

PUBLIC SCHOOLS OF EDISON TOWNSHIP

OFFICE OF CURRICULUM & INSTRUCTION



Mandarin Chinese
Level 1-1

Length of Course	Term
Elective/Required	Required
Schools	High Schools
Eligibility	Grades 9-12
Credit Value	5 credits
Date Approved	August 23, 2022

Table of Contents

Table of Contents	2
Acknowledgments	4
World Languages in the Edison Township Public Schools	5
Department Vision	5
Mission Statement	5
Department Philosophy	5
Statement of Purpose	6
New Jersey Student Learning Standards	7
World Languages	7
Mission	7
Vision	7
Intent and Spirit of the World Languages Standard	8
Framework for NJ Designed Standards	8
Disciplinary Concepts	9
Interpretive Mode of Communication	10
Interpersonal Mode of Communication	10
Presentational Mode of Communication	11
World Languages Practices	11
Language Proficiency Levels	12
Realistic Grade-Level Targets for Benchmarked Performance Levels	14
NCSSFL-ACTFL Can-Do Statements	16
How to Use the Can-Do Statements	16
How Not to Use the Can-Do Statements	16
How Stakeholders Use the Can-Do Statements	17
Assessment	18
Formative Assessment	18
Summative Assessment	19
Integrated Performance Assessments (IPAs)	19
Grading Policy	20
Meeting the Needs of All Students	21
References	22
Unit Sequence & Standards	23
Level 1-1 Unit Sequence	23
Unit 0	26

Performance Target & Objective 0.1	27
Performance Target & Objective 0.2	29
Mandarin Chinese – Unit 0	31
Unit 1	32
Performance Target & Objective 1.1	33
Performance Target & Objective 1.2	34
Performance Target & Objective 1.3	36
Mandarin Chinese – Unit 1	38
Unit 2	40
Performance Target & Objective 2.1	41
Performance Target & Objective 2.2	43
Performance Target & Objective 2.3	45
Mandarin Chinese – Unit 2	47
Unit 3	49
Performance Target & Objective 3.1	50
Performance Target & Objective 3.2	52
Mandarin Chinese – Unit 3	54
Unit 4	55
Performance Target & Objective 4.1	56
Performance Target & Objective 4.2	58
Mandarin Chinese – Unit 4	60

Modifications will be made to accommodate IEP mandates for classified students

Acknowledgments

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Mandarin Chinese

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World Languages in the Edison Township Public Schools

Department Vision

The World Languages Department of Edison Township Public Schools envisions:

- Students who become culturally aware global citizens empowered with the skills necessary to **communicate** in more than one language, **appreciate** diversity, and **participate** in society.

Mission Statement

The mission of the World Languages Department of the Edison Township Public Schools is to prepare students to contribute to our interconnected world by:

- Designing meaningful and engaging language learning environments in which students are immersed in speaking, hearing, reading, writing, viewing, and collaborating in the target language
- Providing opportunities to access and interact with authentic cultural materials and resources
- Emphasizing student proficiency in using the target language to communicate for real world purposes and in real life situations
- Encouraging students to develop their own interests, define their own futures, and achieve their goals
- Fostering the critical thinking skills necessary to examine, compare, and connect societies and communities that are multifaceted, multilingual, and multicultural

Department Philosophy

1. The study of another language leads to **communication**. Our goal is to teach **all** students to communicate beyond their native languages in order to participate effectively in this world. Communication involves the interpretive, presentational, and interpersonal modes.
2. The study of another language leads to **understanding other cultures**. Our goal is to recognize what is common to all human experience and to accept that which is different. Students will have experiences with products and practices in order to develop an understanding of the various perspectives of the cultures of the target language.
3. The study of another language leads to **critical thinking skills**. Our goal is to enhance the ability to analyze, to compare and contrast, to synthesize, to improvise, and to examine cultures through a language and a perspective other than one's own.
4. The study of another language leads to an **interdisciplinary view** of the curriculum. Our goal is to have every student begin language study as early as possible in an interdisciplinary environment.

Statement of Purpose

The knowledge of a foreign language is a universal tool that opens gateways to human understanding and presents a new approach to dealing with everyday realities of life. The study of a foreign language and of the culture for which it is the vehicle sensitizes students to the reality of cultural differences and similarities. Thus, a full and rich experience in the learning of a foreign language develops understanding of and appreciation for people of differing cultures.

We believe that the study of a foreign language plays an essential role in the intellectual development and total enrichment of the individual. Furthermore, foreign language study contributes to the fulfillment of academic, vocational and/or personal goals. Consequently, students should be provided the means to pursue foreign language study to the extent that their interests and abilities permit.

An effective world languages program recognizes individual differences in learning patterns and abilities and tailors courses to students with diverse needs and interests. Thus, we endeavor to provide a comprehensive and coordinated foreign language program that is a rewarding and satisfying experience for each learner.

New Jersey Student Learning Standards

World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

World Languages

The New Jersey Student Learning Standards – World Languages (NJSLS-WL) is a guiding document toward participation in the state's global society. As one of the most diverse states in the United States, New Jersey encompasses a multicultural, global citizenry. In all regions, there are people speaking and interacting with others in different languages; there are street signs in several languages and international enterprises conducting business in English and in a multitude of other languages. The New Jersey Department of Education, whose mission is to equip students with necessary knowledge, skills, and attitudes to participate successfully in the 21st century, embraces the state's multiculturalism and diversity, including the acquisition of diverse languages and cultures.

Mission

World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.

Vision

An education in world languages fosters a population that

- Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross cultural communication.
- Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

Intent and Spirit of the World Languages Standard

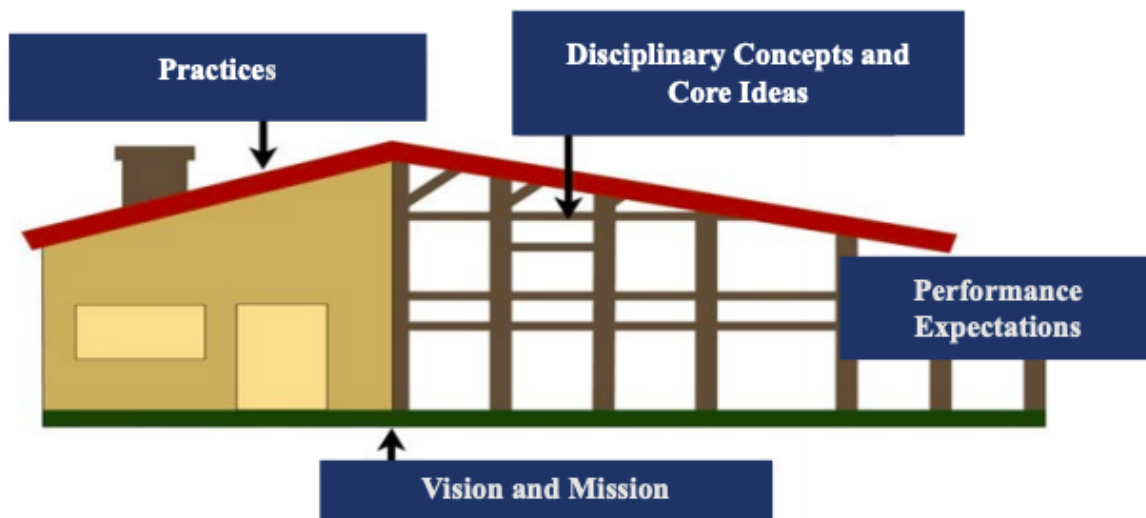
The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the state designated proficiency level of Novice-High. The data showed that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well- articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

Framework for NJ Designed Standards

The design of this version of the NJ World Language Standard is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of world languages as stated in the beginning of this document;
- foster greater coherence and appropriate progressions across grade bands;
- prioritize the important ideas and core processes that are central to world languages and have lasting value beyond the classroom; and
- reflect the habits of mind central to world language studies that lead to post-secondary success.



