

Rumson-Fair Haven Regional High School

Course: *Chinese III/III Honors*

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Section I: Course Description

Chinese III/III Honors reinforces and expands upon the communicative skills that were established in *Chinese II/II Honors*. Practical oral use of the language, as well as further development of listening and reading comprehension skills, are emphasized to promote a lifelong interest in the Chinese language and culture. Pedagogical and authentic materials are integrated to allow students to better grasp the Chinese language by introducing easy-to-control language items before moving on to the more difficult or complicated ones. Students will 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: NJSL: 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 (NJSL – 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 (NJSL-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 NJSL:**
 - “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 NJSL:**
 - “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 III/III Honors* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, multilingual 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 Multilingual Learners (ML) 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 III/III 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 III/III Honors</i>	Grade Level: 10
Unit I: General Language Review	Weeks 1-4

Unit II: My Favorite Class-School Life in the U.S. and China	Weeks 5-7
Unit III: From Halloween to Qingming-Stories and Celebration	Weeks 8-11
Unit IV: Daily Routines and Activities-School Life in the U.S. and China	Weeks 12-14
Unit V: School Life and Self-Care-How We Learn and Stay Well	Weeks 15-17
Unit VI: Traditions and Tales-Exploring Holidays in the U.S. and China	Weeks 18-24
Unit VII: March Madness (Music)	Week 25
Unit VIII: Li Ziqi and Famous People's Stories	Weeks 26-30
Unit IX: Special Person Interview	Weeks 31-33
Unit X: Culture in Motion-Creating Stories with Music, Dance, and Design	Weeks 34-40

Section VI: Primary Texts and Year-Long Instructional Resources

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

- Google Classroom
- *Common Sense Education* (www.commonsense.org)
- *Go Far with Chinese* Textbook 1B
- *Go Far with Chinese* Textbook 1B teacher resources
- Readers
- Teacher-developed materials
- [Quizlet](https://www.quizlet.com/)
- Chinese character writing <https://www.strokeorder.com/chinese/>
- YouTube

Section VII: Grading Formula and Assessment Modes

Marking period grades in *Chinese III/III 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 III/III 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 III/III Honors* instructional team to inform future learning and to measure student growth.

Section VIII: Unit Templates

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

Unit I: General Language Review		
Unit Summary		
This unit provides a review of key language concepts introduced in <i>Chinese II/II Honors</i> , using the reader <i>Wang Mei Ying's New Friend</i> as the primary text or a similar text.		
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 III/III Honors</i> :		
<ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards: World Languages for Grades 9-12 <ul style="list-style-type: none"> ○ Interpretive Mode <ul style="list-style-type: none"> ■ 7.1.NH.IPRET.1, 2,6, 7 ○ Interpersonal Mode <ul style="list-style-type: none"> ■ 7.1.NH.IPERS.1-3 ○ Presentational Mode <ul style="list-style-type: none"> ■ 7.1.NH.PRSNT. 1-5 ● 2020 New Jersey Student Learning Standards: Social Studies <ul style="list-style-type: none"> ○ 6.1.12.HistoryCC.14.d, 6.2.12.HistoryCC.3.b, 6.1.12.HistoryCA.14.c, 6.2.12.GeoPP.5.a, 6.2.12.GeoPP.6.a ● 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking <ul style="list-style-type: none"> ○ 8.1.12.1C.1, 8.1.12.AP.7, 8.2.12.ED.4, 8.2.12.EC.3 ● 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills <ul style="list-style-type: none"> ○ 9.4.12.CI.1, 9.4.12.TL.3,4, 9.4.12.CT.2, 9.4.12.IML.2, 5, 6, 8, 9.4.12.GCA.1 		
Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> ● What language functions are used to understand and interact with teachers and classmates in both the Chinese classroom and everyday situations? ● How can students apply the vocabulary and expressions learned in <i>Chinese II/II Honors</i> to effectively retell stories? ● How do people acquire and develop language skills over time? 	<ul style="list-style-type: none"> ● Language learners build upon prior knowledge to interact effectively in both academic and social contexts. ● It is important for language development to repeat and use certain structures in meaningful situations. ● Language acquisition develops over time through meaningful input, such as listening and reading in context, and is reinforced through output activities like speaking, writing, and responding to questions. ● Listening comprehension is the first and most essential step in language acquisition. 	
Evidence of Learning		
Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> ● Classwork ● Homework ● Performance activities ● Quizzes-Vocabulary and Listening/Reading Comprehension ● Individual student check ins with teacher 	<ul style="list-style-type: none"> ● Presentational speaking or writing about summer life (Benchmark) ● Tests or performance-based projects with listening, reading, writing, or speaking modes 	<ul style="list-style-type: none"> ● Teacher-developed materials and stories ● Quizlet ● Suggested video: Ted-ED-"The Secret Behind How Chinese Characters Work," by Gina Marie Elia
Unit II: My Favorite Class-School Life in the US and China		
Unit Summary		
In this unit, students will explore and describe their favorite classes, share personal opinions and experiences about school life, and learn to express their thoughts and feelings in Chinese. Through the fictional story of Martin and Isabella from the Lopez family, students will gain insight into the Chinese school system and compare it with their own. The unit will also introduce key grammar structures, including how to talk about what someone is about to do.		
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 III/III Honors</i> :		
<ul style="list-style-type: none"> ● 2020 New Jersey Student Learning Standards: World Languages for Grades 9-12 <ul style="list-style-type: none"> ○ Interpretive Mode 		

