

ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

World Languages

CHINESE II

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Course Philosophy

Courses in world languages and cultures should provide students with ongoing and varied opportunities to develop their proficiency across a full range of contexts (themes) that reflect the richness of respective target languages and cultures. A theme-based curriculum allows students to demonstrate proficiencies along the language learning continuum rather than a mastery of targeted specific skills (grammar, vocabulary) typically taught as stand-alone units. As students explore topical essential questions, they will develop necessary background knowledge for the overarching themes. This knowledge will serve them well when they revisit the themes in upper level courses. By developing a common framework from the beginning to the end of the language learning sequence, incorporating enduring understandings and essential questions that are intentionally recycled, teachers can scaffold instruction from level to level based on skills and proficiencies in an embedded context. In this scaffolding approach, skills, proficiencies and contexts are NOT separate items, but rather threads throughout the framework. World languages are an essential part of the education of all students in the Robbinsville Township Public Schools. Students who participate in the World Language programs gain an understanding of our targeted languages: French, Spanish, Italian and Chinese. The primary goal of our World Language programs is to teach effective communication. A language specialist will introduce the students to target languages through listening, speaking, reading, and writing skills. The study of cultures is also an integral part of student-based learning in this program; it offers students new perspectives of the world.

Course Description

Chinese II is a continuation course designed for students who already know the basics of Chinese (e.g. pinyin, four tones), learned either through

taking Chinese I or through some other relevant experience. The emphasis of this course is on further development of the four proficiency skills: reading, writing, speaking, and listening, with an emphasis on grammatical structures and some exercises with writing skills. By building upon skills learned in Chinese I, the students will expand their vocabulary and sentence patterns, enabling them to carry on everyday conversations. Continued exploration into the study of Chinese culture, history and geography will foster a deeper understanding of the language. Students will engage in meaningful conversations by participating in various activities, which include authentic contexts, multimedia, foreign films, CD-ROM, cultural activities, and computer applications.

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Textbook ● Teacher created worksheets/handouts ● Authentic materials including short articles and video clips 	<ul style="list-style-type: none"> ● Kahoot ● Quizlet ● Youtube videos ● FluentKey ● Padlet ● Flipgrd ● Loom ● Pear Deck ● Authentic Chinese music lyrics ● Authentic realia (event programs, Mahjong, Chinese Calendar, photos, playing cards, Chinese newspapers,

	Chinese arts, stuffed animals, etc.)
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Social Emotional Learning Connections

Below are the five core SEL Competencies as outlined by CASEL, and examples of how each may be addressed within this curriculum

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Example 1: By taking time at the end of class to ask "what was confusing about today's lesson," students learn how to reflect on what they don't understand.

Example 2: Doing Tai Chi as Meditation is another helpful strategy that students can practice during class. Meditation can help students disconnect from negative thoughts. Once realizing that their negative thoughts don't control them, Tai Chi allows students to achieve stronger self-awareness and more control over their thoughts.

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Example 1: Allow students to choose what kinds of projects to do to control how they learn. Letting them develop their learning styles is important for self-motivation. Choices can vary. The type of assignment, its subject matter, or the order in which it is completed are examples of the ways in which teachers can offer choices.

Example 2: For students with anxiety issues, a signal will be developed between them and the teacher that will allow them to excuse themselves from class in order to collect their thoughts and emotions so that they can better focus in class.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Example 1: At holiday times create classroom celebrations that allow students to share and explain traditions from their own family holidays and contrast with the holidays in China.

Example 2: By watching MuLan movies, students can celebrate historical figures and view characters who resisted stereotypes and worked to promote justice and equality for all individuals.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Example 1: Teach lessons on effective listening and give students a chance to practice.

For example, during the extended family unit, students can work in pairs and share who are in their families, what their families like and dislike, how they spend their free time, etc. And then share with the rest of the class what they discussed with each other. Within the pairs, the students will present about each other, rather than themselves, which will require students to effectively listen to each other.

Example 2: Instruct students on how to effectively communicate with me as the teacher when conflicts arise. For example, when they have a conflict with classes and extracurricular activities, they need to be proactive and seek me out in order to successfully resolve this conflict.

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Example 1: Instructing students to not ridicule others when taking risks with new material.

Example 2: Teaching students that every action, whether intentional or not, has consequences, and that they should all be mindful of what they say and do when interacting with others.

