

Rumson-Fair Haven Regional High School

Course: *Chinese IV*

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Section I: Course Description

Chinese IV is a course that reinforces and expands on the aural, oral, grammar, reading and writing skills developed in *Chinese III*. Students will engage in real-life communicative situations with listening and speaking activities integrated with reading and writing skills. *Chinese IV* incorporates the integration of critical thinking skills to promote higher-order thinking which facilitates language acquisition and long-term memory. Problem-solving instructional strategies are implemented through authentic simulations of real-life applications. 21st Century Life and Career Skills are incorporated throughout all units as a means to prepare learners for the practical use of the language. The aspects of Chinese culture are addressed through thematic units. Students are expected to write compositions, participate actively in classroom discourse, and develop culture-based research projects. New grammatical concepts will be synthesized with previously presented concepts to promote more advanced articulation. Growth in language acquisition will be assessed through a combination of rubric-specific, performance-based activities and objective evaluations. The World Language Laboratory is used to have conversations, interact with other Chinese speakers, and participate in authentic communicative tasks.

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. **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:**

- 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.”
- 5. ***Amistad Law: N.J.S.A. 18A 52:164-88:**
 - 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* 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

Course Title: <i>Chinese IV</i>		Grade Level: 11-12
Unit I: Appearance, Occupations, and Personality	Weeks 1-10	
Unit II: Daily Routine, Household Chores, and Pets	Weeks 11-20	
Unit III: School, Academics, and Activities	Weeks 21-30	
Unit IV: Food, Holidays, and Cultural Events	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 IV*:

- Google Classroom
- *Common Sense Education* (www.commonsense.org)
- *Turnitin.com* (<https://www.turnitin.com/>)
- *Easy Steps to Chinese book 2*
- <http://www.betterchinese.com>
- <http://www.chinese-tools.com>
- <http://www.uni.edu/becke/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 IV* 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* 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 IV* 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* curriculum by the *Chinese IV* instructional team:

Unit I: Appearance, Occupations, and Personality
Unit Summary
In the “Appearance, Occupations, and Personality” unit, students will describe physical appearances, and explore individual personalities and temperament that are ideal for various occupations. Students will learn identifiers and ways to express age, birthplace, birth date, and nationality, as well as daily hobbies and activities. Students will improve their language function about their family members and celebrity culture. 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 <i>Chinese IV</i> : <ul style="list-style-type: none"> • <i>2020 New Jersey Student Learning Standards: World Languages</i> <ul style="list-style-type: none"> ○ 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 & Design Thinking
 - 8.1.12.IC.3, 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 I see myself?
- How do I identify my strengths/talents and weaknesses?
- How do I express my likes and dislikes?
- How do I describe myself?
- *How do people’s personal and family backgrounds make them unique and interesting?
- How are cultural perspectives (attitudes, values, and beliefs) reflected in how one chooses their occupation?
- How do people develop hobbies and interests?
- How do activities differ from one country to another?
- How does my career choice impact my opportunity in life?

Unit Enduring Understandings

- Who I am is a reflection of my culture.
- Understanding my culture and other cultures helps me to understand why I am who I am and why other cultures' beliefs, attitudes, and values are a reflection of the culture.
- *Everyone has different strengths and weaknesses that should be appreciated.
- Likes and dislikes are based on personal preferences and the communication of these likes and dislikes happens in a variety of ways.
- *Chinese and people of Chinese ancestry have/have had a lasting impact on society.
- People can develop different hobbies based on personal exposure or family background.
- Popular activities differ greatly around the world based on the environment and other external factors.
- Different occupations provide different economic opportunities to people.

Evidence of Learning

Formative & Alternative Assessments:

- Interactive Communicative Activities
- Vocabulary Matching Quizzes
- Reinforcement Games
- Reading Comprehension/Listening Comprehension
- Individual student check-ins with teacher

Benchmark & Summative Assessments:

- Chapter and Unit Tests (Benchmark)
- World Language Lab Assessment (Benchmark)
- Performance Based Assessment: Young Professional Partner Dialogue/Scenario (Benchmark)

Resources Needed:

- World Language Lab
- Teacher Resources Textbook
- Workbook
- Ancillary Materials