<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ 7.1.NM.IPRET.1, 2, 7 ○ Interpersonal Mode <ul style="list-style-type: none"> ■ 7.1.NM.IPERS.1-2 ○ Presentational Mode <ul style="list-style-type: none"> ■ 7.1.NM.PRSNT. 1-2, 4- 5 ● <i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> ○ 6.1.12.HistoryUP.3.a, 6.1.12.HistoryUP.16.a, 6.2.12.HistoryCC.3.a, 6.2.12.HistoryCC.5.e, 6.2.12.EconGE.1.a, 6.2.12.GeoPP.5.a, 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"> ○ 9.4.12.CT.2, 9.4.12.IML.2,8, 9.4.12.GCA.1 		
Unit Essential Questions		Unit Enduring Understandings
<ul style="list-style-type: none"> ● What courses are required at the language learner’s school, and what factors does the language learner consider when selecting classes? ● What makes a class the language learner’s favorite, and how do personal interests shape our school experiences? ● How is school life in China similar to or different from school life in the U.S.? 		<ul style="list-style-type: none"> ● Students will understand that course selection and classroom experiences are influenced by individual interests, school systems, and cultural values. ● By comparing their own school life with that of students in China and expressing their preferences in Chinese, students gain both language skills and a deeper appreciation for cultural perspectives in education.
Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Classwork ● Homework ● Performance activities ● Quizzes-Vocabulary and Listening/Reading Comprehension ● Individual student check ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Tests or performance-based projects with listening, reading, writing or speaking modes 	Resources Needed: <ul style="list-style-type: none"> ● <i>Go Far with Chinese</i> 1B textbook/workbook, and its digital resources ● Teacher-developed materials ● Quizlet

Unit III: From Halloween to Qingming-Stories and Celebration	
Unit Summary	
<p>In this unit, students will explore how Halloween and the Qingming Festival reflect different cultural approaches to honoring the dead and observing seasonal traditions. Through comparing the customs and meanings of these holidays, students will deepen their cultural understanding and language skills. The unit concludes with students viewing and retelling both a horror-themed short film and a cultural story related to the Qingming Festival in Chinese.</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 III/III 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.NM.IPRET.1, 2, 6, 7 ○ Interpersonal Mode <ul style="list-style-type: none"> ■ 7.1.NM.IPERS.1-2 ○ Presentational Mode <ul style="list-style-type: none"> ■ 7.1.NM.PRSNT. 1-2, 4- 5 ● <i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> ○ 6.1.12.HistoryUP.2.a, 6.2.12.HistoryCC.5.e, 6.2.12.GeoPP.5.a, 6.2.12.GeoPP.5.a ● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.12.IML.2, 6, 8, 9.4.12.GCA.1 	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● How do different cultures remember and honor those who have passed away? ● How can students use language and storytelling to create and share a horror-themed story? ● What can students learn about cultural 	<ul style="list-style-type: none"> ● Cultures around the world have unique yet meaningful ways of honoring the dead, often reflected through holiday traditions such as Halloween and the Qingming Festival. ● Develop storytelling skills by retelling a horror-themed Halloween story and a Chinese folk tale related to Qingming, which deepens both cultural understanding and language proficiency.