Integration of 21st Century Themes and Skills

NJSLS-CLKS 9.4: Life Literacies and Key Skills	
Creativity and Innovation	<ul style="list-style-type: none"> • 9.4.12.CI.1: <i>Demonstrate the ability to reflect, analyze and use creative skills and ideas.</i> <p>Can be found in unit: Unit 3</p>
Critical Thinking and Problem Solving	<ul style="list-style-type: none"> • 9.4.12.CT.1: <i>Identify problem-solving strategies used in the development of an innovative product or practice.</i> <p>Can be found in unit: Unit 2</p>
Digital Citizenship	<ul style="list-style-type: none"> • 9.4.12.DC.2: <i>Compare and contrast international differences in copyright laws and ethics.</i> <p>Can be found in unit: Unit 1</p>
Global and Cultural Awareness	<ul style="list-style-type: none"> • 9.4.12.GCA.1: <i>Collaborate with individuals, analyze a variety of potential solutions to climate change effects and determine why solutions may work better than others (e.g., political, economic, cultural).</i> <p>Can be found in unit: Unit 2</p>
Information and Media Literacy	<ul style="list-style-type: none"> • 9.4.12.IML.5: <i>Evaluate, synthesize and apply information on climate change from various sources appropriately</i> <p>Can be found in unit: Unit 2</p>
Technology Literacy	<ul style="list-style-type: none"> • 9.4.12.TL.1: <i>Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specific task</i> <p>Can be found in unit: Unit 3</p>

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Career Awareness and Planning Standards 9.2

<p>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</p>	<p>Example: Students will be able to apply the concepts that they learn from the class such as vocabulary, sentence structure, pronunciation, Chinese characters etc to be more productive and make connections to the real world. They will be able to discuss how to travel in a Chinese speaking country, how to compare and contrast various types of cultures etc. They will be able to understand that they can use this knowledge later on in the real world and their knowledge of a second language can advance their careers in the future.</p>
<p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p>	<p>Example: Students will enhance critical thinking and problem solving skills when engaging collaboratively during sharing in pairs/trios, and participating in whole group discussions.</p>
<p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</p>	<p>Examples: Students will show this through their interactions with other students in student-led activities such as jigsaw readings, debates, and small group discussions with their peers. They will act respectfully toward each other and know that what they say to each other can have an impact on group discussions. They will assign roles for group work and set expectations for each other in both small and big group projects.</p>

Robbinsville Public Schools
Scope, Sequence, Pacing and Assessment

Chinese II

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments
Contemporary Life	<ul style="list-style-type: none"> - What are the challenges of contemporary life in China? - Students will explore and understand said challenges by comparing contemporary life in the US with that in China. - Students will gain cultural awareness by researching young Chinese exchange students' lives in the US. - Students will understand that similarities exist between the daily American life experience and the daily Chinese life experience. - Students will discuss the advantages and disadvantages of rescinding the one Child policy in China and the ratio between males and females in China. - Students will identify the pros and cons of Chinese peoples' lives in the city and in the countryside. - What responsibilities come with ownership /use of our commodities? 	Sept-Nov	Formative <ul style="list-style-type: none"> ● Quizzes ● Homework ● Written Assignments ● Mini Oral Presentations ● Observations ● Participatory Rubrics ● Role Play Dialogues ● Research Assignments ● Timed chat (30-45 sec) ● Think/Pair or Group/Share ● Creating a contemporary Chinese family book/poster
			Summative <ul style="list-style-type: none"> ● Projects ● Oral presentations ● Unit test ● IPAs
			Common Benchmark Assessments (mid/end of course) <ul style="list-style-type: none"> ● Unit Exam
			Alternative Assessments (projects, etc when appropriate) <ul style="list-style-type: none"> ● Projects ● Oral Assessments