In this diagram:

- The *Vision and Mission* serve as the foundation for each content areas' standards. They describe the important role of the discipline in the world and reflect the various statutes, regulations, and policy.
- The *Disciplinary Concepts and Core Ideas* are the joists and play an integral role in the framing by making connections among the performance expectations. Core ideas help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grades 2, 5, 8, and 12).
- The *Performance Expectations* are the studs and serve as the framework for what students should know and be able to do. They incorporate the knowledge and skills that most important for students to know to be prepared for post-secondary success.
- The *Practices* are the roof and represent two key ideas. Positioned as the top of the house, they represent the apex of learning. The goal is for students to internalize the practices (habits of mind) and be able to apply them to new situations outside the school environment. The practices span across all aspects of the standards and are an integral part of K-12 students' learning of the disciplines.

Disciplinary Concepts

The New Jersey Student Learning standard for world languages includes three *disciplinary concepts*, one for each of the three modes of communication: interpretive, interpersonal, and presentational. These modes reconceptualize the traditional 4-skill approach in the areas of listening, speaking, reading and writing:



Interpretive Mode of Communication

In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, “interpretation” differs from “comprehension” because it implies the ability to read or listen “between the lines” and “beyond the lines.”

Proficiency Level	Core Idea
<ul style="list-style-type: none"> • Novice Low • Novice Mid • Novice High • Intermediate Low • Intermediate Mid • Intermediate High • Advanced Low 	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Interpersonal Mode of Communication

In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this “two-way” communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.

Proficiency Level	Core Idea
<ul style="list-style-type: none"> • Novice Low • Novice Mid • Novice High • Intermediate Low 	Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

<ul style="list-style-type: none"> • Intermediate Mid • Intermediate High • Advanced Low 	
<ul style="list-style-type: none"> • Intermediate Mid • Intermediate High • Advanced Low 	Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Presentation Mode of Communication

In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

Proficiency Level	Core Idea
<ul style="list-style-type: none"> • Novice Low • Novice Mid • Novice High • Intermediate Low • Intermediate Mid • Intermediate High • Advanced Low 	Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
<ul style="list-style-type: none"> • Intermediate Mid • Intermediate High • Advanced Low 	Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

World Languages Practices

The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

Practice	Description
Communicate	Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

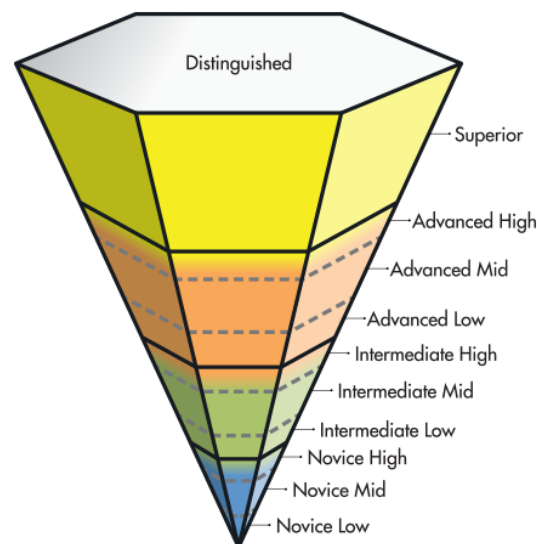
Cultures	Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Connections	Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
Comparisons	Develop insight into the nature of language and culture in order to interact with cultural competence.
Communities	Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Language Proficiency Levels

Unlike other content areas, the NJSLS – WL is benchmarked by proficiency levels. In this iteration of version, the performance expectations for all three modes of communication are displayed in one document according to proficiency level. Below is a chart from ACTFL Performance Descriptors for Language Learners (2012) that shows how assessing for performance is different from assessing for proficiency.

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

- Performance is defined as how well a learner uses language acquired in a classroom setting.
- Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
 - interacting with native speakers of the language, or
 - immersed in a target language environment.



Inverted Pyramid Representing ACTFL Rating Scale with Major Ranges and Sublevels including Distinguished

Assessing Performance	Assessing Proficiency
Based on instruction: Describes what the language learner can demonstrate based on what was learned	Independent of specific instruction or curriculum: Describes what the language user can do regardless of where, when or how the language was acquired
Practice: Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts	Spontaneous: Tasks are non-rehearsed situations
Familiar content and context: Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned	Broad content and context: Context and content are those that are appropriate for the given level
Demonstrated performance: To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices.	Sustained performance across all the tasks and contexts for the level: To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

Novice Low	Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
Novice Mid	Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
Novice High	Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

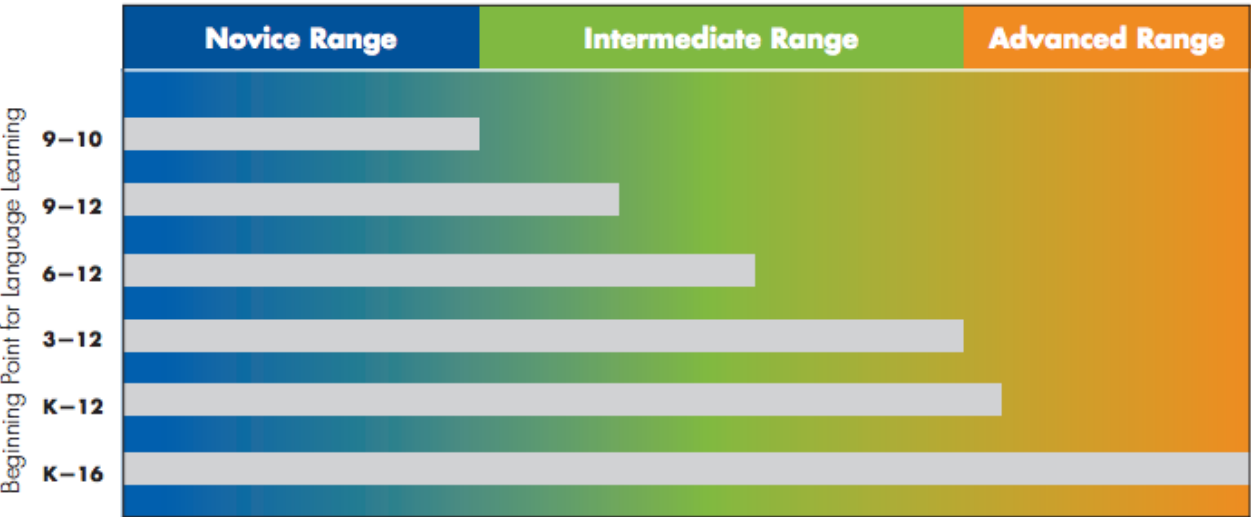
Intermediate Low	Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
Intermediate Mid	Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
Intermediate High	Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
Advanced Low	Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Realistic Grade-Level Targets for Benchmarked Performance Levels

Language learners can be expected to move through levels of proficiency at different rates. In addition, language learners may demonstrate differing proficiencies depending upon the communicative mode in which they are functioning (interpersonal, interpretive, or presentational) and the language they are studying. For example, students studying a language with a different writing or grammar system and few if any cognates or loan words may require additional time to acquire the language at the same proficiency level as students studying a language with many cognates or loan words and the same writing or similar grammar system. Other factors that correlate to the development of proficiency include the age and cognitive development of the students and literacy in their first language.

The chart below comes from the ACTFL Performance Descriptors for Language Learners 2012 and visually depicts general approximation of performance for all students. As time and intensity of program are directly related to the development of proficiency the chart reflects elementary programs that meet for at least 90 minutes a week in a standards-based program and middle school and high school programs that meet daily for the equivalent of a class period.

Time as a critical component for developing language performance



NCSSFL-ACTFL Can-Do Statements

Borrowing from the unit template in ACTFL's *The Keys to Planning and Learning: Effective Curriculum, Unit, and Lesson Design* (Clementi & Terrill, 2017), the curricular template used in this document incorporates the NCSSFL-ACTFL Can-Do Statements.

The 2017 NCSSFL-ACTFL Can-Do Statements provide:

- Language learners to identify and set learning goals and chart their progress towards language and intercultural proficiency;
- Educators to write communication learning targets for curriculum, unit and lesson plans;
- Stakeholders to clarify how well learners at different stages can communicate.

