

## Rumson-Fair Haven Regional High School

**Course:** *Chinese II/II Honors*

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**Board Approval:** August 2025

### **Section I: Course Description**

*Chinese II/II Honors* reinforces and expands upon the communicative skills established in *Chinese I*. 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 II/II Honors* 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 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 II/II 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 II/II Honors</i>	Grade Level: 9
Unit I: General Language Review	Weeks 1-4

<b>Unit II: My Family and Me</b>	Weeks 5-7
<b>Unit III: Emotion in Motion-Describing Feelings</b>	Weeks 8-10
<b>Unit IV: Crossing Cultures-Moving to a Different Country</b>	Weeks 11-13
<b>Unit V: Traditions and Tales-Celebrating Holidays with Family</b>	Weeks 14 - 21
<b>Unit VI: Sports in Our Lives and Around the World</b>	Weeks 22 - 25
<b>Unit VII: Voices and Stories-Cultural Icon Li Ziqi and Classmates</b>	Weeks 26 - 29
<b>Unit VIII: Hear the World-Exploring Music in Chinese and Western Cultures</b>	Weeks 30 - 33
<b>Unit IX: Culture in Motion-Creating Stories with Music, Dance, and Design</b>	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 II/II Honors*:

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

### **Section VII: Grading Formula and Assessment Modes**

Marking period grades in *Chinese II/II 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 II/II 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 II/II 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 II/II Honors* curriculum by the *Chinese II/II Honors* instructional team:

Unit I: General Language Review		
<b>Unit Summary</b>		
In this unit, students will revisit key language concepts introduced in <i>Chinese I</i> . Students will review classroom vocabulary in order to be able to maintain communication in the target language in class.		
<b>Standards/Core Ideas/Performance Expectations/Progress Indicators</b>		
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Chinese II/II Honors</i> :		
<ul style="list-style-type: none"> <li>● <i>2020 New Jersey Student Learning Standards: World Languages for Grades 9-12</i> <ul style="list-style-type: none"> <li>○ Interpretive Mode           <ul style="list-style-type: none"> <li>■ 7.1.NM.IPRET.1, 2, 4, 5</li> </ul> </li> <li>○ Interpersonal Mode           <ul style="list-style-type: none"> <li>■ 7.1.NM.IPERS.1-5</li> </ul> </li> <li>○ Presentational Mode           <ul style="list-style-type: none"> <li>■ 7.1.NM.PRSNT.2, 4, 5</li> </ul> </li> </ul> </li> <li>● <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> <li>○ 8.1.12.IC.1, 8.2.12.IH.1, 8.2.12.IH.3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.3</li> </ul> </li> <li>● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> <li>○ 9.4.12.CI.1-3, 9.4.12.CT.2-4, 9.4.12.IML.2, 5-9, 9.4.12.GCA.1</li> </ul> </li> </ul>		
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● What language functions can be used to understand and interact with teachers and classmates in both the Chinese classroom and everyday situations?</li> <li>● How can the vocabulary and expressions learned in <i>Chinese I</i> be applied to effectively retell stories?</li> <li>● How do people acquire and develop language skills over time?</li> </ul>	<ul style="list-style-type: none"> <li>● Students build upon prior knowledge to interact effectively in both academic and social contexts.</li> <li>● Students apply familiar vocabulary and structures to read, write, and retell stories with increasing accuracy and confidence.</li> <li>● 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.</li> <li>● Listening comprehension is the first and most essential step in language acquisition.</li> </ul>	
<b>Evidence of Learning</b>		
<b>Formative &amp; Alternative Assessments:</b> <ul style="list-style-type: none"> <li>● Classwork</li> <li>● Homework</li> <li>● Performance activities</li> <li>● Quizzes: Vocabulary and Listening/Reading Comprehension</li> <li>● Individual student check-ins with teacher</li> </ul>	<b>Benchmark &amp; Summative Assessments:</b> <ul style="list-style-type: none"> <li>● Presentational Speaking/Writing Assessment: Summer Life (Benchmark)</li> <li>● Tests or performance-based projects with listening, reading, writing, or speaking modes (Benchmark)</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>● Teacher-developed materials and stories</li> <li>● <a href="#">Quizlet</a></li> <li>● Potential suggested resource: <a href="#">video</a></li> <li>● <a href="#">Ted-ED</a> “The Secret Behind How Chinese Characters Work,” by Gina Marie Elia</li> </ul>
Unit II: My Family and Me		
<b>Unit Summary</b>		
In this unit, students will explore personal identity through the lens of family, culture, and traditions. They will research and choose a meaningful Chinese name, gaining insight into Chinese naming customs. Students will describe their own identities by sharing their family’s ethnicity, spoken languages, traditions (such as food and holiday celebrations), pets, favorite sports, and social media use. In parallel, they will learn about Chinese family structures, traditional housing styles, popular sports, social media platforms, and time zones to compare and contrast with their own experiences.		
<b>Standards/Core Ideas/Performance Expectations/Progress Indicators</b>		
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Chinese II/II Honors</i> :		
<ul style="list-style-type: none"> <li>● <i>2020 New Jersey Student Learning Standards: World Languages for Grades 9-12</i> <ul style="list-style-type: none"> <li>○ Interpretive Mode           <ul style="list-style-type: none"> <li>■ 7.1.NM.IPRET.1, 3, 4</li> </ul> </li> <li>○ Interpersonal Mode           <ul style="list-style-type: none"> <li>■ 7.1.NM.IPERS.1, 3, 5</li> </ul> </li> <li>○ Presentational Mode           <ul style="list-style-type: none"> <li>■ 7.1.NM.PRSNT. 1, 2, 5</li> </ul> </li> </ul> </li> <li>● <i>2020 New Jersey Student Learning Standards: Social Studies</i></li> </ul>		