Global Challenges	<p>-Students will gain cultural awareness and challenges in China by its current air pollution, large population, gap between rich and poor, lifestyle, and school work.</p> <p>-How did they face and solve these challenges?</p> <p>-The goal will be for students to reflect on their role in a global society and understand how they can participate with understanding and compassion.</p> <p>-Students will have a deeper understanding of global issues and changes that affect the products and practices of the entire world.</p>	Dec-Feb	<p>Formative</p> <ul style="list-style-type: none"> ● Quizzes ● Homework ● Written and Oral Responses to Related Authentic Video Clips ● Written Assignments ● Oral Presentations ● Observations ● Participatory Rubrics ● Role Play ● Dialogues ● Research Projects ● Interviews <p>Summative</p> <ul style="list-style-type: none"> ● Projects ● Oral presentations ● Unit test ● IPAs <p>Common Benchmark Assessments (mid/end of course)</p> <ul style="list-style-type: none"> ● Unit Test <p>Alternative Assessments (projects, etc when appropriate)</p> <ul style="list-style-type: none"> ● Projects ● Oral Assessments
Science and Technology	<p>- Students will discuss how science and technology can save or destroy the world.</p> <p>-Students will explore the WeChat app and apply this skill in the classroom setting.</p> <p>-It is important to develop communication and critical thinking skills necessary to examine important questions and issues related to the theme of science and technology.</p>	March-June	<p>Formative</p> <ul style="list-style-type: none"> ● Quizzes ● Homework ● Written and Oral Responses to Related Authentic Video Clips ● Written Assignments ● Oral Presentations ● Observations ● Participatory Rubrics ● Role Play ● Dialogues ● Research Projects ● Interviews

	<p>-Students will consider what it means to be alive in an increasingly highly technologically interconnected world.</p> <p>-Why have the Chinese scientific and technological capabilities increased sharply?</p> <p>-How does the development of science and technology impact our daily lives?</p>		<p>Summative</p> <ul style="list-style-type: none"> ● Projects ● Oral presentations ● Unit test ● IPAs
			<p>Common Benchmark Assessments (mid/end of course)</p> <ul style="list-style-type: none"> ● Unit Test
			<p>Alternative Assessments (projects, etc when appropriate)</p> <ul style="list-style-type: none"> ● Projects ● Oral Assessments

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Unit 1: Contemporary Life

Enduring Understandings: <ul style="list-style-type: none">● Communication: Students engage in simple conversations based on vocabulary involving themselves, family, friends, routines, healthy lifestyle, vacations, likes and dislikes.● Culture: There are differences within each culture based on various factors. It is important for students to make observations about themselves and understand relationships in different cultural contexts. Stereotypes can be positive or negative and impact a culture.● Comparisons: Cultures can best be understood when compared with our own. There are differences within each culture. It is important for students to demonstrate their understanding of cultural differences and similarities in American and Chinese life experiences.● Connections: Students connect with their knowledge of vocabulary associated with daily living.● Community: More and more activities celebrated in the community and by individuals make up a community.	Essential Questions: <ul style="list-style-type: none">● What do I want others to know about me, my family, and my extended family?● How do I communicate my needs and apply them to contemporary life?● How are young people different between the city and countryside in China?● Why did the Chinese government rescind the “one child policy”?● How does Western Style life impact China?
Interdisciplinary Connections <p>1.4.12prof.Cn10a: Investigate how cultural perspectives, community ideas, and personal beliefs impact a devised or scripted theatre work.</p> <p>2.3.12.HCDM.5: Analyze local, state, and international public health efforts to prevent and control diseases and health conditions</p>	
Career/Real World Connections <p>Example: Students will list and discuss the challenges of contemporary life. The topics learned in this unit have a real world connection because they teach students about the ways of life in China. They can compare and contrast the lives of people in that country to their country and they will be able to travel to this country to study abroad in the future if they choose.</p> <p>Example: Students will discuss the differences of what is meant by a healthy lifestyle between China and the US.</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
7.1.NM .IPRET .1	How do I describe my extended family to others?	Students will explore and understand by comparing contemporary life in the US and in China.	Close reading of authentic Student gallery presentations/analysis	Vocabulary sheets related to skill or concept review family members extended family members	vocabulary/concept pre-assessments characters quizzes Worksheets
7.1.NM .IPRET .3	How can I ask questions about others?	Listen and discuss video clips about one Chinese family.	Class readings and discussion		
7.1.NM .IPRET .2	What can I learn about a culture by interviewing a Chinese exchange student ?	Use vocabulary related to describing Chinese families in context to discuss daily life, personal preferences for food, geography, and activities.	Student RAFT presentations Timed chat (30-60 seconds) Interviews	introduce Yeye, Nainai. Laoye, Laolao Verb sheets: Reflexive verbs to describe daily routine	Integrated performance assessment: Interpretive, Interpersonal Presentational Thumbs up
7.1.NM .IPRET .4	What do I want to know about China from interviewing the student?	Describe things you like to do using the verb “Jue De”. Ask others what they feel like doing.			
7.1.NM .IPRET .4	What do I need to know about the traditions/ customs of my chosen Chinese speaking country in order to compare my family and life in the US?	Understand how to use reflexive verbs to explain daily life, different Chinese speaking countries, and dialects.	Dialogues/Role Play	Adjectives sheets to describe people Grammar Resources describing adjectives	Class participation Responses to discussion questions Exit Slips
7.1.NM .IPRET .5	What are different lifestyles between the city and countryside in China?	Research and identify Chinese exchange students from families who immigrated from Chinese-speaking countries.	T/P/S discussion and presentation Circle talk	Research Internet	Recording Making Flashcards Poster

