

Rumson-Fair Haven Regional High School

Course: *Chinese V*

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Section I: Course Description

Chinese V is a 5- credit course that is the culmination of the communicative Chinese language program. Students will engage in real-life communicative situations with listening and speaking activities integrated with reading and writing skills. It is an extension of the study of the language and culture of the Chinese people, where grammatical and verbal concepts will be synthesized with previously presented concepts and tenses to ensure accurate communication skills and long-term language acquisition. The course includes an integration of vocabulary, literature, film, and history while using Chinese language skills to communicate. Students will use the language lab to perform listening, speaking, and other authentic communicative tasks. In addition, *Chinese V* focuses on students of the 21st century by including a variety of media and internet resources. It seeks to intensify students' desire to continue acquiring the Chinese language, encourages cultural contacts beyond high school, and prepares students for undergraduate study of Chinese. Students will view and listen to authentic videos, participate in conversations with learners and native speakers, and create both written and spoken presentations. Upon successful completion of *Chinese V*, course participants may choose to sit for the SAT II Chinese or any other college placement test.

Section II: NJSLs: New Jersey Student Learning Standards/Learning Objectives

1. **2020 New Jersey State Learning Standards-World Languages:**
 - “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 proficiency levels should be based on personal and career interests.”
2. **2020 New Jersey State Learning Standards-Social Studies:**
 - “...Today’s challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLs-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.”
3. **2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education:**
 - “Successful preparation of students for the opportunities, rigors and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today’s students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, the New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSLs-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences.”
4. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLs:**

- o “The ‘Intent and Spirit of the Computer Science and Design Thinking Standards’ is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”
- 5. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLs:**
 - o “This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.”

***Climate Change:** The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”
- 6. ***Amistad Law: N.J.S.A. 18A 52:16A-88:**
 - o The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.”
- 7. ***Holocaust Law: N.J.S.A. 18A 35-28:**
 - o The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.”
- 8. ***LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**
 - o A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.”
- 9. ***Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:**
 - o The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders will enable New Jersey’s schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: “A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.”
- 10. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom’s Taxonomy of Cognitive Objectives*

Section III: Curriculum Modifications

The *Chinese V* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district’s English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Coursework and assessments will be modified on an individual basis for students when necessary. Modifications may include but are not limited to those outlined on the [Modifications/Accommodations for World Language Courses](#) chart.

Section IV: Preparation for Standardized Testing

Instruction in *Chinese V* is aligned with the requirements of state and national standardized assessments, including the *NJGPA*, *NJSLA*, the *ACT*, the *PSAT* and the *SAT*.

Section V: Curriculum Pacing Guide

Curriculum Pacing Guide	
Course Title: <i>Chinese V</i>	Grade Level: 12
Unit I: Relationship and Conflict	Weeks 1-10
Unit II: Leisure Time	Weeks 11-20
Unit III: Traditions and Cultures	Weeks 21-30
Unit IV: Healthy Lifestyle	Weeks 31-40

Section VII: Primary Texts and Year-Long Instructional Resources

The following texts and instructional resources are employed for all students in *Chinese V*:

- Google Classroom
- *Common Sense Education* (www.commonsense.org)
- *Turnitin.com* (<https://www.turnitin.com/>)
- *Easy Steps to Chinese book 3*
- <http://www.betterchinese.com>
- <http://www.chinese-tools.com>
- <http://www.uni.edu/becker/chinese2.html>
- <http://www.chinese-outpost.com/language/>
- <https://www.google.com/inputtools/try/>

Section VIII: Grading Formula and Assessment Modes

Marking period grades in *Chinese V* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined before the start of each academic year and will be published in the posted/distributed course syllabi.

Assessments in *Chinese V* vary greatly in format, scope/content/skills assessed, and alternative assessments, differentiation in assessments and choice will be incorporated as appropriate. Preliminary assessments of each format will be used as benchmarks and summative assessments will be created/revised collaboratively each year and planned by members of the *Chinese V* instructional team to inform future learning and to measure student growth.