<ul style="list-style-type: none"> <li>○ 6.1.12.HistoryUP.16.a, 6.2.12.HistoryCC.5.d, 6.2.12.EconGE.6.c, 6.2.12.GeoPP.5.a, 6.2.12.GeoPP.6.a</li> <li>● 2020 New Jersey Student Learning Standards: <i>Computer Science and Design Thinking</i> <ul style="list-style-type: none"> <li>○ 8.1.12.IC.1, 8.2.12.ITH.3, 8.2.12.EC.3</li> </ul> </li> <li>● 2020 New Jersey Student Learning Standards: <i>Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> <li>○ 9.4.2.GCA.1, 9.4.5.GCA.1, 9.4.8.GCA.1, 9.4.12.DC.7, 9.4.12.IML.2-3, 9.4.12.IML.8, 9.4.12.CT.2</li> </ul> </li> </ul>		
<b>Unit Essential Questions</b>		<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● How do names reflect cultural identity and family values in Chinese and American culture?</li> <li>● *How do family structures, traditions, and lifestyles compare across cultures?</li> <li>● How can one describe themselves and their family culturally, appropriately, and accurately in Chinese?</li> </ul>		<ul style="list-style-type: none"> <li>● *Names, family traditions reflect both individual values and cultural background. By exploring Chinese cultural practices related to naming and family, students develop deeper intercultural understanding and cultural awareness.</li> </ul>
<b>Evidence of Learning</b>		
<b>Formative &amp; Alternative Assessments:</b> <ul style="list-style-type: none"> <li>● Classwork</li> <li>● Homework</li> <li>● Performance activities</li> <li>● Quizzes-Vocabulary and Listening/Reading Comprehension</li> <li>● Individual student check ins with teacher</li> </ul>	<b>Benchmark &amp; Summative Assessments:</b> <ul style="list-style-type: none"> <li>● Tests or performance-based projects with listening, reading, writing or speaking modes</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>● <i>Go Far with Chinese 1A</i> textbook/workbook, and its digital resources</li> <li>● Teacher-developed materials</li> <li>● <a href="#">Quizlet</a></li> </ul>