values through holiday traditions like Halloween and Qingming?	<ul style="list-style-type: none"> Stories provide great insight into the culture and values of a community.
Evidence of Learning	
Formative & Alternative Assessments: <ul style="list-style-type: none"> Classwork Homework Performance activities Quizzes-Vocabulary and Listening/Reading Comprehension Individual student check ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> Tests or performance-based projects with listening, reading, writing or speaking modes Summative 1
Resources Needed: <ul style="list-style-type: none"> <i>Go Far with Chinese</i> 1B textbook/workbook, and its digital resources Teacher-developed materials Quizlet 	

Unit IV: Daily Routines and Activities-School Life in the U.S. and China

Unit Summary

In this unit, students will describe their daily routines, class schedules, school mascots, favorite school events and sports, and extracurricular activities as high schoolers in the United States. They will then explore and compare the school life of students in China. In addition, students will discuss school policies, such as cell phone use, and describe aspects of popular student leisure life, including music, gaming, movies, and shopping. Throughout the unit, students will use time and frequency expressions to talk about their school experiences and personal lives in greater detail.

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 III/III Honors*:

- 2020 New Jersey Student Learning Standards: World Languages for Grades 9-12*
 - Interpretive Mode
 - 7.1.IL.IPRET.1, 3, 4
 - Interpersonal Mode
 - 7.1.IL.IPERS.1-2, 5
 - Presentational Mode
 - 7.1.IL.PRSNT. 1-2, 4- 5
- 2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.HistoryCA.14.c, 6.2.12.HistoryCivicsPD.16.a, 6.2.12.HistoryCC.5.e
- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9 , 9.4.12.GCA.1

Unit Essential Questions

- What is high school life like for you? What does a typical school day look like, and what activities, events, or clubs are students involved in? What is gained from these experiences?
- *In what ways are students' school lives and leisure activities similar or different across cultures?
- *How can Chinese be used to describe school life using frequency expressions and degrees of personal preference? (有时候, 才, 就, 一般, 每天, 已经, 还没)

Unit Enduring Understandings

- School life is shaped by cultural values, personal interests, and daily routines.
- *Comparing school life in China to school life in the United States provides insight into cultural and linguistic similarities and differences.
- *Using Chinese to describe experiences, including how often students do activities and how much they enjoy them, develops communication skills and cultural awareness that help students connect with others across cultures.

Evidence of Learning

Formative & Alternative Assessments: <ul style="list-style-type: none"> Classwork Homework Performance activities Quizzes-Vocabulary and Listening/Reading Comprehension Individual student check ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> Tests or performance-based projects with listening, reading, writing or speaking modes 	Resources Needed: <ul style="list-style-type: none"> <i>Go Far with Chinese</i> 1B textbook/workbook, and its digital resources Teacher-developed materials Quizlet
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Unit V: School Life and Self-Care-How We Learn and Stay Well