How to Use the Can-Do Statements

- Can-Do statements describe what learners can do consistently over time
- Can-Do Statements help learners set goals as they progress along the proficiency continuum
- The sets of examples can be adapted to match school, district, or postsecondary curriculum as well as independent learning goals
- Can-Do statements are a starting point for self-assessment, goal-setting, and the creation of rubrics for performance-based grading

How Not to Use the Can-Do Statements

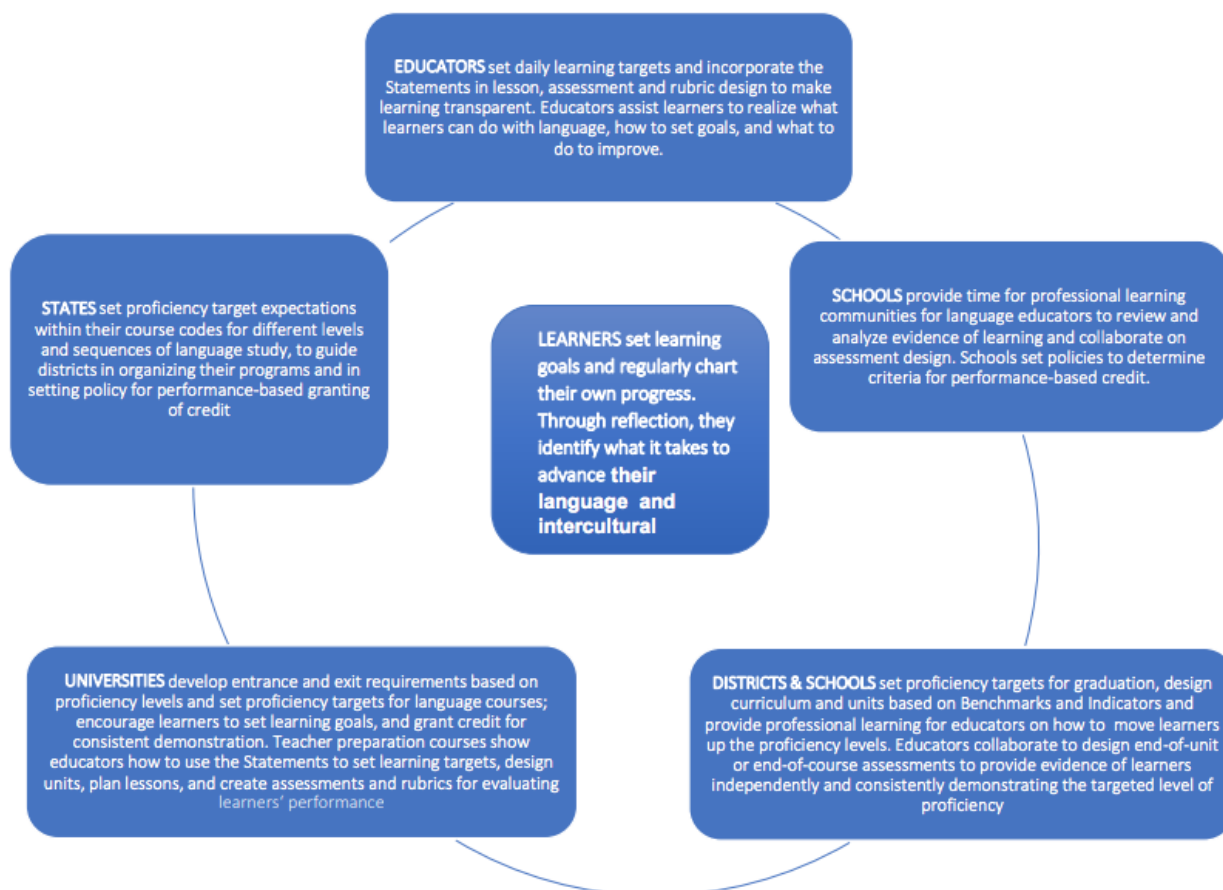
- Can-Do Statements are NOT a checklist of tasks to be demonstrated once and checked off
- Can-Do Statements are NOT a limitation of what to learn or teach
- The sets of examples are NOT a prescribed curriculum
- The Can-Do statements are NOT used as an instrument for determining a letter or number grade

The Can-Do Statements are aligned with the [ACTFL Performance Descriptors for Language Learners 2012](#) and the [ACTFL Proficiency Guidelines 2012](#) and reflect growth through the Novice, Intermediate, Advanced, Superior, and Distinguished Levels in the interpretive, interpersonal, and presentational modes of communication.

This curriculum uses the Can-Do Statements to provide language learners a self-assessment tool to assess what they “can do” with language in the interpretive, interpersonal, and presentational modes of communication and should be used by students and teachers as part of an overall reflective learning process.

How Stakeholders Use the Can-Do Statements

How Stakeholders Use the Can-Do Statements



See [NCSSFL-ACTFL Can-Do Statements](#) for more information.

Assessment

Borrowing from the unit template in ACTFL's *The Keys to Planning and Learning: Effective Curriculum, Unit, and Lesson Design* (Clementi & Terrill, 2017), the curricular template used in this document incorporates both formative and summative assessments.

Both types of assessment are keyed to the three modes of communication but are broken down as follows.

Formative Assessment

Our language program encourages teachers to continually assess student progress toward desired learning goals and proficiency outcomes. These formative assessments are used to inform decisions about instruction and benchmark student progress toward summative assessments. As such, these formative assessments, however formal, are not used as an instrument for determining a letter or number grade. Instead, formative assessment should provide specific and highly focused feedback to students in preparation for the final unit level performances.

Suggested Checks for Understanding

- Exit tickets
- Think, Pair, Share (Write)
- Speaking practice
- Inside/Outside Circle
- Information Gap activities
- Class surveys
- Rough drafts
- Hand signals
- White board communicators

See *Checking for Understanding* (Fisher & Frey, 2014) for more information on formative assessments.

Sample Formative Assessments

- Ticket to leave
- Quick oral checks
- Information gap pair activity
- Maintain the conversation (keep the conversation going)
- Write captions
- Finish a story
- Rough draft

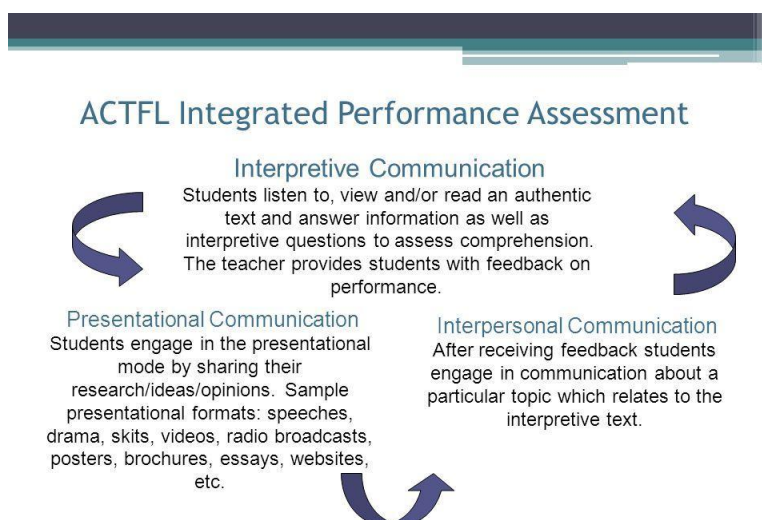
Summative Assessment

In summative assessments, students demonstrate that they can apply the lessons they have learned, the skills they have acquired, and the knowledge they have gained in the unit of instruction. Summative assessment is a new application of what has already been assessed at the formative level (Sandrock, 2017).