<b>Unit III: Emotion in Motion: Describing Feelings</b>	
<b>Unit Summary</b>	
<p>In this unit, students will learn how to describe and respond to emotions in Chinese using appropriate vocabulary and sentence structures. Through daily life scenarios and interactions, students will practice expressing feelings such as happiness, fear, anger, nervousness, and sadness. The unit culminates in viewing and analyzing a Halloween-themed short film, where students will explore how to tell characters' emotions and how stories evoke emotional responses.</p>	
<b>Standards/Core Ideas/Performance Expectations/Progress Indicators</b>	
<p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Chinese II/II Honors</i>:</p> <ul style="list-style-type: none"> <li>● 2020 New Jersey Student Learning Standards: <i>World Languages for Grades 9-12</i> <ul style="list-style-type: none"> <li>○ Interpretive Mode           <ul style="list-style-type: none"> <li>■ 7.1.NM.IPRET.1, 4</li> </ul> </li> <li>○ Interpersonal Mode           <ul style="list-style-type: none"> <li>■ 7.1.NM.IPERS.1, 3</li> </ul> </li> <li>○ Presentational Mode           <ul style="list-style-type: none"> <li>■ 7.1.NM.PRSNT. 1, 2, 5</li> </ul> </li> </ul> </li> <li>● 2020 New Jersey Student Learning Standards: <i>Social Studies</i> <ul style="list-style-type: none"> <li>○ 6.1.12.HistoryUP.11.a-b, 6.1.12.HistoryUP.13.a, 6.2.12.HistoryCC.3.a, 6.2.12.HistoryCC.5.e, 6.2.12.EconGE.6.c, 6.2.12.GeoPP.5.a</li> </ul> </li> <li>● 2020 New Jersey Student Learning Standards: <i>Computer Science and Design Thinking</i> <ul style="list-style-type: none"> <li>○ 8.1.12.IC.1, 8.1.12.DA.5, 8.2.12.ITH.1, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.3</li> </ul> </li> <li>● 2020 New Jersey Student Learning Standards: <i>Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> <li>○ 9.4.12.CI.1, 9.4.12.CT.2, 9.4.12.IML.2,3,9, 9.4.12.GCA.1, 9.4.12.TL.1,3</li> </ul> </li> </ul>	
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● How can one describe emotions and respond to others' feelings in Chinese?</li> <li>● How can one retell a story from a character's perspective and describe their emotions?</li> <li>● How are emotions expressed similarly or differently across cultures?</li> </ul>	<ul style="list-style-type: none"> <li>● Emotions are expressed and interpreted through language, behavior, and cultural context. By learning to describe emotions and respond to others in Chinese, students can develop deeper communication skills.</li> <li>● Retelling a story through a character's perspective helps students connect emotionally and culturally, while gaining insight into how feelings are portrayed in both Chinese and global contexts.</li> </ul>
<b>Evidence of Learning</b>	

<b>Formative &amp; Alternative Assessments:</b> <ul style="list-style-type: none"> <li>• Classwork</li> <li>• Homework</li> <li>• Performance activities</li> <li>• Quizzes-Vocabulary and Listening/Reading Comprehension</li> <li>• Individual student check ins with teacher</li> </ul>	<b>Benchmark &amp; Summative Assessments:</b> <ul style="list-style-type: none"> <li>• Tests or performance-based projects with listening, reading, writing or speaking modes</li> <li>• Summative 1 (Units 1-3)</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• <i>Go Far with Chinese</i> 1A textbook/workbook, and its digital resources</li> <li>• Teacher-developed materials</li> <li>• <a href="#">Quizlet</a></li> </ul>
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#### Unit IV: Crossing Cultures: Moving to a Different Country

##### Unit Summary

In this unit, students will follow the fictional story of the Lopez family or a similar story as they move from their home country to Beijing, China. Through this narrative, students will explore what it means to adjust to a new culture, compare cities across countries, and consider how daily life, traditions, and expectations might change when living abroad. Students will learn how to describe a city, make suggestions for visitors, and reflect on cultural similarities and differences using Chinese vocabulary and sentence structures.

##### 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 II/III*:

- *2020 New Jersey Student Learning Standards: World Languages for Grades 9-12*
  - Interpretive Mode
    - 7.1.NH.IPRET.1, 2, 4, 6, 7
  - Interpersonal Mode
    - 7.1.NH.IPERS.1-3, 5
  - Presentational Mode
    - 7.1.NH.PRSNT. 1-5
- *2020 New Jersey Student Learning Standards: Social Studies*
  - 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
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.IC.1, 8.1.12.IC.3, 8.2.12.ITH.1, 8.2.12.ITH.3, 8.2.12.EC.1-3, 8.2.12.ED.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.CI.1, 3, 9.4.12.CT.2-3, 9.4.12.IML.2, 6, 8, 9.4.12.GCA.1, 9.4.12.TL.3-4

##### Unit Essential Questions

- What is the capital city of the language learner's country famous for, and how does it compare to Beijing?
- What would the language learner suggest people do or see when visiting the language learner's hometown or Beijing?
- How would the language learner's life change if the language learner moved to a different city or a different country?