Unit Summary		
<p>This unit focuses on the self-care aspect of school life, how students maintain their health through exercise, sleep, balanced routines, and emotional well-being. Students will also learn to describe what they do when they are hungry, thirsty, not feeling well, or sick, as well as how they adjust plans to do things a bit earlier or later. Through the fictional characters Martin and Isabella, students will gain insight into self-care practices in Chinese culture.</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 III/III 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.IL.IPRET.1, 2, 4 ○ Interpersonal Mode <ul style="list-style-type: none"> ■ 7.1.IL.IPERS.1-2, 5 ○ Presentational Mode <ul style="list-style-type: none"> ■ 7.1.IL.PRSNT. 1-2, 4 ● <i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> ○ 6.1.12.HistorySE.14.a, 6.1.12.HistorySE.14.b, 6.1.12.HistoryUP.16.a, 6.2.12.HistoryCC.5.d, 6.2.12.EconGE.6.c ● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9 , 9.4.12.GCA.1 		
Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> ● How do students take care of their physical and mental health as part of daily school life? ● What do language learners do when they feel hungry, thirsty, unwell, or need to adjust their daily plans? ● How can language learners use Chinese to describe their wellness routines, personal needs, and schedule changes? ● How does screen time affect health? 	<ul style="list-style-type: none"> ● Self-care is an essential part of student life and includes managing physical health, emotional well-being, and daily routines. ● Expressing needs and wants is an important linguistic skill that is essential for language acquisition as a tool to communicate in a real-world setting. ● *Learning to express personal needs, wellness habits, and schedule adjustments in Chinese and exploring these themes through fictional characters and cultural perspectives develops meaningful communication skills and cross-cultural awareness. ● Limiting screen use can have positive health benefits. 	
Evidence of Learning		
<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> ● Classwork ● Homework ● Performance activities ● Quizzes-Vocabulary and Listening/Reading Comprehension ● Individual student check ins with teacher ● <i>Common Sense Education</i> Lessons 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> ● Tests or performance-based projects with Listening, reading, writing or speaking modes 	<p>Resources Needed:</p> <ul style="list-style-type: none"> ● <i>Go Far with Chinese</i> 1B textbook/workbook, and its digital resources ● Teacher-developed materials ● Quizlet ● Common Sense Digital Resources
Unit VI: Traditions and Tales: Exploring Holidays in the U.S. and China		
Unit Summary		
<p>In this unit, students will explore how holiday celebrations and traditional stories reflect the values, history, and customs of a culture. By learning about holidays such as Thanksgiving, Christmas, Hanukkah, New Year's, and Lunar New Year, students will compare how people in the U.S. and China celebrate important events and honor their heritage. Through reading legends, engaging in cultural activities, and making personal connections, students will deepen their understanding of their own identities and those of others. The unit can culminate in a suggested field trip that allows students to experience Chinese cultural traditions firsthand.</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 III/III 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"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ 7.1.IL.IPRET.1, 3, 4 ○ Interpersonal Mode <ul style="list-style-type: none"> ■ 7.1.IL.IPERS.1-3, 5 ○ Presentational Mode <ul style="list-style-type: none"> ■ 7.1.IL.PRSNT. 1- 4 ● <i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> ○ 6.1.12.HistorySE.14.a, 6.1.12.HistorySE.14.b, 6.1.12.HistoryUP.16.a, 6.2.12.HistoryCC.5.d, 6.2.12.EconGE.6.c ● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9 , 9.4.12.GCA.1 		
Unit Essential Questions		Unit Enduring Understandings
<ul style="list-style-type: none"> ● How do holiday celebrations and legends reflect the values and history of a culture? ● In what ways are holiday customs in the U.S. and China similar or different? ● *How can learning about others' traditions help us better understand our own cultural identity? ● Where and what firsthand Chinese traditions and cultural practices will be explored on the field trip? 		<ul style="list-style-type: none"> ● *Holidays and the stories behind them reveal important cultural values, historical experiences, and shared identities. Exploring and comparing holiday traditions in the U.S. and China allows students to gain deeper insight into their own cultural perspectives and develop greater appreciation for others.
Evidence of Learning		
Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> ● Classwork ● Homework ● Performance activities ● Quizzes-Vocabulary and Listening/Reading Comprehension ● Individual student check ins with teacher 	<ul style="list-style-type: none"> ● Tests or performance-based projects with listening, reading, writing or speaking modes ● Summative 2 	<ul style="list-style-type: none"> ● <i>Go Far with Chinese</i> 1B textbook/workbook, and its digital resources ● Teacher-developed materials ● Quizlet

Unit VII: March Madness (Music)	
Unit Summary	
<p>In this unit, students will explore a variety of Chinese music genres while building listening and cultural interpretation skills. They will review key lyrics, learn about the featured musicians, and discuss the themes and emotions expressed in each song. Through a multi-round bracket system modeled after “March Madness,” students will vote for their favorite songs, ultimately selecting a “Song of the Year.” This unit encourages active listening, cultural appreciation, and language learning through music in a fun and engaging format.</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 III/III 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.IL.IPRET.1, 4 ○ Interpersonal Mode <ul style="list-style-type: none"> ■ 7.1.IL.IPERS.1, 2, 5 ○ Presentational Mode <ul style="list-style-type: none"> ■ 7.1.IL.PRSNT. 1, 2, 4 ● <i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> ○ 6.1.12.HistorySE.14.a, 6.1.12.HistorySE.14.b, 6.1.12.HistoryUP.16.a, 6.2.12.HistoryCC.5.d, 6.2.12.EconGE.6.c ● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9 , 9.4.12.GCA.1 	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● *How is Chinese music similar to and different from American, Spanish, or French music? ● Are traditional Chinese instruments used in the songs we explore, and what role do they play? ● How can we express our musical preferences 	<ul style="list-style-type: none"> ● Music serves as a reflection of cultural identity, values, and history. ● *Comparing Chinese music to music from other cultures and exploring traditional instruments and lyrics allows students to gain insight into Chinese culture.