7.1.NM .IPERS. 5	How are cultures categorized or stereotyped? How does a stereotype get broken?	Share your opinion about the Chinese way presented in the film . What do you predict that China will become within the next 10 years?	Graphic organizers to compare and contrast White board writing Class discussion	Magazines Chinese Newspapers Interview	Making Flashcards In class assignments and presentations Unit Test
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Unit 2: Global Challenges

Enduring Understandings:

- Communication:
Students will engage in simple conversations about addressing a global challenge.
Students express personal opinions about global issues.
Perspectives are different based on how the global challenge is to an individual and his/her values and beliefs.
- Culture:
Some global challenges are based upon a country's culture and traditions.
Students will examine the worldwide impact of global issues and understand differences in cultural practices such as air pollution, large population, high-intensity work, gap between rich and poor, and “tiger mom” education.
- Comparisons:
Students compare American and Chinese perspectives on global issues.
- Connections:
Regional differences for stereotypes in the US and China will be compared and discussed.

Essential Questions:

- How does rescinding the one child policy impact Chinese society?
- How do the global challenges impact me, education, lifestyle, and the entire world community?
- What is a stereotype? How do stereotypes influence our opinions and actions toward others?
- What are the possible solutions to the global challenges?

Interdisciplinary Connections

6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.

Career/Real World Connections

Example: Students discuss interpersonally the geography of the World when prompted with maps identifying the 7 continents and variation dialects in China by region (e.g. Cantonese, Shanghainese, Fujianese etc) as well as how air pollution affects people's health and lives.

Examples: Students will show this through their interactions with other students in student-led activities such as jigsaw readings, debates, and small group discussions with their peers. They will act respectfully toward each other and know that what they say to each other can have an impact on group discussions. They will assign roles for group work and set expectations for each other in both small and big group projects.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
7.1.NM .IPERS. 1	Students will have a deeper understanding of global challenges by discussing and researching climate change, healthy and unhealthy diets etc..	Discuss global challenges you have recognized Explore vocabulary related to specific topics, such as pollution, weather, and food issues.	Brainstorming of global challenges and issues that existed in China. Tracking one week weather in one city in China Graphic organizers comparing your group's findings with that of another group.	Vocabulary sheets: food, drinks, housing, weather, measure words. Verb “Bi” and “Mei You” and “ Bu ru” The use of Chinese dictionary	Daily homework Note-taking from documentary movie Pair round in- class presentations Rubric assessing students' presentation and class participation
7.1.NM .PRSN T.5	What is a stereotype? How do stereotypes influence our opinions and actions toward others?	Choose from a list of topics and give your opinion. Identify the reasons for your opinion and who/what influenced this opinion.	Create an interview with a partner during which you express your opinion to resolve a global issue. Class discussion on weather report	Describing healthy lifestyle and daily routine descriptive adjectives Adjectives Poem Adverb Words : Jue de Practice worksheets Post-discussion global issues identification vocabulary sheets. Grammar: How to formulate questions. How to express an opinion. verbs, adjectives, and adverbs needed to	Quizzes on vocabulary and grammar points Character Writing Booklet Interview rubric