##### Unit Enduring Understandings

- \*Moving to a new country requires cultural adaptation, open-mindedness, and the ability to communicate in new ways. By comparing familiar places with new environments like Beijing, students can better understand how cities reflect culture and daily life. Language empowers learners to describe places, share experiences, and connect across cultures.

##### Evidence of Learning

<b>Formative &amp; Alternative Assessments:</b> <ul style="list-style-type: none"> <li>• Classwork</li> <li>• Homework</li> <li>• Performance activities</li> <li>• Quizzes-Vocabulary and Listening/Reading Comprehension</li> <li>• Individual student check ins with teacher</li> </ul>	<b>Benchmark &amp; Summative Assessments:</b> <ul style="list-style-type: none"> <li>• Tests or performance-based projects with listening, reading, writing or speaking modes</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>• <i>Go Far with Chinese</i> 1A textbook/workbook, and its digital resources</li> <li>• Teacher-developed materials</li> <li>• <a href="#">Quizlet</a></li> </ul>
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#### Unit V: Traditions and Tales-Celebrating Holidays with Family

##### Unit Summary

In this unit, students will explore a variety of holidays. Holiday celebrations and legends reflect the values, history, and traditions of a culture. By exploring and comparing holiday customs, such as Thanksgiving, Christmas, Hanukkah, New Year, and Lunar New Year, students gain a deeper understanding of their own identities and those of others.

#### 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 II/II Honors*:

- *2020 New Jersey Student Learning Standards: World Languages for Grades 9-12*
  - Interpretive Mode
    - 7.1.NH.IPRET.1, 2, 4, 6, 7
  - Interpersonal Mode
    - 7.1.NH.IPERS.1-2
  - Presentational Mode
    - 7.1.NH.PRSNT. 1-5
- *2020 New Jersey Student Learning Standards: Social Studies*
  - 6.2.12.HistoryCC.1.c, 6.2.12.HistoryCC.1.f, 6.1.12.HistoryCC.3.a, 6.1.12.HistoryCC.5.e, 6.3.12.HistorySE.1, 6.2.12.GeoPP.5.a
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.IC.1-2, 8.2.12.ITH.3, 8.2.12.ED.1, 8.2.12.EC.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.CI.1, 9.4.12.CT.2-3, 9.4.12.IML.2,6,8, 9.4.12.GCA.1,9.4.12.TL.1

#### Unit Essential Questions

- \*How do families celebrate holidays, and what traditions make them meaningful across different cultures?
- What do holiday legends and stories teach about values and beliefs in Chinese and other cultures?
- \*How can one describe their family's holiday traditions and compare them to Mid-Autumn Festival and Lunar New Year celebrations in Chinese culture?

#### Unit Enduring Understandings

- \*Holidays are not just dates on a calendar; they are meaningful celebrations that bring families and communities together through shared traditions and rituals, reflecting the unique values of each culture.
- The legends and stories associated with holidays are powerful tools that transmit core cultural values, beliefs, and historical lessons from one generation to the next.
- \*By examining and comparing holiday traditions, we can understand and appreciate both the similarities and distinct characteristics of our own cultural practices and those of Chinese culture, enriching our global perspective.

#### 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
- Lunar New Year Presentation (potentially suggested as a field trip)
- Summative 2 (Units 4 and 5)

##### Resources Needed:

- *Go Far with Chinese 1A* textbook/workbook, and its digital resources
- Teacher-developed materials
- “The Story of Nian: Go Away Monster” (body parts & colors)
- [Quizlet](#)

### Unit VI: Sports in Our Lives and Around the World

#### Unit Summary

In this unit, students will explore the role of sports in their personal lives, schools, and countries around the world. They will describe the sports they play and watch, identify popular school sports, and share their personal preferences and experiences. Students will also learn about major international sporting events such as the Olympics, World Cup, and US Open/French Open, and compare these with popular sports and athletes in China.