Integrated Performance Assessments (IPAs)

Our language program encourages summative assessment that measures what students can *do* with the language. To this end, the department encourages the use of integrated performance assessments. The **integrated performance assessment (IPA)** is a cluster assessment featuring three modes of communication: **interpretive**, **interpersonal**, and **presentational**. All three tasks are aligned within a single overarching theme or content area that should be of interest to learners and complements the curriculum. This multi-task reflects the manner in which students naturally acquire language in the real world or in the classroom. As such, the tasks should be:

- Authentic
 - Reflect tasks that individuals do in the world outside of the classroom
- Performance-based
 - Reflect how students USE the language and cultural knowledge in communicative tasks
 - Requires critical thinking skills:
 - e.g. synthesizing, analyzing, reasoning, problem-solving, inferencing, creative thinking
- Based on the 3 Modes of Communication
 - Interpretive, Interpersonal, Presentational
- Integrated
 - Integrates communication plus other goal areas of the standards
- Illustrate development progress according to ACTFL Performance Descriptors
- Blend in a seamless fashion with classroom instruction and experience



Although summative assessment of the three modes of communication often occurs near the end of a unit, they may occur at “any point where that goal has been reached in the unit.” (Sandrock, 2015, p. 25)

See *The Keys to Assessing Language Performance: A Teacher’s Manual for Measuring Student Progress* (Sandrock, 2017) for more information on formative and summative assessment in the world language classroom.

See *Implementing Integrated Performance Assessment* (Adair-Hauck, Glisan, & Troyan, 2013) for more information on integrated performance assessments.

Grading Policy

Recognizing the importance of directly linking students’ grades to their performance level in a language, the secondary level grading policy is keyed to the NJSLs for world languages.

Student achievement in the three skill areas/modes (interpretive, interpersonal, and presentational) will be assessed each marking period and constitute the majority of students’ grades in the course.

Student performance in class (class participation), at home (homework), and also on minor classroom assessments (quizzes) will also be criteria in determining students’ grades in the course.

Meeting the Needs of All Students

The term “all students” includes students who are college-bound, academically talented, those whose native language is not English, those with disabilities, students with learning deficits, and students from diverse socioeconomic backgrounds.

See ["Instructional Adaptations for Students with Diverse Needs" \(chapter 12\)](#) and ["Appendix D: Instructional Strategies"](#) of the archived *New Jersey World Languages Curriculum Framework* for more suggestions.

Instructional Adjustments		
Accommodations	Modifications	Higher Level Differentiation
<ul style="list-style-type: none"> • Preferential seating • Repeating/simplifying of directions • Ample use of visuals • Use of manipulatives • Strategic/flexible grouping and pairing • Clear visual, verbal and demonstrative modeling • Kinesthetic activities • Use of graphic organizers • Ample wait time • Frequent repetition • Student setting of personal growth goals • Breaking down assignments • Learning centers 	<ul style="list-style-type: none"> • Sentence starters • Additional processing time • Cues and prompts • Embedded choices • Practice time • Shorten task • Require lists instead of sentences • Provide graphic organizers • Provide choices • Provide visuals 	<ul style="list-style-type: none"> • Use compacting • Allowance for individual student interests • Allowance for students to make independent plans for independent learning • Variety in types of authentic resources • Use tiered assignments that are more complex or abstract • Allow time with like-intellectual peers • Use open-ended questioning strategies

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Unit Sequence & Standards

Level 1-1 Unit Sequence

Course Summary							
Unit #	Unit Title ↕	AP Unit ⇨ Families in Different Societies	Influence of Language and Culture on Identity	Influences of Beauty and Art	How Science and Technology Affect Our Lives	Factors that Impact the Quality of Life	Environmental, Political, and Societal Challenges
0	Fundamentals of Mandarin		x		x		x
1	This is Me!		x			x	
2	My Family and Community	x				x	
3	Celebrations!		x	x			
4	My Pastimes				x	x	
	✓ = Unit of study addresses curricular theme(s) indicated.						

NJ Student Learning Standards

Interpretive Mode of Communication

Target Proficiency

Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Core Idea

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Performance Expectations

- 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
- 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).
- 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Interpersonal Mode of Communication

Target Proficiency Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. Novice Low learners often use gestures and pictures to convey meaning.

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Core Idea Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

Performance Expectations

- 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
- 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
- 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.
- 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.

Presentational Mode of Communication

Target Proficiency

Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.

Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Core Idea

Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Performance Expectations

7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.

- 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
- 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.
- 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

Unit 0

Course Information

Level(s)	1-1	Performance Target	Novice Low - Novice Mid
Language(s)	Mandarin Chinese	Approx Unit Length/Timeline	6-8 weeks

Performance Continuum



Lowest Acceptable Performance

Teach To...

Novice Low



Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.

Novice Mid

Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Unit Information

Unit Title	Fundamentals of Mandarin
Essential Questions	How is Chinese different from English/other languages? What are the four parts of Chinese? What technological tools can I work with? What classroom commands can I follow? Express?
AP Aligned Themes	Influence of Language and Culture on Identity, How Science and Technology Affect Our Lives

Evidence of Learning: Summative Assessments

Assessment Summary	Students will be assessed on their ability to reproduce and identify pinyin words, tones, characters and radicals both orally and in writing as well as ability to follow and express basic classroom commands and inquiries.
Interpretive	Teacher provides authentic resources and observes student progress as they interpret various elements of Chinese language
Interpersonal	BlurbAboutAssessment
Presentational	Students will be assessed by their ability to present background information on the pinyin system and origins of Chinese characters orally and in writing by using technological mediums such as powerpoint, padlet, worksheets, games etc.

Performance Target & Objective 0.1

Performance Information

Unit Performance Target	I can compare and contrast Chinese with English or my home language(s) by identifying the four parts of Chinese.
Performance Objective 1.1	I can express the difference between English and Chinese in terms of pronunciation and writing by interpreting, making statements and presenting information about Chinese pinyin/characters + their background in the Novice low-mid proficiency range.

Skill Development

Learning Targets (Language Functions)	Language Chunks & Vocabulary	Level Up Language	Checks for Learning
<i>What will learners be able to do?</i>	<i>What will learners need to know or understand?</i>	<i>How will learners be able to exceed expectations for their targeted performance level?</i>	<i>How will learners demonstrate what they can do with what they know?</i>
I can compare and contrast Mandarin Chinese with home language(s).	400+ Pinyin words, sounds and the four tones	I can reproduce pinyin sounds with native like proficiency.	Listening/Reading assessments for each set of pinyin introduced.
I can provide background information on the pinyin system, tones and the origins of characters.	36 Origin Radicals/ Characters	I can identify and reproduce 36 origin characters in writing.	Matching 36 origin characters to their meaning.
I can reproduce pinyin sounds using tones.			Reproducing characters/pinyin in writing or orally for various forms of assessment (listening, speaking, reading and writing.)

Formative Performance Assessments

Interpretive	I can interpret pinyin charts, tone marks and Chinese character forms.
Interpersonal	I can ask and answer questions about Pinyin, characters, tones and radicals.
Presentational	I can present information on the background of Chinese pinyin and character origins. I can reproduce pinyin sounds with tones orally and Chinese characters in writing.

Instructional Activities

Interpretive	Videos on history of Pinyin + Character origins, Pinyin charts, English homophones (borrowed language) exercise, tones exercises, Padlet showcasing the parts of Chinese
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Presentational

Pinyin Trees, student led powerpoint presentations, classification of pinyin into sections, character writing practice, tones speaking exercises.

Performance Target & Objective 0.2

Performance Information	
Unit Performance Target	I can compare and contrast Chinese with English or my home language(s) by identifying the four parts of Chinese.
Performance Objective 1.2	I can follow and express classroom commands by responding to commands and asking basic classroom questions through first interpreting classroom commands by listening, next asking/responding followed by presenting commands/questions in oral and written format in a novice low-mid context.

Skill Development			
Learning Targets (Language Functions)	Language Chunks & Vocabulary	Level Up Language	Checks for Learning
<i>What will learners be able to do?</i>	<i>What will learners need to know or understand?</i>	<i>How will learners be able to exceed expectations for their targeted performance level?</i>	<i>How will learners demonstrate what they can do with what they know?</i>
I can follow and respond to basic classroom commands.	How to greet the teacher and classmates at the beginning and end of class.	I can follow and express all classroom commands as well as make explicit inquiries.	Listening quizzes on classroom commands.
I can express basic classroom commands.	Respond to "Stand up, sit down."		Movement exercises (i.e stand up, sit down, attention on me, responding to greetings)
I can ask and answer classroom questions.	How to ask to use the bathroom, get a drink of water etc.		Teacher Q&A.
	Asking, "How do I say this in Chinese?"		Formal assessments on commands in writing.
	Asking "What does this mean?"		