				develop interview questions	
7.1.NH .IPRET .1	How does rescinding the one child policy impact Chinese society?	<p>The potential or real impact of these challenges on you and the world community.</p> <p>Debate on advantages and disadvantages of rescinding the one child policy in an authentic video clip</p>	Create an interview with a partner during which you express your opinion.	<p>Vocabulary for expressing an opinion</p> <p>Watching video clips about “Little Emperor in China”</p> <p>Interviews</p>	<p>In class rubric assessed class presentations</p> <p>Two teams debate</p> <p>Quizzes on vocabulary and grammar points</p>
7.1.NH .IPRET .8	How do the global challenges impact me, education, lifestyle, and the entire world community?	<p>Develop interview questions about air pollution, global warming etc.</p> <p>Group discussion of the impact of going to China to study or work is extremely attractive.</p>	<p>Write an email to an organization expressing your interest in joining the fight to resolve a global issue</p> <p>New Measure word for more nouns.</p> <p>Timed interview (35 seconds)</p> <p>All hands on deck: food experience, shopping experience</p>	<p>Watching CCTV weather channel</p> <p>Computer lab time to research week weather in a city in China or any place in the world</p> <p>Grammar</p>	<p>Character Writing Booklet</p> <p>Role Play</p> <p>Vocabulary/concept pre-assessments</p>
7.1.NH .IPRET .3	What are possible solutions to these issues?	<p>Students will use vocabulary related to the global issues related to the 12 zodiac/ 4 different measure words and use this vocabulary in the context of discussion and presentation.</p> <p>Choose from a list of possible actions to take to better our world.</p>	<p>interviewing Chinese New Year celebrations' experience, etc.</p> <p>Watch a Chinese documentary movie and Youtube</p> <p>Music Chair</p> <p>White board writing</p> <p>Poster</p> <p>Venn Diagram</p>	<p>Explore vocabulary related to identified 12 zodiac and 4 different measure words to describe pets/zodiac</p> <p>Expressions of desire/interest</p> <p>writing rubric</p>	<p>Integrated performance assessment:</p> <p>Interpretive, Interpersonal Presentational</p> <p>Class participation</p> <p>Responses to discussion questions</p> <p>Unit Test</p>

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Unit 3: Science and Technology

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Communication: Students will engage in simple conversations about shopping and booking vacations online. Students will learn and use expressions of comparison to communicate preferences, likes and dislikes. • Cultures/Comparisons/Connections: Students will explore the cultural significance of Alibaba, Tengxu and Baidu and compare them to Amazon, Facebook and Google. Students will understand how technology has changed people's daily lives and connected people closer. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What kind of online shopping do you like? How do you book your vacation and what do you do during the four different seasons? What is your favorite season? Why do you like this season? • How much do Chinese people know about the American technology and science companies? How does the technology change people's daily lives • What do you know about BAT(Baidu, Alibaba, and Tengxu)? • How do Chinese companies compare to American companies? • Why did the Chinese government ban Google, Twitter and Facebook in China? • Who are some famous Chinese scientists and founders of Chinese technology companies? • What are some famous social media sites in the US and in China? • How has technology influenced the world we live in now?
<p style="text-align: center;">Interdisciplinary Connections</p> <p>8.1.12.B.2: Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>	
<p style="text-align: center;">Career/Real World Connections</p> <p>Example: Students can create review games using the Spelling Bee game, Kahoot and Quizlet Live to reinforce vocabulary and grammatical concepts. This will allow further improvement of their communication skills in Chinese.</p> <p>Example: Students learn how to use WeChat and other popular social media in China, which improves their understanding of Chinese culture.</p>	

Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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7.1.NH .IPERS. 2	<p>What contributions has China made to science and technology?</p> <p>What are the main four inventions in ancient China?</p>	<p>Identify your favorite shopping and vacations booking websites.</p> <p>Explore vocabulary related to identified topics.</p> <p>Use the vocabulary to describe someone who you consider creative.</p>	<p>Partner discussions of science and technology using adjectives.</p> <p>Each group shares their adjectives.</p> <p>Graphic web organizer.</p>	<p>Vocabulary for shopping, four China inventions, seasons and each season's activities.</p> <p>Dictionaries, i-phones and/or Internet-based resources to build vocabulary</p>	<p>Daily homework</p> <p>In-class participation in partnered activities</p>
7.1.NH .IPERS. 1	<p>Do high school students in China know about the same websites as you do?</p> <p>Do you shop and book vacations online?</p>	<p>Describe the four Chinese inventions.</p> <p>How to use Chinese Baidu?</p> <p>Compare and contrast TaoBao(Under Alibaba)and Amazon.</p>	<p>Watching how to make fireworks using gunpowder which is one of the Chinese four main inventions.</p> <p>Venn diagrams with a partner.</p> <p>TPRS</p> <p>Video clip about China four inventions</p>	<p>Grammar: Vocabulary for compare and contrast Expressions of personal opinion</p> <p>Video : China Four Inventions</p>	<p>homework</p> <p>Quizzes on characters</p>
7.1.NH .PRSN T.4	<p>What are some famous technology companies/scientists/creations/people/websites/events?</p>	<p>Brainstorm ideas</p> <p>Read authentic text about famous artistic creations/people/events</p>	<p>Partners develop a short paragraph that compares and contrasts the products purchased.</p> <p>Discuss which activities are best for which season.</p>	<p>Grammar: Students driven vocabulary lists</p> <p>Vocabulary related to how do Chinese states are in the US.</p> <p>Powerpoint</p>	<p>Daily homework</p> <p>Rubric assessed project and presentation</p>
7.1.IM. .IPERS. 1	<p>How did this person's creativity affect his/her life and the world?</p>	<p>Develop questions answered by the text</p> <p>Choose one of the Chinese technology companies, such as Alibaba, Baidu and</p>	<p>Think/Pair/Share</p> <p>Constructive reading task (assembling the story)</p>	<p>Internet</p> <p>Historical movie video clip</p>	<p>Individual written assignment on reading using interrogatives.</p>

		<p>Tengxun and create a publicity piece to entice others to visit/apply/ use.</p> <p>Research above and present.</p>	<p>Interviews</p> <p>Circle talk</p> <p>Presentation</p> <p>Question & Answer</p> <p>Research guidelines and rubric</p> <p>Share presentation of research</p>	<p>Verb tense choices</p> <p>Sentence starters</p>	<p>Project</p>
7.1.IM. IPERS. 4	<p>How has technology influenced the world we live in?</p> <p>What do you know about Alibaba, Tengxu and Baidu?</p> <p>What do Chinese in China typically do with technology?</p>	<p>Introduction of WeChat app.</p> <p>Explore Chinese popular website Baidu and discuss this popular website used by most Chinese.</p> <p>Experience WeChat</p>	<p>Four Corners</p> <p>Typing Chinese</p> <p>Experience authentic Chinese WeChat</p> <p>Write a Chinese Text</p> <p>Partner create a 30 second talk about your WeChat.</p> <p>Pair create /Group share</p>	<p>Review Pinyin and Tone marks</p> <p>Internet</p> <p>I-phone</p> <p>Flashcards</p> <p>Grammar: Use of related vocabulary for WeChat</p>	<p>Pinyin Song</p> <p>In class participation</p> <p>Name 10 scientists or founders from different science and technology fields.</p> <p>Vocab Quizzes</p> <p>Typing WeChat competition</p> <p>In class participation and cooperation</p>

General Differentiated Instruction Strategies

- | | |
|---|---|
| <ul style="list-style-type: none"> ● Leveled texts ● Chunking texts ● Choice board ● Socratic Seminar ● Tiered Instruction ● Small group instruction ● Guided Reading ● Sentence starters/frames ● Writing scaffolds ● Tangible items/pictures ● Adjust length of assignment | <ul style="list-style-type: none"> ● Repeat, reword directions ● Brain breaks and movement breaks ● Brief and concrete directions ● Checklists for tasks ● Graphic organizers ● Assistive technology (spell check, voice to type) ● Study guides ● Tiered learning stations ● Tiered questioning ● Data-driven student partnerships ● Extra time |
|---|---|

Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)

Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> ● Extra time for assigned tasks ● Adjust length of assignment ● Timeline with due dates for reports and projects ● Communication system between home and school ● Provide lecture notes/outline 	<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Reading partners 	<ul style="list-style-type: none"> ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Small group instruction ● Emphasize multi-sensory learning 	<ul style="list-style-type: none"> ● Teacher-made checklist ● Use visual graphic organizers ● Reference resources to promote independence ● Visual and verbal reminders ● Graphic organizers

Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> ● Computer/whiteboard ● Tape recorder ● Spell-checker ● Audio-taped books 	<ul style="list-style-type: none"> ● Extended time ● Study guides ● Shortened tests ● Read directions aloud 	<ul style="list-style-type: none"> ● Consistent daily structured routine ● Simple and clear classroom rules ● Frequent feedback 	<ul style="list-style-type: none"> ● Individual daily planner ● Display a written agenda ● Note-taking assistance ● Color code materials

Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site <http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and

contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>

- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>