#### 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 II/II Honors*:

- *2020 New Jersey Student Learning Standards: World Languages for Grades 9-12*
  - Interpretive Mode
    - 7.1.NH.IPRET.1, 2, 7
  - Interpersonal Mode
    - 7.1.NH.IPERS.1, 2, 3

<ul style="list-style-type: none"> <li>○ Presentational Mode <ul style="list-style-type: none"> <li>■ 7.1.NH.PRSNT. 1-5</li> </ul> </li> <li>● 2020 New Jersey Student Learning Standards: Social Studies <ul style="list-style-type: none"> <li>○ 6.1.12.CivicsPD.16.a, 6.1.12.EconGE.16.a, 6.1.12.HistoryUP.16.a, 6.1.12.HistoryCC.5.e</li> </ul> </li> <li>● 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking <ul style="list-style-type: none"> <li>○ 8.1.12.IC.1, 3, 8.1.12.DA.5, 8.2.12.ED.4, 8.2.12.ITH.1, 3, 8.2.12.EC.3</li> </ul> </li> <li>● 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills <ul style="list-style-type: none"> <li>○ 9.4.12.CI.1, 9.4.12.CT.2-3, 9.4.12.DC.7, 9.4.12.IML.2-3, 5, 6, 9.4.12.GCA.1, 9.4.12.TL.1, 3</li> </ul> </li> </ul>		
<b>Unit Essential Questions</b>		<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● What sports does the language learner enjoy playing or watching, and how can those experiences be described in Chinese?</li> <li>● What are the major sporting events around the world and in China, and when and where do they take place?</li> <li>● Who are the famous athletes in different sports, and what are their stories?</li> </ul>		<ul style="list-style-type: none"> <li>● Sports are an important part of daily life, identity, and global culture. They provide shared experiences, inspire people through athletes' stories, and connect communities across borders. By learning to describe personal interests, global events, and sports figures in Chinese, students develop cultural awareness and the language skills to communicate meaningfully about sports in both local and international contexts.</li> </ul>
<b>Evidence of Learning</b>		
<b>Formative &amp; Alternative Assessments:</b>	<b>Benchmark &amp; Summative Assessments:</b>	<b>Resources Needed:</b>
<ul style="list-style-type: none"> <li>● Classwork</li> <li>● Homework</li> <li>● Performance activities</li> <li>● Quizzes-Vocabulary quiz and Listening/Reading Comprehension</li> <li>● Individual student check ins with teacher</li> </ul>	<ul style="list-style-type: none"> <li>● Tests or performance-based projects with listening, reading, writing or speaking modes</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Go Far with Chinese</i> 1A textbook/workbook, and its digital resources</li> <li>● Teacher-developed materials</li> <li>● <a href="#">Quizlet</a></li> </ul>

<b>Unit VII: Voices and Stories-Cultural Icon Li Ziqi and Classmates</b>	
<b>Unit Summary</b>	
<p>In this unit, students will explore the concept of identity through personal and 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. Students will examine how her work reflects Chinese values, traditions, and expressions of personal identity. Inspired by this model, students will participate in a "special person interview" activity to learn more about their classmates and write short biographies in Chinese. The unit builds students' listening, speaking, reading, and writing skills while fostering reflection on both individual and cultural identity.</p>	
<b>Standards/Core Ideas/Performance Expectations/Progress Indicators</b>	
<p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Chinese II/II Honors</i>:</p> <ul style="list-style-type: none"> <li>● 2020 New Jersey Student Learning Standards: World Languages for Grades 9-12 <ul style="list-style-type: none"> <li>○ Interpretive Mode <ul style="list-style-type: none"> <li>■ 7.1.NH.IPRET.1, 2, 4, 6, 7</li> </ul> </li> <li>○ Interpersonal Mode <ul style="list-style-type: none"> <li>■ 7.1.NH.IPERS.1, 2, 5</li> </ul> </li> <li>○ Presentational Mode <ul style="list-style-type: none"> <li>■ 7.1.NH.PRSNT. 1-5</li> </ul> </li> </ul> </li> <li>● 2020 New Jersey Student Learning Standards: Social Studies <ul style="list-style-type: none"> <li>○ 6.1.12.EconGE.6.c, 6.1.12.HistoryUP.16.a, 6.1.12.HistoryCC.5.e, 6.1.12.HistoryCA.14.c</li> </ul> </li> <li>● 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking <ul style="list-style-type: none"> <li>○ 8.1.12.IC.1-2, 8.1.12.AP.4, 8.1.12.AP.7, 8.2.12.ITH.1, 8.2.12.EC.3</li> </ul> </li> <li>● 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills <ul style="list-style-type: none"> <li>○ 9.4.12.CI.1, 9.4.12.CT.2, 9.4.12.IML.2, 6, 9, 9.4.12.GCA.1, 9.4.12.DC.7, 9.4.12.TL.3</li> </ul> </li> </ul>	
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● Who is Li Ziqi, and how does her story reflect Chinese culture and identity?</li> <li>● How can one describe someone's background, values, and experiences in Chinese?</li> </ul>	<ul style="list-style-type: none"> <li>● Cultural icons tell powerful stories that reflect the values, traditions, and identities of their communities. By exploring the lives of figures like Li Ziqi and others from around the world, students can deepen their understanding of cultural identity.</li> </ul>

