

Verona Public School District

Curriculum Overview

Mandarin III



Curriculum Committee Members:
Betty Hou

Supervisor:
Dr. Sumit Bangia
Mr. Steven Schels

Curriculum Developed:
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Verona Public Schools
121 Fairview Ave., Verona, NJ 07044
www.veronaschools.org

Verona Public Schools Mission Statement:
In partnership with a supportive community, we inspire our students to be creative, critical thinkers and compassionate global citizens through dynamic teaching, meaningful curricula, and enriching experiences.

Course Description:
Mandarin III continues to develop the three modes of communication: interpretive, interpersonal and presentational, but at a much higher level. The use of audiovisual aids, classroom activities, projects and texts continues to strengthen understanding, speaking and the knowledge of grammatical structures. Students will learn thematic vocabulary relevant to practical everyday life situations. Customs and culture are reflected in festivals and culture-related activities. Many helpful online resources will be introduced and students are encouraged to utilize them. Through their online resources and frequent access to computers, students will be expected to use the computer to type Chinese characters.

Prerequisite(s):
Mandarin II



Standard 8: Technology Standards	
8.1: Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
A. Technology Operations and Concepts B. Creativity and Innovation C. Communication and Collaboration D. Digital Citizenship X E. Research and Information Fluency F. Critical thinking, problem solving, and decision making	A. The Nature of Technology: Creativity and Innovation B. Technology and Society C. Design D. Abilities for a Technological World E. Computational Thinking: Programming

SEL Competencies and Career Readiness, Life Literacies, and Key Skills Practices	
The curricular expectation for the Standard 9: Career Readiness, Life Literacies, and Key Skills standards is <u>infusion</u> and <u>integration</u> throughout the curriculum. These are not intended to be standards for separate, stand alone lessons. The CLKS are to be incorporated into other disciplines and contexts as appropriate.	
Social and Emotional Learning Core Competencies: <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	Career Readiness, Life Literacies, and Key Skills Practices: <i>Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.</i>
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.	CLKS6 Model integrity, ethical leadership, and effective management. X CLKS7 Plan education and career paths aligned to personal goals.
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.	X CLKS2 Attend to financial well-being. CLKS4 Demonstrate creativity and innovation. CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. X CLKS8 Use technology to enhance productivity, increase collaboration, and communicate effectively.
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.	X CLKS1 Act as a responsible and contributing community member and employee. CLKS6 Model integrity, ethical leadership, and effective management.
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.	CLKS6 Model integrity, ethical leadership, and effective management. X CLKS9 Work productively in teams while using cultural global competence.
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.	X CLKS3 Consider the environmental, social, and economic impact of decisions. CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. CLKS6 Model integrity, ethical leadership, and effective management.

Course Materials	
Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<ul style="list-style-type: none">● Integrated Chinese, level I, part I● Integrated Chinese, level I, part I, student workbook	<ul style="list-style-type: none">● Yellowbridge online resources● Youtube Integrated Chinese short clips● 快乐汉语, level I and level II● YouTube related short clips● Authentic materials, e.g. subway maps, menu, newspaper ad., songs, flyers, business cards, airport schedule



Unit 1: Meeting People (new school year preparation, exchanging greetings, family information and inviting someone for a party)

Unit Duration: Sept. - mid Oct.

Stage 1: Desired Results

Established Subject Area Goals (NJSLs):

- 7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
- 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
- 7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age-and level- appropriate classroom and cultural activities in familiar and some unfamiliar situations.
- 7.1.IM.B.4 Ask and response to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
- 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one’s own culture as evidenced through their cultural products and cultural practices.

Interdisciplinary Companion Standards (NJSLs):

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

Technology Integration (NJSLs 8):

8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

21st Century Skills Integration (NJSLs 9):

- CLKS1 Act as a responsible and contributing community member and employee.
- CLKS2 Attend to financial well-being.
- CLKS3 Consider the environmental, social, and economic impacts of decisions.
- CLKS7 Plan education and career paths aligned to personal goals.
- CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.
- CLKS9 Work productively in teams while using cultural/global competence.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Transfer Goal:

Students will be able to independently use their learning to accurately use a variety of tenses and forms (e.g., past, present and future) when engaged in conversations in the target language of Mandarin.

Students will understand that:

- Language connects people. Communication helps us to appreciate differences.
- Different linguistic structures communicate different meanings.
- A dictionary doesn’t give you syntax.
- There are multiple ways to say the same thing.
- Proper greetings can enhance and facilitate conversation in different social situations.
- Conversations are more than questions and answers.

Essential Questions:

- How does where I live shape who I am?
- How would communication be different without tenses?
- Why don’t you have to translate everything?
- How do greetings affect communication?
- What can you do to keep a conversation going?