Section IX: Unit Templates

The following unit templates have been established for the *Chinese V* curriculum by the *Chinese V* instructional team:

Unit I: Relationship and Conflict
Unit Summary
In the “Relationship and Conflict” unit, students will examine the highs and lows in family relationships and how to deal with conflicts effectively. Students will review old vocabulary and learn new vocabulary and language patterns to describe their relationship with parents, potential conflicts, and ways to resolve them. Students will explore similarities and differences of family relationships of their own and that in Chinese culture. Students will investigate ways to promote healthy conflict-resolving strategies in various cultural settings. Through varied activities, students will strengthen their interpretive, interpersonal, and presentational skills.
Standards/Core Ideas/Performance Expectations/Progress Indicators:

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Chinese V*:

- *2020 New Jersey Student Learning Standards: World Languages*
 - 7.1.IM.IPRET.1-5
 - 7.1.IM.IPERS.1-9
 - 7.1.IM.PRSNT.1-6
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.HistorySE.13.a, 6.2.12.HistoryCC.3.b
- *2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education*
 - 2.1.12.EH.3, 2.3.8.PS.7
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.2.12.ITH.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● How do I define effective parenting? ● What is a healthy parent-child relationship? ● How does family unresolved conflict affect a person, family, and culture? ● How has technology impacted relationships? ● How do I resolve conflict with my parents constructively? 	<ul style="list-style-type: none"> ● Parental expectations are different in the U.S. and China. ● Healthy relationships can be developed with effort. ● Technology has significantly altered the ability to connect with people and has had both positive and negative effects on relationships. ● Conflicts are normal and can be resolved effectively.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> ● Interactive Communicative Activities ● Vocabulary Matching Quizzes ● Reinforcement Games ● Reading Comprehension/Listening Comprehension ● Individual student check-ins with teacher 	<ul style="list-style-type: none"> ● Chapter and Unit Tests (Benchmark) ● World Language Lab Assessment (Benchmark) ● Project/Performance Based Assessment: “My Family” Video/Skit (Benchmark) 	<ul style="list-style-type: none"> ● World Language Lab ● Teacher Resources Textbook ● Workbook ● Ancillary Materials

Unit II: Leisure Time

Unit Summary

In the “Leisure Time” unit, students explore and talk about the climate, demographics, local interests of their community, and popular travel destination cities in the U.S. and in China. They will compare and contrast American and Chinese cities and communities as well as what people do for leisure time in different cultures. Students will then create a 10-day travel itinerary for a summer internship in China. Through varied activities in this unit, students will strengthen their interpretive, interpersonal, and presentational skills.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Chinese V*:

- *2020 New Jersey Student Learning Standards: World Languages*
 - 7.1.IM.IPRET.1-5
 - 7.1.IM.IPERS.1-9
 - 7.1.IM.PRSNT.1-6
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.GeoHE.5.a, 6.2.12.HistoryCC.3.b, 6.2.12.GeoPP.6.a
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.2.12.ITH.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● *How do people enjoy themselves in different cultures? ● How does one's culture, education, and 	<ul style="list-style-type: none"> ● *People's preference on how to spend their leisure time has a lot to do with their community and culture. ● Travel is an essential part of language learning.

<p>economic background influence the way they spend leisure time?</p> <ul style="list-style-type: none"> • How has technology impacted travel? • Where would you want to visit on your first trip to China, and why? • How do rural/country and urban/city life in China compare and differ and how are they similar and/or different from that in the United States? 	<ul style="list-style-type: none"> • Technology has significantly sped up the pace of travel over time but can also pose challenges for any traveler. • China is a big country, just like the United States. People in different regions spend their leisure time differently. • Globalization has promoted new trends to emerge in all cultures. • Life in rural vs. urban settings differs in many ways regardless of where in the world these places are located; however, many similarities exist between life in both places though the pace, distance, and geography may be very different.
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Evidence of Learning

<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Interactive Communicative Activities • Vocabulary Matching Quizzes • Reinforcement Games • Reading Comprehension/Listening Comprehension • Individual student check-ins with teacher 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • Chapter and Unit Tests • World Language Lab Assessment • Project/Performance Based Assessment: Travel Itinerary/Brochure 	<p>Resources Needed:</p> <ul style="list-style-type: none"> • World Language Lab • Teacher Resources Textbook • Workbook • Ancillary Materials
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Unit III: Traditions and Culture

Unit Summary

In the “Traditions and Culture” unit, students will continue to explore the rich traditions and practices in Chinese culture. Students will learn about the “Nian” story, “Chang-e” story, and “Qi Xi” folktales, as well as the celebratory customs for Chinese New Year, Moon Festival, and Chinese Valentine’s Day. Students will compare the folktales/legend, and festival customs with similar ones in the U.S. Through varied activities, students will strengthen their interpretive, interpersonal, and presentational skills.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Chinese V*:

- *2020 New Jersey Student Learning Standards: World Languages*
 - 7.1.IM.IPRET.1-5
 - 7.1.IM.IPERS.1-9
 - 7.1.IM.PRSNT.1-6
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.HistorySE.14.a-b
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.2.12.ITH.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2

Unit Essential Questions	Unit Enduring Understandings
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<ul style="list-style-type: none"> • What are some of the most significant traditional holidays in China? How are they celebrated? • *What do stories and legends tell us about one’s culture? • How do traditions and customs evolve, especially in today’s globalization? • What are the similarities and differences between Chinese traditions and those in the U.S.? 	<ul style="list-style-type: none"> • China has 5000 years of history and is very rich in traditions and cultural practices. • One’s culture is reflected in the stories and fables that are passed down through the generations. • *At every age and in every culture, stories define who we are and how we relate to others. • Chinese people have kept some traditional foods and customs, but have also developed some new ones due to the influence from the Western world. • Chinese culture has made some impact in the U.S. in recent years.
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Evidence of Learning

<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Interactive Communicative Activities 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • Chapter and Unit Tests • World Language Lab 	<p>Resources Needed:</p> <ul style="list-style-type: none"> • World Language Lab • Teacher Resources Textbook • Workbook
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<ul style="list-style-type: none"> ● Vocabulary Matching Quizzes ● Reinforcement Games ● Reading Comprehension/Listening Comprehension ● Individual student check-ins with teacher 	<ul style="list-style-type: none"> ● Assessment ● Project/Performance Based Assessment: Chinese Folktale/Festival Group Choice Project/Presentation 	<ul style="list-style-type: none"> ● Ancillary Materials
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Unit IV: Healthy Lifestyle

In the “Healthy Lifestyle” unit, students discuss and examine their own lifestyle and compare it with the lifestyle of highschoolers in China. They discuss their opinions and express their viewpoints on different challenges and obstacles to healthy living, as well as construct a definition of a balanced healthy lifestyle. Students will then explore past and current trends and practices of healthy living. They will discuss what can be done in the future to promote healthy living for themselves and their families.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Chinese V*:

- *2020 New Jersey Student Learning Standards: World Languages*
 - 7.1.IM.IPRET.1-5
 - 7.1.IM.IPERS.1-9
 - 7.1.IM.PRSNT.1-6
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.CivicsPI.14.d, 6.2.12.EconGE.6.a
- *2020 New Jersey Student Learning Standards: Comprehensive Health & Physical Education*
 - 2.1.12.EH.1, 2.2.12.PF.1, 2.2.12.PF.4, 2.2.12.N.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● What is the definition of a “healthy lifestyle”? ● How has the idea of “healthy living” changed the modern world? ● What are some consequences of unhealthy living? ● What different health risks are China and the U.S. each facing right now? 	<ul style="list-style-type: none"> ● A healthy lifestyle is essential to living a full and productive life. ● Throughout history and even today, people in all cultures face various health risks. ● Individuals can change and make a difference today by taking action towards healthy living.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> ● Interactive Communicative Activities ● Vocabulary Matching Quizzes ● Reinforcement Games ● Reading Comprehension/Listening Comprehension ● Individual student check-ins with teacher 	<ul style="list-style-type: none"> ● Chapter and Unit Tests ● World Language Lab Assessment ● Project/Performance Based Assessment: Diet Plan Group Presentation 	<ul style="list-style-type: none"> ● World Language Lab ● Teacher Resources Textbook ● Workbook ● Ancillary Materials

Section X: Unit Reflection

The *Chinese V* instructional team must confer upon the completion of each instructional unit in the *Chinese II* curriculum and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *Chinese V* curriculum.

Unit Reflection Form: <i>Chinese V</i>			
Lesson Activities:	Strongly	Moderately	Weakly

Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;			
Are challenging and require higher order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21 st century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			

Appendix
Writing Instruction and the RFH Community

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean

information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

What types of writing situations should RFH students engage in?

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect
- write to summarize and report
- write to classify and define
- write to explain how process leads to an outcome
- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends across the academic disciplines.

Upon Completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core foci of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)