<ul style="list-style-type: none"> <li>How can one create a social media presence that represents their true self?</li> <li>*Who are cultural icons in the U.S. and around the world, and what do their stories tell us about their culture?</li> </ul>	<ul style="list-style-type: none"> <li>*Expressing people’s backgrounds, values, and experiences in Chinese strengthens language skills and builds meaningful cross-cultural connections.</li> <li>People of many cultures and backgrounds use social media to portray and curate their identity.</li> </ul>
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#### Evidence of Learning

<b>Formative &amp; Alternative Assessments:</b> <ul style="list-style-type: none"> <li>Classwork</li> <li>Homework</li> <li>Performance activities</li> <li>Quizzes-Vocabulary and Listening/Reading Comprehension</li> <li><i>Common Sense Education</i> Lessons</li> <li>Individual student check ins with teacher</li> </ul>	<b>Benchmark &amp; Summative Assessments:</b> <ul style="list-style-type: none"> <li>Tests or performance-based projects with listening, reading, writing or speaking modes</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li><i>Go Far with Chinese</i> 1A textbook/workbook, and its digital resources</li> <li>Teacher-developed materials</li> <li>Potential suggested peer project: Childhood Pictures (teacher and class)</li> <li><a href="#">Quizlet</a></li> <li><a href="#">Common Sense digital resources</a></li> </ul>
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### Unit VIII: Hear the World-Exploring Music in Chinese and Western Cultures

#### Unit Summary

In this unit, students will learn about common traditional Chinese instruments and compare them with familiar Western instruments. Students will also share their music preferences, favorite musicians, and memorable experiences related to music events or performances.

#### 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 II/II Honors*:

- 2020 New Jersey Student Learning Standards: World Languages for Grades 9-12*
  - Interpretive Mode
    - 7.1.NH.IPRET.1, 2, 6, 7
  - Interpersonal Mode
    - 7.1.H.IPERS.1, 2, 3
  - Presentational Mode
    - 7.1.NH.PRSNT. 1-5
- 2020 New Jersey Student Learning Standards: Social Studies*
  - 6.1.12.HistoryCC.3.a, 6.1.12.HistoryCA.14.c, 6.1.12.HistoryUP.16.a, 6.2.12.HistoryUP.4.b
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
  - 8.1.12.IC.1, 3, 8.1.12.DA.1, 8.2.12.ITH.1, 3, 8.2.12.EC.3
- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
  - 9.4.12.CI.1, 9.4.12.CT.2, 9.4.12.IML.2, 5, 8, 9.4.12.TL.3

#### Unit Essential Questions

- What traditional instruments are used in Chinese and Western music, and how are they similar or different?
- How can favorite music, musicians, and music-related experiences be described in Chinese?
- Who are the globally famous musicians, and what do their stories tell about their identities?

#### Unit Enduring Understandings

- Music is a universal language that reflects both individual identity and cultural traditions. By exploring traditional instruments, modern instruments, personal music preferences, and the stories of musicians around the world, students gain insight into how music connects people across cultures.

