

Rumson-Fair Haven Regional High School

Course: *Chinese IV Honors*

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Board Approval: September 2021

Revision Approval: November 2023

Section I: Course Description

Chinese IV Honors starts preparing students' language proficiency for the Advanced Placement Chinese exam as the end goal for their senior year. This course places a strong emphasis on real-world communication as well as higher-level language functions. Students are expected to express ideas and opinions in authentic and communicative ways throughout the course. Authentic materials such as realia, photos, and videos of Chinese-speaking communities are used to help students build cultural literacy and language proficiency. The course also employs stories with age- and level-appropriate content to foster student interest and engagement. Students continue to regularly use phonetic pinyin systems to type in Chinese characters on the computer. Progress in language acquisition will be assessed through a combination of rubric-specific, performance-based activities and objective evaluations.

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 levels of proficiency 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. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLs:**
 - “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.”
4. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLs:**
 - “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.”

5. ***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.”
6. ***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.”
7. ***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.”
8. ***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.”
9. 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 IV* 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 IV Honors* 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 IV Honors</i>		Grade Level: 11
Unit I: Making Friends	Weeks 1-12	
Unit II: Putting on an Event	Weeks 13-22	
Unit III: Mapping Xi'an	Weeks 23-32	
Unit IV: Adjusting to a New Life	Weeks 33-40	

Section VII: Primary Texts and Year-Long Instructional Resources

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

- Google Classroom
- *Common Sense Education* (www.commonsense.org)
- *Turnitin.com* (<https://www.turnitin.com/>)
- Go Far with Chinese Text 1
- Teacher developed materials

Section VIII: Grading Formula and Assessment Modes

Marking period grades in *Chinese IV Honors* 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 IV Honors* 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 Language* 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 IV Honors* curriculum by the *Chinese Language* instructional team:

Unit I: Making Friends
Unit Summary
Students will learn more ways to compare different people and places. Also, students will learn how to make an introduction and how to ask follow-up questions.
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 <i>Chinese IV Honors</i> : <ul style="list-style-type: none"> ● <i>2020 New Jersey Student Learning Standards: World Languages for Grades 9-12</i> <ul style="list-style-type: none"> ○ Interpretive Mode <ul style="list-style-type: none"> ■ 7.1.IM.IPRET.1-8 ○ Interpersonal Mode <ul style="list-style-type: none"> ■ 7.1.IM.IPERS.1-6 ○ Presentational Mode

<ul style="list-style-type: none"> ■ 7.1.IM.PRSNT.1-6 ● <i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> ○ 6.1.2.HistoryUP.2, 6.1.12.HistoryUP.16.a, 6.2.12.HistoryCC.5.d ● <i>2020 New Jersey Student Learning Standards: Computer Science & Design Thinking</i> <ul style="list-style-type: none"> ○ 8.2.12.ITH.3 ● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.2.CI.1-2, 9.4.12.CT.2. 		
Unit Essential Questions		Unit Enduring Understandings
<ul style="list-style-type: none"> ● *How can people connect and across cultures? ● What are some expected behaviors for Chinese people in the role of hosts or guests? ● What attracts an audience? ● *What talents are highly valued in Chinese culture? How have these influenced Chinese Americans? 		<ul style="list-style-type: none"> ● *I understand certain information in a self-introduction might interest someone from China and that the use of technology to foster individual, group, societal, and cultural introduction has connected people from afar in a way that has never happened before. ● I understand that culture in China, as is the culture in the United States, is a mix of both global and local influences. ● *I understand that certain traditional performances are part of celebrations in China and that Chinese Americans have maintained and adapted to altered societal expectations in different ways.
Evidence of Learning		
Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> ● Classwork ● Homework ● Performance activities ● Quizzes ● Individual student check-ins with the teacher 	<ul style="list-style-type: none"> ● Unit Test (Benchmark) ● Language Lab Assessment (Benchmark) 	<ul style="list-style-type: none"> ● Go Far with Chinese textbook 2 ● Go Far with Chinese workbook 2 ● Teacher developed materials

Unit II: Putting on an Event	
Unit Summary	
Students will learn how to talk about planning an event, using technology to communicate with peers, and will analyze the similarities and differences in etiquette with regards to behavior, disagreements and digital citizenship between China and the United States.	
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 <i>Chinese IV Honors</i> :	
<ul style="list-style-type: none"> ● <i>2020 New Jersey Student Learning Standards: World Languages for Grades 9-12</i> <ul style="list-style-type: none"> ○ Interpretive Mode <ul style="list-style-type: none"> ■ 7.1.IM.IPRET.1-8 ○ Interpersonal Mode <ul style="list-style-type: none"> ■ 7.1.IM.IPERS.1-6 ○ Presentational Mode <ul style="list-style-type: none"> ■ 7.1.IM.PRSNT.1-6 ● <i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> ○ 6.1.2.HistoryUP.2, 6.1.12.HistoryUP.16.a, 6.2.12.HistoryCC.5.d ● <i>2020 New Jersey Student Learning Standards: Computer Science & Design Thinking</i> <ul style="list-style-type: none"> ○ 8.2.12.ITH.3 ● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills</i> <ul style="list-style-type: none"> ○ 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 express disagreements subtly in Chinese culture? 	<ul style="list-style-type: none"> ● I understand authentic phrasing is used to express surprise, confusion, anger, and expectations. ● I understand that Chinese people expect respectful behavior in the