Students will know:

- Greeting expressions for different situations
- 了, 过 for telling past tense
- 要, 打算, 会 for telling future tense
- How to invite and reject an invitation
- Time expressions (e.g. 年, 月, 日, 星期, 上午, 点, 分)

Key Terms

- 1. lesson 1 to lesson 3 from Integrated Chinese, level 1, part 1

请问, 贵姓, 小姐, 什么, 先生, 名字, 老师, 学生, 北京, 纽约, 照片, 孩子, 儿子, 女儿, 几口, 工作, 律师, 医生, 星期, 怎么样, 多大, 菜, 点, 晚上, 再见

Students will be able to:

- Exchange greetings
- Exchange information about what they like to do
- Describe people and objects with more detail
- Ask and respond to questions about one’s family members, such as their jobs, working schedule, daily activities, etc.
- Accept and reject invitations
- Negotiate and offer advice

Stage 2: Acceptable Evidence

Transfer Task:

Goal: Students will write two e-mail responses 回电邮. Students will know how to exchange information, negotiate, or offer advice.
Role: high school student
Audience: high school students
Situation: 小美过生日- You are invited by a Chinese exchange student for her birthday celebration. She asks you to respond to her invitation through e-mail.

小侯,
下个星期一是我的生日, 学校也只有半天。我想请你来我家玩。一点半, 好吗? 你吃过葱油饼吗? 请你给我回一个电邮。
小美, 十月二十八日

Performance: Write two e-mail replies: 1. accepting the invitation, 2. rejecting the invitation
Standards: The content of the e-mail should include proper greetings, your decision whether to accept the invitation or not, suggestions for activities and food, the reason(s) why you can’t go, and good wishes to your friend.

Rubric:
Comprehensibility (Am I understood?) 0-5 points
Vocabulary use and language control (How well do I use the language?) 0-5 points
Communication strategies (How well do I organize my writing?) 0-5 points
Content requirements (How well do I follow the directions of the assignment?) 0-10 points

Other Evidence:

- Class participation
- Vocabulary quiz (both spoken and written)
- Sentence patterns quiz/test (both spoken and written)



- Lesson quiz/test (both spoken and written)
- Unit test (include speaking and written)
- Oral presentation on one’s vacation via pictures, power points presentation, postcards display or travel agent brochures
- Picture description
- Newspaper story translation from English to Chinese
- Biography translation from English to Chinese (example: B. Obama’s yahoo bio)
- HW assignments on google classroom

Reference Materials

- Integrated Chinese, level I, part I
- Integrated Chinese, level I, part I, student workbook (lessons 1 to 3)
- Yellowbridge online resources
- Youtube Integrated Chinese short clips
- FluentChinese
- Authentic materials, e.g. business cards, family photos, birthday cards, birthday party invitation cards

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
<ul style="list-style-type: none">● Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.● Constant communication between content area teachers and ESL specialists to address specific students’ needs● Differentiated assessments - (for example tests may include multiple choice rather than short written answers)● Access to reading materials on their specific reading level.● Differentiated assignments to demonstrate mastery- (instead of writing a 5 paragraph essay, students use pictures with captions to demonstrate understanding)● Differentiated assessments - (for example tests may include multiple choice rather than short written answers)● Access to reading materials on their specific reading level.	<ul style="list-style-type: none">● Self-Assessment Quizzes: Quizzes will be shortened.● After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.● Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.● Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.● Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking.	<ul style="list-style-type: none">● Elevated vocabulary instruction.● Elevated grammar instruction.● Oral presentations on advanced/related topics.● Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered.● Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered.● Self-Assessment Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity. Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights.