Formative Performance Assessments	
Interpretive	I can identify and follow various commands posted on the wall of the classroom and my guide sheet.
Interpersonal	I can ask basic questions and respond to commands with the teacher on a daily basis.
Presentational	I can present commands in writing and oral format.

Instructional Activities

Interpretive	Listening games and comprehension games, PPT, Padlet and authentic resources (videos, pictures of Chinese classroom etc.)
Interpersonal	Interview activities using questions

Mandarin Chinese – Unit 0

Core Content	
Priority Vocabulary	Supporting Vocabulary & Enrichment
<p>大家好--》老师好</p> <p>同学们好</p> <p>请坐---》起立</p> <p>可以上厕所吗？</p> <p>中文怎么说——。</p> <p>——有什么意思？</p> <p>你好！</p> <p>再见！</p> <p>400+ Pinyin words, sounds and the four tones</p> <p>36 Origin Radicals/ Characters (日, 山, 水, 鸟, 象, 森, 林, 草, 夫, 马, 竹, 田, 刀, 舟, 鱼, 网, 燕, 云, 雨, 伞, 石, 火, 龟, 虎, 鹿, 豕, 叟, 弓, 舍, 羊, 花, 门, 犬, 字, 女, 月)</p>	<p>Question words, personal pronouns, specific vocabulary such as (water fountain, locker, hallway etc.)</p>
Language Resources	
<p>Essential & Supplementary Materials, Links, etc</p> <p>Technology Integration</p>	<p>Pinyin Chart (Yabla Chinese + more)</p> <p>36 Origin Characters Video</p> <p>Commands classroom wall tags</p> <p>请投我一票 Video “Please Vote For Me”</p> <p>Padlet, PPT, Use of Chinese keyboard and authentic translators (Pleco, MandarinSpot, Drops App etc.)</p> <p> 抖音《生僻字》陈柯宇 Sheng Pi Zi Pinyin Lyric Video</p>

Unit 1

Course Information

Level(s)	1-1 & 1-H	Performance Target	Novice Low- Novice Mid
Language(s)	Mandarin Chinese	Approx Unit Length/Timeline	6-8 Weeks

Performance Continuum



Lowest Acceptable Performance

Teach To...

Novice Low



Novice Mid

Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.

Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Unit Information

Unit Title	This is Me!
Essential Questions	What is the difference between American and Chinese names? What is my name, age, birthdate and zodiac animal? What is the "Stackable" Chinese number system? What are culturally appropriate ways of greeting, meeting, and leaving?
AP Aligned Themes	Influence of Language and Culture on Identity, Factors that Impact the Quality of Life

Evidence of Learning: Summative Assessments

Assessment Summary	I can greet, introduce myself by asking and answering questions, reproduce dates and personal information and identify relevant unit vocabulary.
Interpretive	I can understand greetings, introductions, numbers, dates by reading and listening with support.
Interpersonal	I can ask and answer questions about my name, age, birthdate and zodiac animal group. I can understand simple introductions and respond appropriately (ex: name, age).
Presentational	I can express orally and in writing introductory information using sentence frames in a Penpal letter and to classmates.

Performance Target & Objective 1.1

Performance Information

Unit Performance Target	I can start to talk about myself with other people.
Performance Objective 1.1	<p>I can count to one hundred using the stackable Chinese number system and use numbers to express dates.</p> <p>I can reproduce numbers 1-100 both orally and in writing by expressing and identifying dates in the novice low-mid range.</p>

Skill Development

Learning Targets (Language Functions)	Language Chunks & Vocabulary	Level Up Language	Checks for Learning
<i>What will learners be able to do?</i>	<i>What will learners need to know or understand?</i>	<i>How will learners be able to exceed expectations for their targeted performance level?</i>	<i>How will learners demonstrate what they can do with what they know?</i>
I can express by counting numbers 1-100.	Numbers 1-100	I can write and orally reproduce Chinese numbers up to a million.	Listening assessments on numbers and dates
I can identify and differentiate numbers 1-100.	Date characters: (年, 月, 日)	I can write, orally reproduce and identify dates without support.	Character writing for numbers and dates
I can express dates using numbers and ordered suffix characters (年, 月, 日)	Date format (__年__月__日)		Reading/Writing assessments

Formative Performance Assessments

Interpretive	I can identify memorized and practice number and date characters both orally and in writing.
Interpersonal	I can respond to number and date questions.
Presentational	I can state both orally and in writing numbers and dates.

Instructional Activities

Interpretive	I can read and listen to identify numbers in authentic texts/materials.
Interpersonal	I can ask and answer number questions.

Presentational

Chinese numbers using games, an abacus to count orally, character writing for numbers and date markers.

Performance Target & Objective 1.2

Performance Information

Unit Performance Target

I can start to talk about myself with other people.

Performance Objective 1.2

I can express greetings and leave taking vocabulary.

I can express and inquire about my name/ age.

I can differentiate between the format of Chinese and American names

Skill Development

Learning Targets (Language Functions)

What will learners be able to do it?

I can express greetings and leave-takings.

I can express and inquire about name and age.

I can differentiate between American and Chinese names.

I can identify name/age vocabulary and grammar structures.

Language Chunks & Vocabulary

What will learners need to know or understand?

-Greeting and leave-takings

-你好吗? How are you

-Personal pronouns

-Character 是 "I am"

-Verb 叫 "to be called"

-Question word 什么 "what"

-Age marker 岁

-Greeting teachers and students 老师好/大家好

Level Up Language

How will learners be able to exceed expectations for their targeted performance level?

Leveled descriptors, 好, 很, 非常, 不

Text/Slang greetings + leave takings

Understanding the use of question particle VS question word

Usage of classwide greetings

Use of particle 呢 for re-asking a question back to the asker

Checks for Learning

How will learners demonstrate what they can do with what they know?

Listening quizzes on greeting words

Character writing for practice

Sentence frame speed dating activities

Daily greeting practice at the start of class

Identifying greetings, leave takings, introductions in authentic materials by reading and listening

Formative Performance Assessments

Interpretive

I can identify greetings, leave-takings, introductions, age and name in authentic materials/videos by reading and listening.

Interpersonal

I can express and inquire about a person's age, name and personal status (I am well!)

Presentation	I can imitate classroom greetings, leave-takings. I can present basic information about myself (name, age) using memorized phrases and language chunks.
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Instructional Activities	
Interpretive	Reading and listening to introductions, greetings, leave-takings and age in culturally authentic materials + videos. Penpal letter reading activity + comprehension questions
Interpersonal	Speed dating, interview activities and react/imitate procedural daily greetings
Presentation	All about me slideshow presentation, classwide vocabulary competition games using Quizlet, Blooket etc. Penpal sentence frame writing activity, character writing

Performance Target & Objective 1.3

Performance Information 3

Unit Performance Target	I can start to talk about myself with other people.
Performance Objective 1.3	I can express and inquire about birthdays. I can identify birthdays and zodiac animal characters in writing and speech. I can state and inquire about belonging to a zodiac animal group.

Skill Development

Learning Targets (Language Functions)	Language Chunks & Vocabulary	Level Up Language	Checks for Learning
<i>What will learners be able to do?</i>	<i>What will learners need to know or understand?</i>	<i>How will learners be able to exceed expectations for their targeted performance level?</i>	<i>How will learners demonstrate what they can do with what they know?</i>
I can express birthdays by using date characters and numbers.	Birthday structure (年, 月, 号)	Write 12 zodiac animals from memory	Character writing/recognition of 12 zodiac animals
I can ask questions using “how many” and “what” question words.	Birthday noun: 生日	Identifying calendar systems (gregorian VS lunar)	Proper placement and use of featured particles in writing and presenting
I can state/inquire about belonging to a zodiac animal group using the “belong” character.	Particle: 的 for possession	Use belonging word in other contexts	Interviewing/speed dating
I can identify the 12 zodiac animals orally and in writing.	Question words 几 and 什么	Interview students using all questions featured in the unit	Use of question word “scooping” technique
	12 Zodiac Animals		Listening/ reading quizzes
	Belonging word “属”		
	Personal pronouns 我, 你, 他/她	Use possession particle to show possession of nouns	

Formative Performance Assessments

Interpretive	I can identify question words, birthday structure, zodiac animals and key characters in authentic materials and by listening.
Interpersonal	I can ask and answer questions about my birthday and zodiac animal.
Presentational	I can present information about myself including my birthday and zodiac animal group.