and opinions in Chinese?	<ul style="list-style-type: none"> Expressing musical tastes and preferences allows students to explore, embrace, and talk about Chinese culture.
Evidence of Learning	
Formative & Alternative Assessments: <ul style="list-style-type: none"> Classwork Homework Performance activities Quizzes-Vocabulary and Listening/Reading Comprehension Individual student check ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> Tests or performance-based projects with listening, reading, writing or speaking modes
Resources Needed: <ul style="list-style-type: none"> <i>Go Far with Chinese</i> 1B textbook/workbook, and its digital resources Teacher-developed materials Quizlet 	

Unit VIII: Li Ziqi and Famous People's Stories	
Unit Summary	
<p>In this unit, students will explore the concept of identity through cultural storytelling. They will begin by learning about Li Ziqi (李子柒), a well-known cultural icon who shares traditional Chinese life through her videos. By examining how her work reflects Chinese values, traditions, and personal identity, students will gain insight into the deep connection between culture and self-expression. Inspired by this model, students will research and create a poster project highlighting a famous individual in honor of Women's History Month or AAPI Heritage Month. Through this process, students will develop their listening, speaking, reading, and writing skills in Chinese while engaging in meaningful reflection on cultural identity.</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 III/III 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.IL.IPRET.1, 4 Interpersonal Mode <ul style="list-style-type: none"> 7.1.IL.IPERS.1, 2, 5 Presentational Mode <ul style="list-style-type: none"> 7.1.IL.PRSNT. 1, 2, 4 <i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> 6.1.12.HistorySE.14.a, 6.1.12.HistorySE.14.b, 6.1.12.HistoryUP.16.a, 6.2.12.HistoryCC.5.d, 6.2.12.EconGE.6.c <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9, 9.4.12.GCA.1 	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> Who is Li Ziqi, and how does her story reflect Chinese culture and identity? How can we use Chinese to describe someone's background, achievements, and cultural significance? *Who are the famous women around the world and famous people to honor for AAPI Heritage Month, and what do their stories tell us about their culture? 	<ul style="list-style-type: none"> Students will understand that personal stories and public achievements reveal the values, traditions, and identities of individuals and their cultures. *Exploring the lives of cultural icons, such as Li Ziqi, famous women, and AAPI figures, provides insight into how people express identity through storytelling, media, and public impact. It is important for Chinese language learners to develop their Chinese language skills and deepen their appreciation for cultural diversity and shared human experiences.
Evidence of Learning	
Formative & Alternative Assessments: <ul style="list-style-type: none"> Classwork Homework Performance activities Quizzes-Vocabulary and Listening/Reading Comprehension 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> Tests or performance-based projects with listening, reading, writing or speaking modes
Resources Needed: <ul style="list-style-type: none"> <i>Go Far with Chinese</i> 1B textbook/workbook, and its digital resources Teacher-developed materials Quizlet 	

<ul style="list-style-type: none"> Individual student check ins with teacher 		
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Unit IX: Special Person Interview

Unit Summary

In this unit, students will explore personal identity through a “Special Person Interview” project. The unit begins with students learning from the teacher’s personal stories, shared through childhood photos and written passages. Students will then interview a classmate, review their partner’s childhood photos together, and use the information they gather to create a slideshow presentation. Each student will present their peer’s story to the class in Chinese, using descriptive language and time expressions. This unit develops students’ speaking, listening, and writing skills while fostering classroom connection, empathy, and cultural appreciation through storytelling.