Unit 2: Hobbies		Unit Duration: mid-Oct to Nov.	
Stage 1: Desired Results			
Established Subject Area Goals (NJSLs): 7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. 7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age-and level- appropriate classroom and cultural activities in familiar and some unfamiliar situations. 7.1.IM.B.4 Ask and response to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations. 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. 7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one’s own culture as evidenced through their cultural products and cultural practices.			
Interdisciplinary Companion Standards (NJSLs): RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.			
Technology Integration (NJSLs 8): 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.			
21st Century Skills Integration (NJSLs 9): CLKS1 Act as a responsible and contributing community member and employee. CLKS2 Attend to financial well-being. CLKS3 Consider the environmental, social, and economic impacts of decisions. CLKS7 Plan education and career paths aligned to personal goals. CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively. CLKS9 Work productively in teams while using cultural/global competence. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities. 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving. 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society. 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources. 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations. 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.			
Transfer Goal: Students will be able to independently use their learning to accurately express personal interests and activities when engaged in conversations in the target language of Mandarin.			
Students will understand that: <ul style="list-style-type: none">Members of one culture may make assumptions about other cultures based on their own experiences.There are multiple ways to say the same thing.Language acquisition is facilitated by a keen observation and understanding of grammatical patterns in addition to repeated exposure to the spoken language.		Essential Questions: <ul style="list-style-type: none">How does where I live shape who I am?How would communication be different without tenses?What can you do to keep a conversation going?	
Students will know: <ul style="list-style-type: none">The usages of 请 (please; to invite)去+ action (the purpose for going)Questions with好吗？/好不好？/怎么样？(for permission or ask one’s opinion)因为。。。所以。。(because...therefore)想 or 要 (want to, could be used for a future tense)verb Object as detachable compound: <p>睡觉=》睡一个觉 唱歌=》唱英文歌 跳舞=》跳中国舞</p> <ul style="list-style-type: none">use adj. (e.g.有意思，有用, 好玩/不 好玩) and frequency words (e.g. 常常; 有时候; 很少。。。) to talk about personal hobbiesuse sentence patterns (e.g. 除了。。。以外; 对。。。有兴趣) to express <p>Key Terms 1. lesson 4 from Integrated Chinese, level 1, part 1</p> <p>周末, 打球, 看电视, 唱歌, 跳舞, 听音乐, 书, 有的时候, 电影, 常常, 外国, 请客, 昨天, 所以, 好久, 不错, 有意思, 睡觉, 算了, 找, 别人, 画画, 下棋, 上网聊天, 玩游戏机, 逛街</p>		Students will be able to: <ul style="list-style-type: none">Talk about favorite pastimes and ask about someone else’sInvite someone to a weekend activityAccept or decline an invitation to a weekend activityFind someone to do activities with.List some reason(s) why people like or dislike certain activities	
Stage 2: Acceptable Evidence			
Transfer Task: Differential Instruction Projects			
1)Hobby Survey (interpersonal and presentational communication) Goal: Students will find out common hobbies of American teens through a class survey. Role: high school students (10 – 15 students) Audience: high school students Situation: students from Mandarin III – 2 class interview each other. Write down the top three common hobbies among their peers. Performance: students will present their findings through creative means, e.g. oral report, power point presentation, poster. Each report is about 3 minutes.			
2) Our Ideal 7 Day Vacation (interpersonal and presentational communication) Goal: design a 7 day vacation bases on the hobby survey listed above Role: high school students Audience: American teens and young adults Situation: students work with a partner and design a 7 day vacation based on their hobby survey Performance: students present their vacation package via powerpoint presentation. Students will vote on the most attractive trip at the end of all presentations.			
3)Hobby rap Goal: Rapping. Students will write, memorize and present a rap or song about common hobbies of American teens. Role: high school students			



Audience: high school students
Situation: After viewing S.H.E. (one of the popular Chinese bands) 's performance – 中国话。 Students will create their “hobbies” rap or song.
Performance: Students will work with one to two peers to write a two to three minutes rap or a song. The content should include at least nine popular hobbies from American teens.

Rubric:
Comprehensibility (Am I understood?) 0-5 points
Vocabulary use and language control (How well do I use the language?) 0-5 points
Communication strategies (How well do I organize my writing?) 0-5 points
Creativity and teamwork (How well do I work with other people and how creative can I be?) 0-10 points

Other Evidence:

- Class participation
- Vocabulary quiz (both spoken and written)
- Sentence patterns quiz/test (both spoken and written)
- Lesson quiz/test (both spoken and written)
- Unit test (include speaking and written)
- Oral presentation on the “hobbies” rap or song
- Picture description

Reference Materials

- Integrated Chinese, level I, part I
- Integrated Chinese, level I, part I, student workbook (lesson 4)
- Yellowbridge online resources
- Youtube Integrated Chinese short clips
- FluentChinese
- Authentic materials, e.g. interests chart

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
<ul style="list-style-type: none">• Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.• Constant communication between content area teachers and ESL specialists to address specific students' needs• Differentiated assessments - (for example tests may include multiple choice rather than short written answers)• Access to reading materials on their specific reading level.• Differentiated assignments to demonstrate mastery- (instead of writing a 5 paragraph essay, students use pictures with captions to demonstrate understanding)• Differentiated assessments - (for example tests may include multiple choice rather than short written answers)• Access to reading materials on their specific reading level.	<ul style="list-style-type: none">• Self-Assessment Quizzes: Quizzes will be shortened.• After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.• Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.• Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.• Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking.	<ul style="list-style-type: none">• Elevated vocabulary instruction.• Elevated grammar instruction.• Oral presentations on advanced/related topics.• Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered.• Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered.• Self-Assessment Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity. Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights.