Instructional Activities

Interpretive	Identifying birthdays by year, date and month and zodiac animal group by reading and listening to authentic texts/videos
Interpersonal	Speed dating activities, whole class polling/data collection, exploring birthday based on calendar system, asking and answering questions
Presentational	Zodiac Animal Puppet show gallery walk activity, calendar systems comparison jigsaw, my birthdate and me presentation (using sentence frames)

Mandarin Chinese – Unit 1

Core Content	
Priority Vocabulary	Supporting Vocabulary & Enrichment
Numbers 1-100	Text/slang greetings + leave takings: 哈罗 拜拜
Greetings & Leave takings- 你好 你好吗 好, 很 再见	Leveled descriptors: 好, 很好, 非常好, 不好 Additional uses of plural marker 们- 老师们, 同学们, 他们, 孩子们 etc.
Personal pronouns 我 wǒ I or me 你 nǐ you (singular) 他 tā he or him 她 tā she or her 我们 wǒmen we or me	All question words (these will be introduced in this unit and covered more in depth later focus for this unit bolded) Calendar systems: 公历/农历 Moon and sun: 日/月
Chinese name format	Classwide greetings: 老师好, 同学们好, 大家好, 早上好。
Question particle: 吗	Names of people: 老师, 学生
Question words 什么 (shén me) – what 几 (jǐ) – how many (any number under ten)	
Verb “I am” 是	
Dates: 月, 日/号, 年	
Phrases/ Grammar: 你叫什么名字? 我叫。。。 (我是。。。) 你几岁? 我___岁。 你的生日是几月几号? 我的生日是——月——号。 你属什么?	
12 Zodiac animals: Mouse - 鼠 - shǔ Ox - 牛 - niú Tiger - 老虎 -lao hǔ Rabbit - 兔 - tù Dragon - 龍 - lóng Snake - 蛇 - shé Horse - 馬 / 马 - mǎ Sheep- 羊 - yáng Monkey - 猴子 - hóu zi Chicken - 雞 / 鸡 - jī Dog - 狗 - gǒu Pig - 豬 / 猪 - zhū	

Language Resources**Essential &
Supplementary
Materials, Links, etc**

Ni Hao Level 1 Textbook (Simplified Character Edition) by Shumang Fredlein

Integrated Chinese Level 1, Part 1 textbook, workbook, and character book published by Cheng & Tsui

**Technology
Integration**

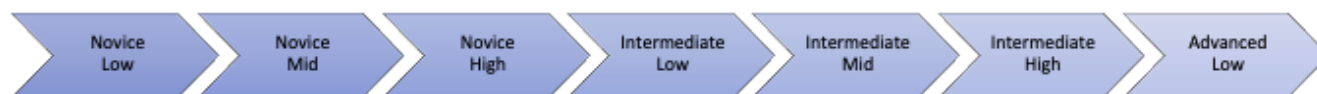
Edpuzzle
Quizlet
Vocaroo
Flipgrid
Padlet
Yellowbridge.com
Kahoot.it
Blooket.com
Relevant Videos/Films
Google Sheets
Google Slides

Unit 2

Course Information

Level(s)	1-1 & 1-H	Performance Target	Novice Low - Novice Mid
Language(s)	Mandarin Chinese	Approx Unit Length/Timeline	2 months

Performance Continuum



Lowest Acceptable Performance

Teach To...

Novice Low



Novice Mid

Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.

Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Unit Information

Unit Title	My Family and Community
Essential Questions	How many family members do you have, who are they? What are the differences between families in Chinese and American culture? How do we use measure words to denote amount? How do we describe family members in terms of age, name and appearance?
AP Aligned Themes	Families in different societies, factors that impact the quality of life

Evidence of Learning: Summative Assessments

Assessment Summary	I can inquire and make statements about my family such as who they are, how many family members I have. I can describe family members by identifying factors such as name, age and appearance. I can differentiate between values in Chinese and American families.
Interpretive	I can identify family information using authentic texts, voice recordings and videos. Using authentic reading sources (dialogues, blurbs), comprehension questions etc.
Interpersonal	I can ask and answer questions about my family members including who they are and how many I have during interview/speed dating activities.
Presentational	I can present information on my family members using powerpoint, padlet, vocaroo etc.

Performance Target & Objective 2.1

Performance Information	
Unit Performance Target	I can describe my family and talk about the community and our place in the community.
Performance Objective 1.1	<p>I can ask and answer questions about who my family members are and how many family members I have.</p> <p>I can make statements and ask questions about my or someone else's family members.</p> <p>I can recognize family member characters and associated grammar.</p> <p>I can present information about my family.</p>

Skill Development			
Learning Targets (Language Functions)	Language Chunks & Vocabulary	Level Up Language	Checks for Learning
<i>What will learners be able to do?</i>	<i>What will learners need to know or understand?</i>	<i>How will learners be able to exceed expectations for their targeted performance level?</i>	<i>How will learners demonstrate what they can do with what they know?</i>
I can express who is in my family.	Family member names	Describe family members in more detail and depth such as beginning to answer more questions about each family member as they would themselves	By inquiring/answering unit subsection questions + answers
I can express how many family members I have.	Question + Answer format for asking how many family members one has		Listening quizzes on family
I can ask questions about my family.	Measure word formula (number + MW + noun)		Kardashian Family activity "My family" reading + comprehension questions

Formative Performance Assessments	
Interpretive	I can identify family members and grammar structures both in reading and listening using authentic materials.
Interpersonal	I can ask and answer questions about my family (who they are, how many.)
Presentational	I can present information about my family (who they are, how many.)

Instructional Activities	
Interpretive	"My Family" reading and comprehension questions

Interpersonal

Let's explore famous families, Impersonate a famous person activity, interviewing/speed dating, collecting family data

Presentational

Kardashian Family Activity, Family Photo Activity, Celebrity family presentation using Prezi, PPT, Padlet. Paragraph writing using sentence frames

Performance Target & Objective 2.2

Performance Information

Unit Performance Target	I can describe my family and talk about the community and our place in the community.
Performance Objective 1.2	<p>I can compare and contrast Chinese and American families.</p> <p>I can identify names and titles for people along with a few key items to “pass.”</p> <p>I can identify the differences between Chinese and American families by reading and listening.</p> <p>I can state one characteristic for each culture.</p> <p>I can use measure words to denote amount and in place of English articles “a,the.”</p>

Skill Development

Learning Targets (Language Functions)	Language Chunks & Vocabulary	Level Up Language	Checks for Learning
<i>What will learners be able to do?</i>	<i>What will learners need to know or understand?</i>	<i>How will learners be able to exceed expectations for their targeted performance level?</i>	<i>How will learners demonstrate what they can do with what they know?</i>
I can express one characteristic for each culture.	Family members + how to say “family”	Students can express preferences for common cultural items	Listening quiz on relevant vocabulary
I can reproduce words for each country + language.	China, Chinese Language, America, English language	Students can use verb phrase 会说 to express languages they speak	Create a quizlet to house vocabulary and grammar
I can identify and reproduce names of people (family members, teacher, friend etc.)	Names of people: Teacher, student, friend, Mr./Mrs.	Students can address people by name	Whole class venn diagram activity to compare families
I can express common cultural items (tea, rice, dumplings) using measure words.	Cultural items: Tea, rice, dumplings, water, fruit		Comprehension questions for authentic reading

Formative Performance Assessments

Interpretive	I can identify cultural characteristics contained in authentic material (reading and listening) and attribute them to the correct culture.
Interpersonal	I can ask and answer questions about countries, languages and cultural attributes. I can address people by their title.
Presentational	I can present information using graphic organizers.