<ul style="list-style-type: none"> • What are some of the ways people communicate online in China? • What are the popular social media platforms in China? 	<ul style="list-style-type: none"> • role of host or guest. • I understand Chinese people express disagreement in indirect and subtle ways. • I understand the similar and different social media platforms used in China and the U.S.
Evidence of Learning	
Formative & Alternative Assessments: <ul style="list-style-type: none"> • Classwork • Homework • Performance activities • Quizzes • Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> • Unit Test • Social Media Project (Benchmark) • Language Lab Assessment
Resources Needed: <ul style="list-style-type: none"> • Go Far with Chinese textbook 2 • Go Far with Chinese workbook 2 • Teacher developed materials 	

Unit III: Mapping Xi'an	
Unit Summary	
<p>Students will learn to give directions and to talk about their shopping experiences. Students will also learn how to note exceptions. Students will also analyze the role of food in a country's culture and history as well as historical locations. An analysis of the role of learning in understanding will be emphasized.</p>	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
<p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Chinese IV Honors</i>:</p> <ul style="list-style-type: none"> • <i>2020 New Jersey Student Learning Standards: World Languages for Grades 9-12</i> <ul style="list-style-type: none"> ○ Interpretive Mode <ul style="list-style-type: none"> ■ 7.1.IM.IPRET.1-8 ○ Interpersonal Mode <ul style="list-style-type: none"> ■ 7.1.IM.IPERS.1-6 ○ Presentational Mode <ul style="list-style-type: none"> ■ 7.1.IM.PRSNT.1-6 • <i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> ○ 6.2.12.GeoPP.6.a • <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.2.CI.1-2, 9.4.12.CT.2. 	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • *What makes a place unique and worth visiting? • *What would you want to show visitors so they understand your local history? • How do Chinese people resolve and avoid conflicts with families and friends? • How can shopping, entertainment, and infrastructure help you get to know a place? 	<ul style="list-style-type: none"> • I understand that there are special regional dishes in various parts of China. • I understand Xi'an is a famous and important historic city in China. • I understand that local food is an important part of getting to know a place. • I understand that food is often shaped by culture. • *I understand that learning about the diverse identities in a community helps us understand a place. • I understand when someone says they have a good or bad impression of something. • I understand some ways that Xi'an's past connects to the present.
Evidence of Learning	
Formative & Alternative Assessments: <ul style="list-style-type: none"> • Classwork • Homework • Performance activities • Quizzes 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> • Unit Test • Language Lab Assessment
Resources Needed: <ul style="list-style-type: none"> • Go Far with Chinese textbook 2 • Go Far with Chinese workbook 2 • Teacher developed materials 	

<ul style="list-style-type: none"> Individual student check-ins with teacher 		
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Unit IV: Adjusting to a New Life

Unit Summary

Students will learn to advise on healthy living. Students will also learn to talk about changes in a person's life and will analyze factors that play a role in causing these changes.

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 IV Honors*:

- 2020 New Jersey Student Learning Standards: *World Languages for Grades 9-12*
 - Interpretive Mode
 - 7.1.IM.IPRET.1-8
 - Interpersonal Mode
 - 7.1.IM.IPERS.1-6
 - Presentational Mode
 - 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 & 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

- *How do individuals and groups adapt to change?
- What differences exist between rural and urban areas where I live?
- Has my community developed new businesses in response to economic and geographical challenges? What kinds?
- What affects food trends? Why do people change what they are eating?

Unit Enduring Understandings

- *I understand that my life is affected by geography, and people adapt to the unique climate or geographical features of where they live.
- I understand that life in rural areas is quite different from life in urban China.
- I understand that the typical diet of people in China is different from the diet in my area.
- I understand that food trends change over time due to local and global influences.

Evidence of Learning

Formative & Alternative Assessments:

- Classwork
- Homework
- Performance activities
- Quizzes
- Individual student check-ins with teacher

Benchmark & Summative Assessments:

- Unit Test
- Cultural Change Project
- Final Language Lab Assessment

Resources Needed:

- Go Far with Chinese textbook 2
- Go Far with Chinese workbook 2
- Teacher developed materials

Section X: Unit Reflection

The *Chinese IV Honors* instructional team must confer upon the completion of each instructional unit in the *Chinese IV Honors* 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 IV Honors* curriculum.

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)