Unit 3: Making Appointments		Unit Duration: Dec. - Jan.	
Stage 1: Desired Results			
Established Subject Area Goals (NJSLs): 7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age-and level- appropriate classroom and cultural activities in familiar and some unfamiliar situations. 7.1.IM.B.4 Ask and response to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations. 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. 7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. 7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one’s own culture as evidenced through their cultural products and cultural practices.			
Interdisciplinary Companion Standards (NJSLs): RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.			
Technology Integration (NJSLs 8): 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.			
21st Century Skills Integration (NJSLs 9): CLKS1 Act as a responsible and contributing community member and employee. CLKS2 Attend to financial well-being. CLKS3 Consider the environmental, social, and economic impacts of decisions. CLKS7 Plan education and career paths aligned to personal goals. CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively. CLKS9 Work productively in teams while using cultural/global competence. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities. 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving. 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society. 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources. 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations. 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.			
Transfer Goal: Students will be able to independently use their learning to engage in formal and informal dialogue with respect to making appointments when speaking in the target language of Mandarin.			
Students will understand that: <ul style="list-style-type: none">Being able to effectively communicate schedules, calendars, and time is essential to establishing and maintaining relationships, adhering to obligations, etc.There are multiple ways to say the same thing.Conversations are more than questions and answers.Different linguistic structures communicate different meanings.		Essential Questions: <ul style="list-style-type: none">Why is it important to be able to express preferences and requests?How will learning a world language help me to develop my potential?How can I communicate more effectively?	
Students will know: <ul style="list-style-type: none">How to use Chinese to answer a phone call and initiate a phone conversationHow to set up an appointment with a person, such as a teacher by phone or by e-mailHow to ask a favorHow to ask someone to return your call or reply your e-mail/text messageHow do students address their teachersHow to communicate effectively by phone, by e-mail or by texting <p><i>Key Terms</i></p> <p>1. Lesson 6 from Integrated Chinese, level 1, part 1</p> <p>约时间, 给, 打电话, 您, 哪位, 下午, 时间, 问题, 开会, 上午, 年级, 节, 考试, 以后, 空, 要是, 办公室, 等, 别客气, 练习, 见面, 帮, 大前天, 大前年, 后天, 大后天</p>		Students will be able to: <ul style="list-style-type: none">Ask about or answer the reason for a phone callAsk for a favor politelySet up an appointment by phone or by e-mailNegotiate to find a common time that everyone can meetRequest call to be returnedRequest e-mail to be repliedUnderstand Chinese phone etiquetteCompare and contrast the courtesy between American and Chinese cultures	
Stage 2: Acceptable Evidence			
Transfer Task: Goal: Students will write an e-mail to a college professor to schedule an appointment Role: high school students who learn Chinese Audience: a college professor who teaches Chinese Situation: One of your dream colleges offers Chinese. Your parents and you would like to visit the school and want to get more information about the Chinese program Performance: write an e-mail Standards: Your e-mail should include the following and will be graded accordingly. <ul style="list-style-type: none">Self intro (e.g, name, school, how many years you have learned about the language)The reason(s) for the visitThe date and the time to goThe location to meetPersonal questions about the school and the program			
你要去看一所大学。这所大学有中文课。你的爸爸, 妈妈要你跟大学的中文老师约时间见面。你的爸爸, 妈妈很希望你在大学还学中文; 你也对中文也有兴趣。			
Rubric for Writing			
	Task Completion	Delivery	Language Use
Excellent 6	<ul style="list-style-type: none">Addresses all aspects of stimulus with thoroughness and detailWell organized and coherent, with a clear progression of ideas; use of appropriate transitional	Consistent use of register appropriate to situation	<ul style="list-style-type: none">Rich and appropriate vocabularyWide range of grammatical structures, with minimal errors



	elements and cohesive devices; well-connected discourse of paragraph length		•
Very Good 5	<ul style="list-style-type: none">Addresses all aspects of stimulusWell organized and coherent, with a progression of ideas that is generally clear; some use of transitional elements and cohesive devices-connected discourse of paragraph length	Consistent use of register appropriate to situation except occasional lapses	<ul style="list-style-type: none">Appropriate vocabulary with sporadic errorsVariety of grammatical structures, with sporadic errors
Good 4	<ul style="list-style-type: none">Addresses all aspects of stimulus but may lack detail and elaborationGenerally organized and coherent, use of transitional elements and cohesive devices may be inconsistent; discourse of paragraph length, although sentences may be loosely connected	May include several lapses in otherwise consistent use of register appropriate to situation	<ul style="list-style-type: none">Mostly appropriate vocabulary and grammatical structures, with errors that do not generally obscure meaning
Adequate 3	<ul style="list-style-type: none">Address topic directly but may not address all aspects of stimulusLack of organization or coherent; infrequent use of transitional elements and cohesive devices; disconnected sentences	Use of register appropriate to situation is inconsistent to includes many errors	<ul style="list-style-type: none">Limited appropriate vocabulary and mostly simple grammatical structures, with frequent errors that sometimes obscure meaning
Weak 2	<ul style="list-style-type: none">Addresses topic only marginally or addresses only some aspects of stimulusFragmented sentences	Frequent use of register inappropriate to situation	<ul style="list-style-type: none">Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another languageLimited grammatical structures, with frequent errors that significantly obscure meaning; constant interference from another language
Very Weak 1	<ul style="list-style-type: none">Addresses stimulus only minimallyVery disjointed sentences or isolated words	Constant use of register inappropriate to situation	<ul style="list-style-type: none">Insufficient, inappropriate vocabulary that significantly obscure meaning; constant interference from another languageLimited or no control of grammatical structures, with frequent errors that significantly obscure meaning
Unacceptable 0	Completely irrelevant to the stimulus	blank	Not in Mandarin Chinese

Other Evidence:

- Class participation
- Vocabulary quiz (both spoken and written)
- Sentence patterns quiz/test (both spoken and written)
- Lesson quiz/test (both spoken and written)
- Unit test (include speaking and written)
- Oral presentation (phone conversation)
- E-mail writing
- Chinese input typing, e.g. chromebook, cellphone

