus je joue avec votre subconscient, plus vous m’obeissez” 3. Project: based on the quotation of the reading, search in French magazines ads that touches the subconscious . If possible, find graphs demonstrating who those ads touch and how people use the products. Show class the difference in French and American ads for the same or similar product 4. Essay: The effect of advertisement on adolescents(finds advertisement targeting the target population and write on the positive and negative influence using two sources for references) 5. Role-play: Tell a friend about a product he/she absolutely needs 6. Audio-text “rester a la maison” : listening comprehension and questionrelated to audio. 7. Graph analysis and interpretation of various housing in France 8. Debate: pride in team sports 9. Essay: Based on the proverb L’habit ne fait pas le moine” 10. Reading: Le Chandail 11. Based on reading, create a T-chart and compare contrast the impact sport and religion has on the narrator of the story 12. Survey: Value of sport : create a survey and present results with a graph

E. Cultural Connections 1. Familiarity with national sports representing various francophone countries 2. Explore the world of advertisement 3. Variety of housing

F. Cumulative Linguistic Goal 1. The student will express his viewpoint on the influence of the media on adolescents using targeted vocabulary and complex structures 2. The student will explain different charts/graphics using comparative terms and related vocabulary

G. Standards 1. Interpretive Mode 7.1.AL.A.1 – 8 2. Interpersonal Mode 7.1.AL.B.1, 2,3,4,6 3. Presentational Mode 7.1.AL.C.4 – 5

Ongoing: Preparation for the Advanced Placement Exam

A. Completion of individual grammar/vocabulary assignments in Une foispour toute and Cours supérieur

B. Listening comprehension activities using CD”s from Triangle, Allons au-delà, New AP book

C. Reading comprehension activities from Triangle, new AP Book and internet sources

D. Practicing impromptu oral responses

E. Monthly guided

personal journal F. Weekly assigned thematically relevant compositions G. Presentation of current events in French for expansion of vocabulary, idiomatic expressions, reading comprehension and discussion H. Weekly vocabulary expansion, verb practice and testing

The Chinese 4 CP 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 donot 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
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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	Use of graphic organizers

		movements	
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>Speaking</p> <p><u>Provide:</u></p> <ul style="list-style-type: none"> -sentence starters -processing time -cues and prompts -embedded choices -practice time 	<p>Groups/Pairs</p> <p><u>Teach:</u></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 	<p>Reading</p> <p><u>Use:</u></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>	<p>Writing</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>

	Adequate/extra time Assign group roles	-Pre-reading strategies -'During' reading strategies -Post-reading strategies	-Model of writing -Structure for writing -Fill-in-blank form for note-taking
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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*