Instructional Activities	
Interpretive	Use of authentic texts + videos about concept Filial Piety and China's history
Interpersonal	Guess who activity, Circle friending
Presentation	Venn diagram, compare and contrast activities, comprehension questions on videos and resources

Performance Target & Objective 2.3

Performance Information

Unit Performance Target	I can describe my family and talk about the community and our place in the community.
Performance Objective 1.3	I can present information about my family members' name, age and appearance. I can identify words for colors and basic body parts. I can ask and answer questions about family members' names, age and appearance.

Skill Development

Learning Targets (Language Functions)	Language Chunks & Vocabulary	Level Up Language	Checks for Learning
<i>What will learners be able to do?</i>	<i>What will learners need to know or understand?</i>	<i>How will learners be able to exceed expectations for their targeted performance level?</i>	<i>How will learners demonstrate what they can do with what they know?</i>
I can describe my family members by name, age and appearance using colors and body parts.	Colors Basic body parts (eyes, hair, ears etc.)	Students can begin to explain clothing or family preferences (reaching into unit 4)	Listening quiz on colors and body parts Draw and describe family members to classmates
I can ask questions about someone else's family.	Family member names	Students can use colors and measure words to create a "monster."	Teacher observation of student communication during interview activities
I can state body part colors with possession particle.	Measure words + grammar structure How to ask about age + name Pets: dog, cat, fish etc. Possession particle formula (color + 的 + body part)		Accuracy of "drawing what you hear" during listening activities

Formative Performance Assessments

Interpretive	I can identify words and phrases contained in culturally authentic material and report on what I read/heard.
Interpersonal	I can ask and answer questions about family members' appearance using colors, body parts and measure words.
Presentational	I can name and label titles for people, family members, appearance and cultural items.

Instructional Activities

Interpretive	Reading/listening to authentic resources including dialogues, short stories + voice recordings
Interpersonal	Speed friending, Babysitting interview, turn and talk warmups
Presentation	Descriptor activities, labeling activities, Family Photo presentation, character writing, describe families from pictures (celebrity families)

Mandarin Chinese – Unit 2

Core Content	
Priority Vocabulary	Supporting Vocabulary & Enrichment
Family: 家人, 家	Titles: 老师, 学生, 小姐, 先生, 朋友
Family members: 妈妈, 爸爸, 父母, 弟弟, 哥哥, 妹妹, 姐姐, 儿子, 女儿, 男/女, 姑姑, 叔叔, 奶奶, 爷爷。	Countries and languages: 中国, 美国, 中文/汉语, 英文/英语
Colors: 颜色: 红色, 橙色, 黄色, 绿色, 蓝色, 紫色, 白色, 黑色, 灰色, 咖啡色。	Verb phrase: 会说 “to be able to speak”
Body parts: 头, 头发, 眼睛, 鼻子, 耳朵	Cultural food items: 茶, 米饭, 水, 水果
Possessive particle 的	Eat/Drink verbs: 喝/吃
Important verb + negation: 有/没有, 是/不是	Additional measure words: 杯, 碗, 瓶
“To show” Filial Piety verb: 孝顺	
Measure words: 口, 个	
Differentiation: 两/二	
Question words: 几, 什么	
Word for “and” when listing: 和	
Passing items: 茶, 米饭, 饺子	
Name/Age vocab grammar from unit 1	
Phrases/Questions: 你家有几口人? 我家有_口人。 我有 (MW) + family member. 我的家人是。。。	
你 (family member) + 的+ body part + 什么颜色? 我(family member) + 的+ body part + color	

Language Resources	
Essential & Supplementary Materials, Links, etc	Ni Hao Level 1 Textbook (Simplified Character Edition) by Shumang Fredlein Integrated Chinese Level 1, Part 1 textbook, workbook, and character book published by Cheng & Tsui
Technology Integration	Edpuzzle Quizlet Vocaroo

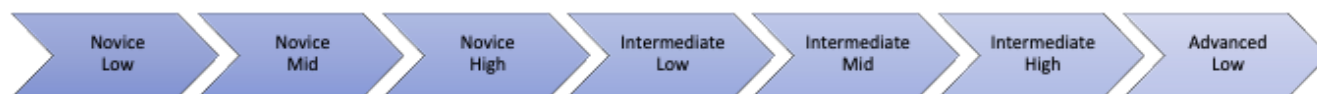
Flipgrid
Padlet
Yellowbridge.com
Kahoot.it
Blooket.com
Relevant Videos/Films
Google Sheets
Google Slides

Unit 3

Course Information

Level(s)	1-1 & 1-H	Performance Target	Novice Low - Novice Mid
Language(s)	Mandarin Chinese	Approx Unit Length/Timeline	8 weeks

Performance Continuum



Lowest Acceptable Performance

Teach To...

Novice Low



Novice Mid

Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.

Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Unit Information

Unit Title	Celebrations!
Essential Questions	How do you express dates? How do you express time? What holidays are celebrated in Chinese culture? How do you celebrate a holiday? Can you invite others to celebrate? What is the difference and/or similarity between Chinese and American holidays?
AP Aligned Themes	Influence of language and culture on identity. Influences of beauty and art.

Evidence of Learning: Summative Assessments

Assessment Summary	Students will be able to communicate their thoughts on holidays.
Interpretive	Reading and listening to authentic material about traditions and activities related to holidays and celebrations.
Interpersonal	Oral exchange or skit about activities done during celebrations.
Presentational	Write on paper or present orally about their holiday experiences.

Performance Target & Objective 3.1

Performance Information

Unit Performance Target	I can talk about celebrations in my culture and in other cultures.
Performance Objective 1.1	I can ask and talk about dates such as birthdays and holidays. I can ask and talk about time. I can ask and tell age.

Skill Development

Learning Targets (Language Functions)	Language Chunks & Vocabulary	Level Up Language	Checks for Learning
<i>What will learners be able to do?</i>	<i>What will learners need to know or understand?</i>	<i>How will learners be able to exceed expectations for their targeted performance level?</i>	<i>How will learners demonstrate what they can do with what they know?</i>
Talk about what year it is	Units of dates and time	Multiple ways to express dates.	Exit tickets
Talk about the month and date..	Weekdays.		Quick oral checks
Express time.	When....?	Multiple ways to express days of the week	Think, Pair, Share (Write)
Ask about dates and time.	How old are you?	Different ways to ask about age.	Speaking practice
Ask and tell age.	Age.		Inside/Outside Circle
			Information Gap activities
			Class surveys
			Rough drafts
			padlet prompts

Formative Performance Assessments

Interpretive	Read/Listen to authentic materials and answer comprehension questions
Interpersonal	Survey the class about their birthdays and age
Presentational	Talk about the birthdays and age of family members or a celebrity idol

Instructional Activities

Interpretive	Youtube videos EdPuzzles - watch videos and answer comprehension questions Listening/Viewing activities with comprehension questions Reading activities with comprehension questions Exit tickets Class surveys Rough drafts Hand signals
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	White board communicators Teacher created assessment
Interpersonal	Scaffolded and memorized conversations Dialogues Q & A Small group conversations about self Think-Write-Pair-Share during class discussions Speaking practice Inside/Outside Circle Think, Pair, Share Information Gap activities Maintain the conversation (keep the conversation going)
Presentational	Present about my own birthday and age. Create a poster about someone's basic info. Using a prompt, create a Flipgrid presentation Create a slide/drawing/padlet page about your family and/or class's basic info.

Performance Target & Objective 3.2

Performance Information

Unit Performance Target	I can talk about celebrations in my culture and in other cultures.
Performance Objective 1.2	I can talk about my experiences celebrating a holiday I can ask and tell when a holiday is. I can ask about what holidays one celebrates. I can invite people to celebrate with me.

Skill Development

Learning Targets (Language Functions)	Language Chunks & Vocabulary	Level Up Language	Checks for Learning
<i>What will learners be able to do?</i>	<i>What will learners need to know or understand?</i>	<i>How will learners be able to exceed expectations for their targeted performance level?</i>	<i>How will learners demonstrate what they can do with what they know?</i>
Understand the difference between a solar and lunar calendar	Names of holidays Alternative questions	Character writing of holidays	Exit tickets Quick oral checks Think, Pair, Share (Write)
Identify major Chinese holidays	A-not-A questions	Name their favorite cuisines	Speaking practice Inside/Outside Circle Information Gap activities
Express yes/no questions in different manners	Sequence of actions. Descriptive sentences	Time abbrev.	Class surveys Rough drafts padlet prompts
Talk about ways to celebrate	To invite To like/prefer		
Invite someone to celebrate with you	How about...? Why...? Because...		