Reference Materials

- Integrated Chinese, level I, part I
- Integrated Chinese, level I, part I, student workbook (lessons 5 and 6)
- Yellowbridge online resources
- Youtube Integrated Chinese short clips
- FluentChinese
- Authentic materials, e.g. a teacher’s teaching schedule

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
<ul style="list-style-type: none">Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.Constant communication between content area teachers and ESL specialists to address specific students’ needsDifferentiated assessments - (for example tests may include multiple choice rather than short written answers)Access to reading materials on their specific reading level.Differentiated assignments to demonstrate mastery- (instead of writing a 5 paragraph essay, students use pictures with captions to demonstrate understanding)Differentiated assessments - (for example tests may include multiple choice rather than short written answers)Access to reading materials on their specific reading level.	<ul style="list-style-type: none">Self-Assessment Quizzes: Quizzes will be shortened.After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking.	<ul style="list-style-type: none">Elevated vocabulary instruction.Elevated grammar instruction.Oral presentations on advanced/related topics.Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered.Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered.Self-Assessment Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity. Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights.



Unit 4: Web-based Communication		Unit Duration: Feb.	
Stage 1: Desired Results			
Established Subject Area Goals (NJSLs): 7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts. 7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age-and level- appropriate classroom and cultural activities in familiar and some unfamiliar situations. 7.1.IM.B.4 Ask and response to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations. 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. 7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. 7.1.IM.C.5 Compare cultural perspectives of the target culture(s) with those of one’s own culture as evidenced through their cultural products and cultural practices.			
Interdisciplinary Companion Standards (NJSLs): RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.			
Technology Integration (NJSLs 8): 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.			
21st Century Skills Integration (NJSLs 9): CRP1. Act as a responsible and contributing citizen and employee. CRP10. Plan education and career paths aligned to personal goals.			
Transfer Goal: Students will be able to independently use their learning to communicate effectively on a variety of familiar and unfamiliar topics with Chinese speaking communities via web based services.			
Students will understand that: <ul style="list-style-type: none">Language connects people.Technology is a tool that can be used for collecting, organizing, creating, and presenting information.Successful communication is to know how, when and why to convey a message to different audience.		Essential Questions: <ul style="list-style-type: none">How can I enhance my connections with people and my living space?What is the impact of technology on research and communication?How do I develop communicative competence?	
Students will know: <ul style="list-style-type: none">The differences of single 了, and double 了 with time duration words. 我学了三年。 我学了三年了。要, 打算, 会 for telling future tenseRight order for multiple location wordsRight order for multiple time expressions.More measure words, e.g. 辆, 口。Pattern: 一边。。。一边Adverb:才, 就把 <i>Key Terms</i> <ol style="list-style-type: none">“Online chatting expressions”, prepared by Mr. L Zeng 出生, 城市, 语言, 打工, 州, 专业, 功课, 作文, 作业, 读书, 语法, 语音, 告诉, 爱好, 运动, 打太极, 写书法, 骑自行车, 看小说, 玩电脑游戏, 网吧, 啦啦队, 上网买东西, 休息, 睡觉, 西班牙菜, 超市, 声调, 食物, 快餐, 快餐店, 不健康, 点菜, 外卖, 蛋花汤		Students will be able to: <ul style="list-style-type: none">Exchange personal information, e.g. jobs and status, family and friends, language background, education background, language learning experiences.Describe people and objects with more detailsAsk and respond to questions of one’s family members, e.g. learning and working experiences, hobbies and specialties, attitudes and sentiments.Ask for help for one’s language learning.ComplimentsAgree and disagree with one’s statement	
Stage 2: Acceptable Evidence			
Transfer Task: Goal: students use technology, e. g. e-mail, on-line chat to communicate with native speaker(s) or target language speaker(s) to gain knowledge, life/learning experiences and cultural understanding and appreciation Role: high school Mandarin students Audience: Chinese speaking community Situation: Communicate with Chinese speaking community via technology, e.g. e-mailing Performance: internet communication Example: 石蕊, 云南好玩吗？我没有去过。去过的人都说美极了。有机会, 很想去看看。 我的学生写了很多问题问你。请看附件, 回答他们, 好吗？谢谢！ 多保重！ 侯老师 我的名字是何凯莉。我会说英文和一点中文。我是美国人和我在美国出生。我的生日是十一月二十号。我的爱好是打网球。我也喜欢做饭。今年我十七岁。我学中文学了三年了。 1. 你会说几个语言？ 2. 你的爱好是什么？ 3. 你打过太极吗？ 4. 你觉得中国的网吧好吗？ 5. 你常常点外卖吗？ 6. 你喜欢看小说吗？			



7. 写书法和写汉字差不多吗？
8. 你觉得写书法比写汉字难吗？
9. 中国快餐和美国快餐一样不健康吗？
10. 中国超市有什么食物？你觉得中国菜好吃吗？
11. 你觉得中文的语法比英文的语法更难吗？
12. 你觉得中文的语法比中文的语音更容易吗？
13. 侯老师告诉我你的专业，可是我忘了。对不起，你的专业是什么？