#### Evidence of Learning

<b>Formative &amp; Alternative Assessments:</b> <ul style="list-style-type: none"> <li>Classwork</li> <li>Homework</li> <li>Performance activities</li> <li>Quizzes-Vocabulary and Listening/Reading Comprehension</li> <li>Individual student check ins with teacher</li> </ul>	<b>Benchmark &amp; Summative Assessments:</b> <ul style="list-style-type: none"> <li>Tests or performance-based projects with listening, reading, writing or speaking modes</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li><i>Go Far with Chinese</i> 1A textbook/workbook, and its digital resources</li> <li>Teacher-developed materials</li> <li><a href="#">Quizlet</a></li> </ul>
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Unit IX: Culture in Motion: Creating Stories with Music, Dance, and Design		
<b>Unit Summary</b>		
<p>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, students will develop skills in research, collaboration, cultural analysis, and Chinese language use across listening, speaking, reading, and writing.</p>		
<b>Standards/Core Ideas/Performance Expectations/Progress Indicators</b>		
<p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Chinese II/II Honors</i>:</p> <ul style="list-style-type: none"> <li>● 2020 New Jersey Student Learning Standards: World Languages for Grades 9-12 <ul style="list-style-type: none"> <li>○ Interpretive Mode <ul style="list-style-type: none"> <li>■ 7.1.NH.IPRET.1, 2, 6, 7</li> </ul> </li> <li>○ Interpersonal Mode <ul style="list-style-type: none"> <li>■ 7.1.NH.IPERS.1, 2, 3, 5</li> </ul> </li> <li>○ Presentational Mode <ul style="list-style-type: none"> <li>■ 7.1.NH.PRSNT. 1-5</li> </ul> </li> </ul> </li> <li>● 2020 New Jersey Student Learning Standards: Social Studies <ul style="list-style-type: none"> <li>○ 6.1.12.HistoryCC.8.c, 6.1.12.HistoryCC.14.c, 6.1.12.HistoryUP.16.a, 6.1.12.HistorySE.14.a, 6.2.12.HistoryCC.5.e</li> </ul> </li> <li>● 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking <ul style="list-style-type: none"> <li>○ 8.1.12.IC.1, 3, 8.1.12.DA.1, 8.2.12.ITH.1, 3, 8.2.12.EC.3, 8.2.12.ETW.4, 8.2.12.ED.1, 4,</li> </ul> </li> <li>● 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills <ul style="list-style-type: none"> <li>○ 9.4.12.CI.1, 9.4.12.CT.1-4, 9.4.12.IML.1-2,5-9, 9.4.12.GCA.1</li> </ul> </li> </ul>		
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● What are some engaging cultural themes for a stage performance, and what makes a performance impactful and memorable?</li> <li>● What stories, music, and dance movements can be used to express cultural meaning in this year's performance?</li> <li>● *What are the backgrounds and stories behind the musicians and the chosen music?</li> </ul>	<ul style="list-style-type: none"> <li>● An impactful cultural performance combines storytelling, music, movement, and visual elements to communicate meaning and connect with an audience.</li> <li>● *By researching musicians, music, and cultural traditions, students deepen their understanding of the values and history behind their creative choices. Using Chinese to describe and present these elements strengthens both language skills and cross-cultural awareness.</li> </ul>	
<b>Evidence of Learning</b>		
<b>Formative &amp; Alternative Assessments:</b> <ul style="list-style-type: none"> <li>● Classwork</li> <li>● Homework</li> <li>● Performance activities</li> <li>● Quizzes-Vocabulary and Listening/Reading Comprehension</li> <li>● Individual student check ins with teacher</li> </ul>	<b>Benchmark &amp; Summative Assessments:</b> <ul style="list-style-type: none"> <li>● Performance-based projects with listening, reading, writing or speaking modes</li> <li>● Summative 3 (slide show and speaking presentation)</li> </ul>	<b>Resources Needed:</b> <ul style="list-style-type: none"> <li>● Teacher-developed materials</li> <li>● <a href="#">Quizlet</a></li> <li>● Spotify, YouTube, movies</li> </ul>

### **Section IX: Unit Reflection**

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

Unit Reflection Form: <i>Chinese II/II 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 <sup>st</sup> 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)