Unit II: Daily Routine, Household Chores, and Pets

Unit Summary

In the “Daily Routine, Household Chores, and Pets” unit, students will talk about daily routines and what household chores they have. Students will share what they do outside of school in terms of friendships and technology use. They will also be able to talk about their pets, express preferences for animals and learn about the Chinese Zodiac. The students will discuss what chores are supposed to be done by children growing up and what kinds of pets they think fit best in families. They will discuss their shopping preferences and criteria, show disagreement tactfully, and even present their argument with rhetorical questions. 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 IV*:

- 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.HistoryUP.16.a, 6.2.12.EconGE.6.c
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking
 - 8.2.12.ITH.3, 8.2.12.EC.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 are our daily routines different from high school students in China? ● *How does technology use factor into a child's/adolescent's life in China compared to the U.S.? ● *How are family chores viewed in Chinese culture for school-aged children? ● *How are family pets viewed and valued in Chinese culture versus U.S. culture? 		<ul style="list-style-type: none"> ● *Daily routines vary across countries and cultures. ● *Family chores and interactions are viewed differently in various cultures. ● *Technology use, especially the internet and social media, has increased significantly over the past few decades, in the lives of children and adolescents across the globe. ● *The value of family pets is reflected differently in various cultures for varying reasons. 	
Evidence of Learning			
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Interactive Communicative Activities ● Vocabulary Matching Quizzes ● Reinforcement Games ● Reading Comprehension/Listening Comprehension ● Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Chapter and Unit Tests ● World Language Lab Assessment ● Performance Based Assessment: "A Day in the life" Video/Presentation 	Resources Needed: <ul style="list-style-type: none"> ● World Language Lab ● Teacher Resources Textbook ● Workbook ● Ancillary Materials 	

Unit III: School, Academics, and Activities

Unit Summary

In the "School, Academics, and Activities" unit, students will talk about their school lives and classes they take. They will share and compare their study habits with peers as well as their activities. Discussions will be held on what you should do to be an effective learner and strategies for improving academic performance. Students will also plan what occupation they want in the future and strategize on how to best prepare for their college and/or career goals. The unit is relevant to students because they will soon be moving on to college and have the need to start planning and looking toward a specific career. More focus will be placed on more advanced language patterns, organization of thoughts, and essay writing.

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*:

- 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.HistoryCA.5.a, 6.1.12.EconNE.3.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"> ● *Do school parents and students have different focus and values in China versus the U.S.? ● *Are the structures, facilities, and resources different for schools in China versus the U.S.? ● How is a young person's academic focus and career choice influenced by their family and friends? ● What are some effective study habits that help you succeed? 		<ul style="list-style-type: none"> ● The value of education is greatly emphasized in certain cultures as it is reflected in school-aged children's daily routines. ● People have different learning styles and view academic study differently. ● Young Chinese people are influenced greatly by their families in their academic and career choices. ● *The school structure has changed greatly in the last 20 years in China and in the U.S. Now the two cultures share more similarities than ever. 	

Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> • Interactive Communicative Activities • Vocabulary Matching Quizzes • Reinforcement Games • Reading Comprehension/Listening Comprehension • Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> • Chapter and Unit Tests • World Language Lab Assessment • Performance Based Assessment: Guidance Meeting Dialogue/Writing Task 	Resources Needed: <ul style="list-style-type: none"> • World Language Lab • Teacher Resources Textbook • Workbook • Ancillary Materials

Unit IV: Food, Holiday, and Cultural Events

Unit Summary

In the “Food, Holiday, and Cultural Events” unit, students will learn about authentic Chinese holidays and cultural activities while sharing holidays they celebrate. This unit aims to help students identify the differences between people and communicate their cultural background to others in a non-effective way. Students will also get an in-depth look at different flavoring and styles in Chinese cooking.

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*:

- *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.HistoryCA.14.c, 6.1.12.HistoryUP.16.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
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<ul style="list-style-type: none"> • How does popular food differ from authentic food within a culture? • How has traditional Chinese food changed over the years and what are the causes? • *What are the stories behind traditional Chinese festivals? What are the practices of some Chinese festivals and how have practices changed as the world changes? • How are cooking styles different in different regions of China? 	<ul style="list-style-type: none"> • Holidays originate from different beginnings based on multiple factors. • Foods that are common in one culture can be considered strange in another. • *One should always respect another culture’s traditions and customs even if they differ from your own.
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Evidence of Learning

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

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

Unit Reflection Form: <i>Chinese IV</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)