Rubric for Writing

	Task Completion	Delivery	Language Use
Excellent 6	<ul style="list-style-type: none">Addresses all aspects of stimulus with thoroughness and detailWell organized and coherent, with a clear progression of ideas; use of appropriate transitional elements and cohesive devices; well-connected discourse of paragraph length	Consistent use of register appropriate to situation	<ul style="list-style-type: none">Rich and appropriate vocabularyWide range of grammatical structures, with minimal errors
Very Good 5	<ul style="list-style-type: none">Addresses all aspects of stimulusWell organized and coherent, with a progression of ideas that is generally clear; some use of transitional elements and cohesive devices-connected discourse of paragraph length	Consistent use of register appropriate to situation except occasional lapses	<ul style="list-style-type: none">Appropriate vocabulary with sporadic errorsVariety of grammatical structures, with sporadic errors
Good 4	<ul style="list-style-type: none">Addresses all aspects of stimulus but may lack detail and elaborationGenerally organized and coherent, use of transitional elements and cohesive devices may be inconsistent; discourse of paragraph length, although sentences may be loosely connected	May include several lapses in otherwise consistent use of register appropriate to situation	<ul style="list-style-type: none">Mostly appropriate vocabulary and grammatical structures, with errors that do not generally obscure meaning
Adequate 3	<ul style="list-style-type: none">Address topic directly but may not address all aspects of stimulusLack of organization or coherent; infrequent use of transitional elements and cohesive devices; disconnected sentences	Use of register appropriate to situation is inconsistent to includes many errors	<ul style="list-style-type: none">Limited appropriate vocabulary and mostly simple grammatical structures, with frequent errors that sometimes obscure meaning
Weak 2	<ul style="list-style-type: none">Addresses topic only marginally or addresses only some aspects of stimulusFragmented sentences	Frequent use of register inappropriate to situation	<ul style="list-style-type: none">Minimal appropriate vocabulary, with frequent errors that obscure meaning; repeated interference from another languageLimited grammatical structures, with frequent errors that significantly obscure meaning; constant interference from another language
Very Weak 1	<ul style="list-style-type: none">Addresses stimulus only minimallyVery disjointed sentences or isolated words	Constant use of register inappropriate to situation	<ul style="list-style-type: none">Insufficient, inappropriate vocabulary that significantly obscure meaning; constant interference from another languageLimited or no control of grammatical structures, with frequent errors that significantly obscure meaning
Unacceptable 0	Completely irrelevant to the stimulus	blank	Not in Mandarin Chinese

Other Evidence:

- Class participation
- Vocabulary quiz (both spoken and written)
- Sentence patterns quiz/test (both spoken and written)
- Lesson quiz/test (both spoken and written)
- Unit test (include speaking and written)
- Picture description

Reference Materials

- Integrated Chinese, level I, part I
- Integrated Chinese, level I, part I, student workbook (lessons 5, 7 and 8)
- Yellowbridge online resources
- Youtube Integrated Chinese short clips
- FluentChinese
- Authentic materials, e.g. text message from native Chinese speakers

Accommodations and Modifications



Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
<ul style="list-style-type: none">● Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.● Constant communication between content area teachers and ESL specialists to address specific students' needs● Differentiated assessments - (for example tests may include multiple choice rather than short written answers)● Access to reading materials on their specific reading level.● Differentiated assignments to demonstrate mastery- (instead of writing a 5 paragraph essay, students use pictures with captions to demonstrate understanding)● Differentiated assessments - (for example tests may include multiple choice rather than short written answers)● Access to reading materials on their specific reading level.	<ul style="list-style-type: none">● Self-Assessment Quizzes: Quizzes will be shortened.● After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.● Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.● Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.● Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking.	<ul style="list-style-type: none">● Elevated vocabulary instruction.● Elevated grammar instruction.● Oral presentations on advanced/related topics.● Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered.● Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered.● Self-Assessment Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity. Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights.