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 III/III Honors*:

- 2020 New Jersey Student Learning Standards: World Languages for Grades 9-12
 - Interpretive Mode
 - 7.1.IL.IPRET.1, 4
 - Interpersonal Mode
 - 7.1.IL.IPERS.1, 2, 5
 - Presentational Mode
 - 7.1.IL.PRSNT. 1, 2, 4
- 2020 New Jersey Student Learning Standards: Social Studies
 - 6.1.12.HistorySE.14.a, 6.1.12.HistorySE.14.b, 6.1.12.HistoryUP.16.a, 6.2.12.HistoryCC.5.d, 6.2.12.EconGE.6.c
- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills
 - 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9 , 9.4.12.GCA.1

Unit Essential Questions

- 8How can personal stories and childhood memories help understand someone’s identity?
- What language and expressions are used in Chinese to describe people, events, and timelines from the past?

Unit Enduring Understandings

- *Sharing and listening to personal stories builds connection, empathy, and cultural awareness.
- Learning to describe people and past events in Chinese will strengthen communication skills while exploring identity through meaningful classroom storytelling.

Evidence of Learning

Formative & Alternative Assessments:

- Classwork
- Homework
- Performance activities
- Quizzes-Vocabulary and Listening/Reading Comprehension
- Individual student check ins with teacher

Benchmark & Summative Assessments:

- tests or performance-based projects with listening, reading, writing or speaking modes

Resources Needed:

- Go Far with Chinese* 1B textbook/workbook, and its digital resources
- teacher-developed materials
- Quizlet

Unit X: Culture in Motion: Creating Stories with Music, Dance, and Design

Unit Summary

In this culminating project-based unit, students will explore cultural themes through storytelling, music, movement, and performance. They will research traditional and contemporary music, learn about the backgrounds of musicians and the cultural significance of selected songs, and creatively interpret those stories through stage elements such as narration, dance, props, and costume design. Inspired by authentic sources, students will work collaboratively to plan and present a cultural performance that expresses meaningful themes. Throughout the unit, they will develop skills in research, collaboration, cultural analysis, and Chinese language use across listening, speaking, reading, and 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 III/III Honors*:

- 2020 New Jersey Student Learning Standards: World Languages for Grades 9-12
 - Interpretive Mode
 - 7.1.IL.IPRET.1, 4
 - Interpersonal Mode

<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ 7.1.IL.IPERS.1, 2 ○ Presentational Mode <ul style="list-style-type: none"> ■ 7.1.IL.PRSNT. 1- 4 ● 2020 New Jersey Student Learning Standards: Social Studies <ul style="list-style-type: none"> ○ 6.1.12.HistorySE.14.a, 6.1.12.HistorySE.14.b, 6.1.12.HistoryUP.16.a, 6.2.12.HistoryCC.5.d, 6.2.12.EconGE.6.c ● 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills <ul style="list-style-type: none"> ○ 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9 , 9.4.12.GCA.1 	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● What are some engaging cultural themes for a stage performance, and what makes a performance impactful and memorable? ● *What stories, music, and dance movements can be used to express cultural meaning in this year’s performance? ● *What are the backgrounds and stories behind the musicians and the chosen music? 	<ul style="list-style-type: none"> ● An impactful cultural performance combines storytelling, music, movement, and visual elements to communicate meaning and connect with an audience. ● Choosing music for a student performance requires cultural and linguistic knowledge, as well as the ability to express musical tastes in Chinese. ● *Researching musicians, music, and cultural traditions deepens understanding of the values and history behind creative choices. Using Chinese to describe and present these elements strengthens both language skills and cross-cultural awareness.
Evidence of Learning	
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Classwork ● Homework ● Performance activities ● Quizzes-Vocabulary and Listening/Reading Comprehension ● Individual student check ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Tests or performance-based projects with listening, reading, writing or speaking modes ● Summative 3 (slide show and speaking presentation)
Resources Needed: <ul style="list-style-type: none"> ● <i>Go Far with Chinese</i> 1B textbook/workbook, and its digital resources ● Teacher-developed materials ● Quizlet 	

Section IX: Unit Reflection

The *Chinese III/III Honors* instructional team must confer upon the completion of each instructional unit in the *Chinese III/III Honors* curriculum and rate the degree 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 III/III Honors* curriculum.

Unit Reflection Form: <i>Chinese III/III Honors</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 the 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)