Formative Performance Assessments

Interpretive	Read/Listen to authentic materials and answer comprehension questions
Interpersonal	Skit talking about their favorite holiday and inviting someone to celebrate
Presentational	Ppt about Lunar New Year holiday experience

Instructional Activities**Interpretive**

EdPuzzles - watch videos and answer comprehension questions
Listening/Viewing activities with comprehension questions
Reading activities with comprehension questions
Exit tickets
Class surveys
Rough drafts
Hand signals
White board communicators
Teacher created assessment

Interpersonal

Scaffolded and memorized conversations

Dialogues
Q & A
Small group conversations about self
Think-Write-Pair-Share during class discussions
Speaking practice
Inside/Outside Circle
Think, Pair, Share
Information Gap activities
Maintain the conversation (keep the conversation going)

Presentational

Present about my favorite holiday through ppt.
Talk about different ways to celebrate a certain holiday.
Using a prompt, create a Flipgrid presentation
Write short dialogues about a past celebration.

Mandarin Chinese – Unit 3

Core Content	
Priority Vocabulary	Supporting Vocabulary & Enrichment
年, 月, 日/號 點 分 星期 生日 節 歲 怎麼樣 喜歡 可是 還是 很 為什麼 因為 請 Plural pronouns	多大 刻 半 周末 晚上 現在 忙 禮拜

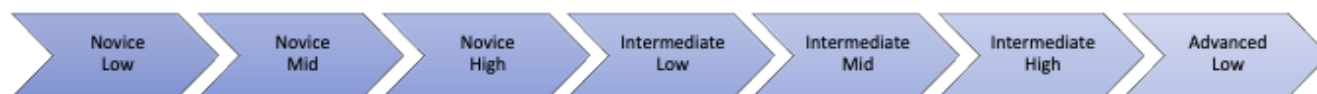
Language Resources	
Essential & Supplementary Materials, Links, etc	Online resources Integrated Chinese Level 1 Part 1 www.youtube.com www.wordreference.com Authentic Resources (advertisements, flyers, books, magazines) Teacher-created graphics and materials, PowerPoint or other interactive presentations
Technology Integration	Edpuzzle Flipgrid Padlet Yellowbridge.com Kahoot.it Blooket.com Google Sheets Google Slides

Unit 4

Course Information

Level(s)	1-1 & 1-H	Performance Target	Novice Low - Novice Mid
Language(s)	Mandarin Chinese	Approx Unit Length/Timeline	10 weeks

Performance Continuum



Lowest Acceptable Performance

Teach To...

Novice Low



Novice Mid

Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.

Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Unit Information

Unit Title	My Pastimes
Essential Questions	What are my hobbies? What do you like to do? What don't you like to do? What are you doing over the weekend? Do you want to...with me?
AP Aligned Themes	How science and technology affect our lives. Factors that impact the quality of life

Evidence of Learning: Summative Assessments

Assessment Summary	Students will ask and tell their favorite pastimes and invite a friend to join them.
Interpretive	Reading and/or listening to authentic material about one's hobbies.
Interpersonal	Create a skit with a partner about their hobbies and set up and plan to do an activity together.
Presentational	Create an instagram post about one's own hobbies on Google Slides.

Performance Target & Objective 4.1

Performance Information

Unit Performance Target	I can converse about my pastimes and activities.
Performance Objective 1.1	I can name common hobbies I can ask about someone's favorite activities I can tell why I like or don't like an activity

Skill Development

Learning Targets (Language Functions)	Language Chunks & Vocabulary	Level Up Language	Checks for Learning
<i>What will learners be able to do?</i>	<i>What will learners need to know or understand?</i>	<i>How will learners be able to exceed expectations for their targeted performance level?</i>	<i>How will learners demonstrate what they can do with what they know?</i>
Identify common hobbies	Common hobbies (verb objects)	Characters for individualized hobbies	Exit tickets
Ask and tell what someone likes to do	Different uses of 時候	Connect sentences/clauses using common conjunctions and transitions.	Quick oral checks Think, Pair, Share (Write) Speaking practice Inside/Outside Circle Information Gap activities Class surveys Rough drafts padlet prompts
Ask and tell what someone doesn't like to do	Basic word order with time and adverbials.		
Express why they like/dislike certain activities			

Formative Performance Assessments

Interpretive	Draw different activities/hobbies upon listening and/or reading
Interpersonal	Survey the class about their hobbies
Presentational	Create a speech about their favorite pastime

Instructional Activities

Interpretive	Youtube videos EdPuzzles - watch videos and answer comprehension questions Listening/Viewing activities with comprehension questions Reading activities with comprehension questions Exit tickets Class surveys
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Rough drafts
Hand signals
White board communicators
Teacher created assessment

Interpersonal

Scaffolded and memorized conversations

Dialogues
Q & A
Small group conversations about self
Think-Write-Pair-Share during class discussions
Speaking practice
Inside/Outside Circle
Think, Pair, Share
Information Gap activities
Maintain the conversation (keep the conversation going)

Presentational

Present about my own hobbies.
Create a poster about someone's hobbies
Create slide/drawing/padlet page about different cultural activities.

Performance Target & Objective 4.2

Performance Information

Unit Performance Target	I can converse about my pastimes and activities.
Performance Objective 1.2	I can invite someone to do an activity and set up a plan. I can ask someone if they would like to do an activity I can respond to someone's invitation appropriately I can set up a plan after an invitation

Skill Development

Learning Targets (Language Functions)	Language Chunks & Vocabulary	Level Up Language	Checks for Learning
<i>What will learners be able to do?</i>	<i>What will learners need to know or understand?</i>	<i>How will learners be able to exceed expectations for their targeted performance level?</i>	<i>How will learners demonstrate what they can do with what they know?</i>
Ask someone to do an activity together	Modal verbs	Use conjunction 那	Exit tickets
Respond appropriately to an invitation	Detachable verb object compounds	Distinguish uses of 别	Quick oral checks
Explain why if rejecting an invitation	I feel/think...		Think, Pair, Share (Write)
Discuss a plan to meet up after agreeing to an invitation	Basic word order in declarative statement with adverbials		Speaking practice
			Inside/Outside Circle
			Information Gap activities
			Class surveys
			Rough drafts
			padlet prompts

Formative Performance Assessments

Interpretive	Read/Listen to authentic materials and answer comprehension questions
Interpersonal	Converse with a partner asking and responding to an invitation to do an activity.
Presentational	Written report on class survey on hobbies

Instructional Activities

Interpretive	Youtube videos EdPuzzles - watch videos and answer comprehension questions Listening/Viewing activities with comprehension questions Reading activities with comprehension questions
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Interpersonal	Exit tickets Class surveys Rough drafts Hand signals White board communicators Teacher created assessment
	Scaffolded and memorized conversations
Presentational	Dialogues Q & A Small group conversations about self Think-Write-Pair-Share during class discussions Speaking practice Inside/Outside Circle Think, Pair, Share Information Gap activities Maintain the conversation (keep the conversation going)
	Create a dialogue about someone's hobbies Using a prompt, create a Flipgrid conversation with partners Teacher created assessment.

Mandarin Chinese – Unit 4

Core Content	
Priority Vocabulary	Supporting Vocabulary & Enrichment
打球 唱歌 跳舞 看電視 看電影 聽音樂 時候 想 有意思 常常 請客 所以 去 覺得 找	小name 好久不見 不錯 那 (conj) 別 算了 請客 有的

Language Resources	
Essential & Supplementary Materials, Links, etc	Online resources Integrated Chinese Level 1 Part 1 www.youtube.com www.wordreference.com Authentic Resources (advertisements, flyers, books, magazines) Teacher-created graphics and materials, PowerPoint or other interactive presentations
Technology Integration	Edpuzzle Flipgrid Padlet Yellowbridge.com Kahoot.it Blooket.com Google Sheets Google Slides