Unit 5: Shopping		Unit Duration: Mar. - April	
Stage 1: Desired Results			
Established Subject Area Goals (NJSLs): 7.1.IM.A.3 Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. 7.1.IM.A.8 Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. 7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age-and level- appropriate classroom and cultural activities in familiar and some unfamiliar situations. 7.1.IM.B.4 Ask and response to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations. 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.			
Interdisciplinary Companion Standards (NJSLs): RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.			
Technology Integration (NJSLs 8): 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.			
21st Century Skills Integration (NJSLs 9): CLKS1 Act as a responsible and contributing community member and employee. CLKS2 Attend to financial well-being. CLKS3 Consider the environmental, social, and economic impacts of decisions. CLKS7 Plan education and career paths aligned to personal goals. CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively. CLKS9 Work productively in teams while using cultural/global competence. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities. 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving. 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society. 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources. 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations. 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.			
Transfer Goal: Students will be able to independently use their learning to interact productively and respectfully with Chinese speaking communities when engaged in monetary based activities.			
Students will understand that: <ul style="list-style-type: none">You can’t identify and correct your mistakes unless you have the courage to make them.What are my motivations to learn another language?How do I know that I am getting better in using language in real-world situations?		Essential Questions: <ul style="list-style-type: none">How can I improve my ability to say what I want to say and be understood?Learning a second language will open doors for you professionally and personally.Successful communication is to know how, when and why to convey a message to different audience.	
Students will know: <ul style="list-style-type: none">The color, style, size, material, brand and price of a purchaseChinese yuan vs. US dollarHow to determine the proper monetary change you should receiveHow to ask for a different size and/or color of merchandiseExchange merchandiseGive personal comments on different merchandises <i>Key Terms</i> 1. <i>lesson 9 from Integrated Chinese, level I, Part 1</i> 商店, 买东西, 售货员, 衣服, 件, 衬衫, 颜色, 黄, 红, 穿, 条, 裤子, 号, 便宜, 如果。。。的话, 长短, 合适, 试, 不用, 一共, 多少, 块, 钱, 毛, 分, 白, 百, 找(钱) , 砍价, 打折, 双, 鞋, 换, 一样, 虽然, 大小, 样子, 信用卡, 收, 付钱		Students will be able to: <ul style="list-style-type: none">Name their favorite colors and other common colorsTalk about their shopping habitsTalk about their shopping standardsTalk about their views on brand-nameTalk about clothing and shoe sizesReturn or exchange items at a storeHaggle over prices in storesTalk about different types of payments : in cash, write a check, or with a credit cardUse expressions of discount	
Stage 2: Acceptable Evidence			
Transfer Task: Task 1 Goal: Students will be able to use essays and dialogue to talk about their personal shopping criteria and experience. They will also practice their bargaining skills which is common in China. Role: high school students Audience: Chinese language speaking community Situation: students will share their shopping habits with their language teacher and peers Performance: Students will write an essay, a skit and a dialogue. The written assignment and verbal communication should reflect the vocabulary acquisition, the sentence structures, the logics, the non-verbal expressions and the culture practice. Task 2 Goal: students will sell their “show and tell” products at the Mandarin III Rm.43 Flea Market. Students will practice their bargaining skills while shopping. Role: high school students Audience: Chinese language speaking community Situation: students will share their shopping habits with their language teacher and peers			



Performance: Students will write an essay, a skit and a dialogue. The written assignment and verbal communication should reflect the vocabulary acquisition, the sentence structures, the non-verbal expressions and the culture practices.

Performance rubric

	4	3	2	1
Purpose and context	The performance effectively demonstrates the goal, thoughts, feelings, and context of the speaker.	The performance demonstrates the goal, thoughts, feelings, and context of the speaker.	The performance occasionally reveals the goal, thoughts, feelings, and context of the speaker.	The performance rarely reveals the goal, thoughts, feelings, and context of the speaker.
Physical delivery	The natural gestures and movements of the speaker enhance the performance and effectively fit character or role. Nonverbal gestures and facial expression enhance characterization.	The gestures or movements are effective, but have omitted obvious behaviors known to the character. Nonverbal gestures and facial expression suit the character.	The behavior, gestures, or movements do not fit the character. Nonverbal gestures and facial expressions are occasionally distracting or inappropriate to the character.	The physical delivery lacks involvement; there is little or no movement of gestures and facial expressions.
Oral delivery	Student uses effectively all of the grammar and vocabulary requirements. Excellent flow of language, natural pauses, minimal hesitation.	Student uses correctly all of the grammar and vocabulary requirements with some errors that do not interfere with comprehension. Good flow, some hesitation.	Student uses the grammar and vocabulary requirements with frequent errors that interfere with comprehension. Halting flow, unnatural pauses, frequent hesitation	Student uses grammar and vocabulary requirements with excessive errors, the presentation is incomprehensible.
Familiarity with script	Students is able to perform successfully with no prompting.	Student is able to perform with little prompting.	Student needs constant prompting to perform.	Student is not able to perform without script.

Other Evidence:

- Class participation
- Vocabulary quiz (both spoken and written)
- Sentence patterns quiz/test (both spoken and written)
- Lesson quiz/test (both spoken and written)
- Unit test (include speaking and written)
- Oral presentation
- Group discussions
- Picture description
- Authentic advertisements reading
- Essay writing
- Peer editing
- YouTube movie clips
- 快乐学汉语series

Reference Materials

- Integrated Chinese, level I, part I
- Integrated Chinese, level I, part I, student workbook (lesson 9)
- Yellowbridge online resources
- Youtube Integrated Chinese short clips
- FluentChinese
- Authentic materials, e.g. money, Taobao online shopping

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
<ul style="list-style-type: none">• Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.• Constant communication between content area teachers and ESL specialists to address specific students' needs• Differentiated assessments - (for example tests may include multiple choice rather than short written answers)• Access to reading materials on their specific reading level.• Differentiated assignments to demonstrate mastery- (instead of writing a 5 paragraph essay, students use pictures with captions to demonstrate understanding)• Differentiated assessments - (for example tests may include multiple choice rather than short written answers)• Access to reading materials on their specific reading level.	<ul style="list-style-type: none">• Self-Assessment Quizzes: Quizzes will be shortened.• After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.• Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.• Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.• Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking.	<ul style="list-style-type: none">• Elevated vocabulary instruction.• Elevated grammar instruction.• Oral presentations on advanced/related topics.• Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered.• Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered.• Self-Assessment Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity. Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights.



Unit 6: Transportation		Unit Duration: May - mid June	
Stage 1: Desired Results			
Established Subject Area Goals (NJSLs): 7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age-- and level- appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes. 7.1.IM.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. 7.1.IM.A.4 Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.B.1 Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics. 7.1.IM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age-and level- appropriate classroom and cultural activities in familiar and some unfamiliar situations. 7.1.IM.C.1 Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.			
Interdisciplinary Companion Standards (NJSLs): RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.			
Technology Integration (NJSLs 8): 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.			
21st Century Skills Integration (NJSLs 9): CLKS1 Act as a responsible and contributing community member and employee. CLKS2 Attend to financial well-being. CLKS3 Consider the environmental, social, and economic impacts of decisions. CLKS7 Plan education and career paths aligned to personal goals. CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively. CLKS9 Work productively in teams while using cultural/global competence. 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities. 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving. 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society. 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources. 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations. 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.			
Transfer Goal: Students will be able to independently use their learning to express preferences, request and exchange information related to social activities done in the city when communicating in the target language of Mandarin with their community.			
Students will understand that: <ul style="list-style-type: none">● Knowledge of a foreign language opens doors in the academic, personal and professional worlds.● Language learning involves acquiring strategies to fill communication gaps.		Essential Questions: <ul style="list-style-type: none">● How will learning a world language help me to develop my potential?● How can I communicate more effectively?	
Students will know: <ul style="list-style-type: none">● 或者and 还是 for choice● 先。。。再。。。 (first...then...)● 还是。。。吧 (for final suggestion)● 每。。。都。。。● review来/去/回● review了● review已经● review怎么去/怎么走● Review最后● review吧● review让● verb得（开车开得特别快）● the usages of意思 什么意思 有意思 不好意思 <ul style="list-style-type: none">● the usages of 能/会/可以● review 快。。。了 (come soon)● review祝。。。 for wishes <i>Key Terms</i> <i>Vocabulary from IC, level 1, part 1, lesson 10</i> 寒假, 飞机, 票, 飞机场, 公车, 打车, 地铁, 下车, 出租车, 开车, 送, 城市, 手机, 电子邮件, 发短信, 高速公路		Students will be able to: <ul style="list-style-type: none">● Comment about several means of transportation● Explain how to travel from one station to another● Discuss the most/least convenient way to get to a destination● Describe a traffic route● Express your gratitude after receiving a personal favor	
Stage 2: Acceptable Evidence			
Transfer Task: Goal: Create “Verona welcomes You” travel brochure Role: US Mandarin students Audience: Chinese speaking community Situation: introduce your hometown to Chinese language speakers (e.g. living environment, nearby towns, public transportation services) 介绍你的老家 有什么公交？ 可以去哪些地方？ 住在维若纳方便吗？为什么？ Performance: student will prepare and design a brochure Standards: the brochure will be judged by the usage of vocabulary, proper sentence patterns, grammar, clearness and creativity.			
Rubric:			



Comprehensibility (Am I understood?) 0-5 points
Vocabulary use and language control (How well do I use the language?) 0-5 points
Communication strategies (How well do I organize my writing?) 0-5 points
Creativity and teamwork (How well do I work with other people and how creative can I be?) 0-10 points

Other Evidence:

- vocabulary quiz
- 2. class discussions
- 3. sentence patterns exercise and quiz
- 4. lesson test
- 5. reading and listening tasks
- 6. game – run to the board
- 7. game – 比手划脚, 画图说故事
- 8. youtube movie clips
- 9. 快乐学汉语series
- 10. Dr. Dong Dong Chen series

Reference Materials

- Integrated Chinese, level I, part I
- Integrated Chinese, level I, part I, student workbook (lesson 10)
- Yellowbridge online resources
- Youtube Integrated Chinese short clips
- FluentChinese
- Authentic materials, e.g. subway maps, public signs

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
<ul style="list-style-type: none">● Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.● Constant communication between content area teachers and ESL specialists to address specific students' needs● Differentiated assessments - (for example tests may include multiple choice rather than short written answers)● Access to reading materials on their specific reading level.● Differentiated assignments to demonstrate mastery- (instead of writing a 5 paragraph essay, students use pictures with captions to demonstrate understanding)● Differentiated assessments - (for example tests may include multiple choice rather than short written answers)● Access to reading materials on their specific reading level.	<ul style="list-style-type: none">● Self-Assessment Quizzes: Quizzes will be shortened.● After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text.● Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers.● Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers.● Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking.	<ul style="list-style-type: none">● Elevated vocabulary instruction.● Elevated grammar instruction.● Oral presentations on advanced/related topics.● Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered.● Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered.● Self-Assessment Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity. Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights.