

Rumson-Fair Haven Regional High School

Course: *Chinese I*

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Board Approval: August 2025

Section I: Course Description

Chinese I is an introductory course designed for students with little or no background in Mandarin Chinese or Chinese culture. The course emphasizes real-life communication and storytelling, beginning with listening and speaking activities and gradually incorporating reading short texts and writing sentences and simple stories. Students will build a strong foundation by learning essential classroom language and engaging with comprehensible, story-based content. A blend of communicative methods and the comprehensible input approach supports language development and prepares students for continued study. Progress will be assessed through performance-based tasks in listening, speaking, reading, and writing.

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 I* 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 I* 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 I</i>	Grade Level: 8
Unit I: Welcome to Chinese Class	Weeks 1-2

Unit II: Everyday Numbers in Chinese	Weeks 3-11
Unit III: My Family and Me	Weeks 12-20
Unit IV: Holiday Celebrations	Week 21
Unit V: Movie and Culture	Week 22
Unit VI: Melanie Wants a Dog	Weeks 23-25
Unit VII: Telling Time, Telling Stories	Weeks 26-35
Unit VIII: I Love Chinese Food	Weeks 36 - 40

Section VI: Primary Texts and Year-Long Instructional Resources

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

- Google Classroom
- *Common Sense Education* (www.commonsense.org)
- Teacher-developed materials
- Teacher-developed stories
- [Quizlet](#)
- Chinese character writing <https://www.strokeorder.com/chinese/>
- YouTube

Section VII: Grading Formula and Assessment Modes

Marking period grades in *Chinese I* 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 I* 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 I* 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 I* curriculum by the *Chinese I* instructional team:

Unit I: Welcome to Chinese Class
Unit Summary
In this introductory unit, students begin their Mandarin learning journey through an immersive classroom environment. They will acquire essential classroom language such as greetings, farewells, self-introductions, and taking attendance. Students will also be introduced to the basics of Chinese pronunciation, including tones and the pinyin system. Through daily routines and interactive practice, learners will build confidence in using foundational Mandarin for communication and classroom participation.

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 I</i>:</p> <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.NM.IPRET.1, 2, 4, 5 ○ Interpersonal Mode <ul style="list-style-type: none"> ■ 7.1.NM.IPERS.1, 2, 4 ○ Presentational Mode <ul style="list-style-type: none"> ■ 7.1.NM.PRSNT.3 ● 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking <ul style="list-style-type: none"> ○ 8.1.12.IC.1, 8.2.12.ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1 ● 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"> ● Why should students study Chinese (Mandarin), and how do people acquire a new language? ● How do language learners introduce themselves and get to know others using basic Chinese? ● How can language learners communicate with the teacher and classmates using classroom expressions in Chinese? ● What is the Chinese pronunciation system called? What are its components, and how does it support my learning of Mandarin? 	<ul style="list-style-type: none"> ● Mandarin Chinese is one of the most important and widely used languages in the world today, and learning to speak it opens doors to cultural understanding and future opportunities. ● Introducing oneself is a basic but important step in communication. ● It is essential to learn classroom vocabulary for students and the teacher to be able to communicate in the target language during class. ● Proper pronunciation is a key element to second language acquisition as it allows the speaker to be more comprehensible and can also provide more linguistic credibility in real-world situations. ● Students will also understand that listening comprehension is the foundation of language learning, providing the basis for accurate pronunciation, vocabulary development, and effective communication. 	
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 (Benchmark) 	<ul style="list-style-type: none"> ● Teacher-developed materials ● Quizlet
Unit II: Everyday Numbers in Chinese		
Unit Summary		
<p>In this unit, students will learn to count in Chinese from 0 to 100 and apply numbers in real-life contexts such as stating dates, days of the week, and birthdays. Through fun activities like class counting competitions and learning traditional number rhymes, students will develop fluency and confidence in using numbers. They will also explore the basics of Chinese character writing by learning to write numbers 1–10 and 100, and discover how Chinese characters are created through pictographs and other formation methods. A creative project on pictographs will deepen their understanding of the connection between language, meaning, and visual representation.</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 I</i>:</p> <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.NM.IPRET.1, 2, 4, 5 ○ Interpersonal Mode <ul style="list-style-type: none"> ■ 7.1.NM.IPERS.1, 2, 4, 5 ○ Presentational Mode <ul style="list-style-type: none"> ■ 7.1.NM.PRSNT.3 		

<ul style="list-style-type: none"> 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking <ul style="list-style-type: none"> 8.1.12.1C.1, 8.2.12ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1 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"> How do language learners use numbers in Chinese to talk about dates, birthdays, and everyday life? How are Chinese characters formed, and how can understanding their structure help me write and remember them? 	<ul style="list-style-type: none"> Students will understand that numbers are an essential part of daily communication in Chinese, used in meaningful contexts such as dates, age, grade level, and personal information. Students will also understand that Chinese characters, including numbers, are made up of meaningful components, and that recognizing radicals, character components, and stroke order supports reading comprehension and character writing. 	
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"> Teacher-developed materials Quizlet Video: Ted-ED-“How to read Chinese characters”

Unit III: My Family and Me	
Unit Summary	
<p>In this unit, students will use high-frequency “Super 7” verbs (喜欢, 去, 在, 是, 想要, 觉得, 有/没有) in meaningful contexts to talk about themselves and their families. They will learn vocabulary related to family members and homes, engage with authentic Chinese family rhymes, and practice describing where they live. Students will also explore similarities and differences between family structures in the U.S. and China. Through stories, personalized questions, and comprehensible input strategies, students will naturally acquire language skills while building confidence in speaking, listening, reading, and writing about family life.</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 I</i>:</p> <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.NM.IPRET.1, 2, 3, 4, 5 Interpersonal Mode <ul style="list-style-type: none"> 7.1.NM.IPERS.1, 2, 3, 4, 5 Presentational Mode <ul style="list-style-type: none"> 7.1.NM.PRSNT. 1, 2, 3, 4, 5 2020 New Jersey Student Learning Standards: Social Studies <ul style="list-style-type: none"> 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 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking <ul style="list-style-type: none"> 8.1.12.1C.1, 8.2.12ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1 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"> How does one describe their family, the families of famous people, and where they live in Chinese? How can one use high-frequency verbs (“Super 7”) to express what they like, want, feel, and have? *How are family structures and traditions similar or different in the U.S. and China? 	<ul style="list-style-type: none"> Describing family members is often one of the first conversations people will often have when getting to know people who speak a different language. Students will understand that talking about family, where people live, and using high-frequency “Super 7” verbs to express preferences, feelings, and personal information are meaningful and relatable ways to acquire language. *By exploring families across cultures, students will compare and contrast family structures, particularly between the U.S.

<ul style="list-style-type: none"> • What causes conflicts in relationships, and how can they be resolved? • How is language acquired through meaningful input and personal question communication? What role does listening comprehension play in acquiring a new language? 	<p>and China, to develop deeper cultural awareness.</p> <ul style="list-style-type: none"> • Conflicts arise in relationships in person as well as online. How one navigates these hardships can impact their contributions within their daily lives. • Students will understand that expressing personal needs and emotions clearly and politely fosters healthy, positive relationships across cultures. • Students will also understand that listening comprehension is a foundational skill in language learning, and that language grows through engaging, personalized input and comprehensible, repetitive, and compelling storytelling.
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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"> • Teacher-developed materials • Teacher-developed stories • Quizlet • Common Sense digital resources
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Unit IV: Holiday Celebrations

Unit Summary

In this unit, students will explore holiday celebrations by sharing the holidays they celebrate, how they celebrate them, and the special foods they enjoy. They will learn relevant vocabulary and sentence structures to talk about favorite family activities and traditional foods during holidays in Chinese. Students will also compare and contrast holiday customs from different cultures, with a focus on celebrations in Chinese-speaking communities. The unit concludes with students learning holiday songs in Chinese and creating festive crafts using Chinese characters, bringing together language, culture, and creativity in a joyful celebration of global traditions.

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 I*:

- *2020 New Jersey Student Learning Standards: World Languages for Grades 9-12*
 - Interpretive Mode
 - 7.1.NM.IPRET.1, 2, 3, 4, 5
 - Interpersonal Mode
 - 7.1.NM.IPERS.1, 2, 3, 4, 5
 - Presentational Mode
 - 7.1.NM.PRSNT. 1, 2, 3, 4, 5
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.1C.1, 8.2.12.1TH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- *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 holidays do the language learners, their teacher, and their classmates celebrate?
- How do the language learners describe the holidays they celebrate and the traditions they enjoy in Chinese?
- *How are holiday celebrations similar and different across cultures, especially in Chinese-speaking communities?

Unit Enduring Understandings

- Students will understand that holidays reflect personal, family, and cultural values, and that learning to describe celebrations helps them connect language with real-life experiences.
- *Students will also understand that comparing holiday traditions across cultures, especially between their own and those in the Chinese-speaking community, promotes intercultural awareness, understanding, and appreciation.

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"> • Teacher-developed materials • Quizlet
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Unit V: Movies and Culture		
Unit Summary		
<p>In this unit, students will watch the movie <i>The Karate Kid</i> (2010) or a similar movie and explore the cultural and linguistic elements presented in the film. After viewing, they will engage in discussions to identify and reflect on the languages, customs, and cultural values depicted. This activity encourages students to make cultural connections and deepen their awareness of how language and culture are portrayed through media.</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 I</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, 3, 4, 5 ○ Interpersonal Mode <ul style="list-style-type: none"> ■ 7.1.NM.IPERS.1, 2, 3, 4, 5 ○ Presentational Mode <ul style="list-style-type: none"> ■ 7.1.NM.PRSNT. 1, 2, 3, 4, 5 • <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.1.12.IC.1, 8.2.12.IH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1 • <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"> • What languages and cultures are represented in the movie <i>The Karate Kid</i>? • How does the movie show cultural values and traditions, especially those from Chinese-speaking communities? • *How can movies help better understand and appreciate other languages and cultures? 	<ul style="list-style-type: none"> • Students will understand that films like <i>The Karate Kid</i> can serve as powerful tools for exploring language and culture, offering insights into traditions, values, and ways of life. • *Students will also understand that noticing and reflecting on language and cultural elements in media builds greater cultural awareness and helps them connect what they learn in the classroom to real-world contexts. 	
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"> • Teacher-developed materials • Quizlet • Movie - <i>The Karate Kid</i> or a similar culturally rich film

Unit VI: Melanie Wants a Dog
Unit Summary
<p>In this unit, the story <i>Melanie Wants a Dog</i> provides a fun and compelling context for reviewing and applying previously learned language in a meaningful way. Through engaging activities, personalized communication, and comprehensible input strategies, including repetition, storytelling, and classroom interactions, students will build confidence in listening, speaking, reading, and writing. The unit culminates in a creative parallel story project with an original twist, along with review activities and a summative assessment that evaluates all four communication skills.</p>

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 I*:

- 2020 New Jersey Student Learning Standards: World Languages for Grades 9-12
 - Interpretive Mode
 - 7.1.NM.IPRET.1, 2, 3, 4, 5
 - Interpersonal Mode
 - 7.1.NM.IPERS.1, 2, 3, 4, 5
 - Presentational Mode
 - 7.1.NM.PRSNT. 1, 2, 3, 4, 5
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking
 - 8.1.12.IC.1, 8.2.12.IH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- 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

- How does listening comprehension help language learners acquire language naturally?
- How does creating mental pictures of a story help language learners understand and retell it?
- How could the story *Melanie Wants a Dog* have ended differently?

Unit Enduring Understandings

- Stories provide a powerful and natural way to acquire language, especially when supported by listening comprehension, mental imagery, and meaningful repetition.
- Creating and retelling stories helps students internalize vocabulary and sentence structures, and revisiting familiar language in new contexts builds confidence and fluency.
- Retelling or rewriting stories is an effective way to reinforce language skills.

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
- Summative 2

Resources Needed:

- Teacher-developed materials and stories
- [Quizlet](#)

Unit VII: Telling Time, Telling Stories

Unit Summary

In this unit, students will learn to talk about time expressions, different times of day, and common daily routines in Chinese. They will apply this language by creating and delivering a presentation titled “A Day in My Life” to share their typical daily schedule with the class. To reinforce time-related vocabulary and sentence structures, students will read the story *Buddy’s Day* or a similar story and then write and present a creative story about a day in the life of Buddy’s friends. The unit will conclude with a compelling story, *Herbert’s Birthday*, in which Herbert visits friends around the world on a quest to find his favorite birthday food. As a final project, students will create an alternate ending with an imaginative twist, demonstrating their understanding of time, routines, and storytelling in context.

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 I*:

- 2020 New Jersey Student Learning Standards: World Languages for Grades 9-12
 - Interpretive Mode
 - 7.1.NM.IPRET.1, 2, 3, 4, 5
 - Interpersonal Mode
 - 7.1.NM.IPERS.1, 2, 3, 4, 5, 6
 - Presentational Mode
 - 7.1.NM.PRSNT. 1, 2, 3, 4, 5
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking
 - 8.1.12.IC.1, 8.2.12.IH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- 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		Unit Enduring Understandings	
<ul style="list-style-type: none"> How does listening comprehension help me acquire language naturally? How does creating mental pictures of a story help me understand and retell it? How could the story <i>Herbert's Birthday</i> have ended differently? 		<ul style="list-style-type: none"> Listening comprehension and visualizing stories are powerful tools for acquiring language naturally. By engaging with compelling and relatable stories, students internalize vocabulary and sentence patterns in meaningful contexts. Creatively retelling or altering a story, such as writing a new ending for <i>Herbert's Birthday</i>, reinforces students' ability to use language for communication and self-expression. Through these experiences, students develop greater confidence and fluency in listening, speaking, reading, and writing in Chinese. 	
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"> Teacher-developed materials and stories Quizlet 	

Unit VIII: I Love Chinese Food			
Unit Summary			
<p>In this unit, students will explore popular and traditional Chinese foods, along with the cultural traditions and meanings behind them. They will learn key food-related vocabulary and practice expressing likes, dislikes, and personal preferences in Chinese. Students will also learn about where to find authentic Chinese food in the tri-state area, building connections between language, culture, and local communities. The story <i>Dim Sum for Everyone</i> or a similar story will be used to introduce and reinforce food-related language and cultural practices. The unit will conclude with students creating a vlog to share their family's favorite or traditional foods, showcasing their language skills and cultural understanding.</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 I</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, 3, 4, 5 Interpersonal Mode <ul style="list-style-type: none"> 7.1.NM.IPERS.1, 2, 3, 4, 5, 6 Presentational Mode <ul style="list-style-type: none"> 7.1.NM.PRSNT. 1, 2, 3, 4, 5 <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> 8.1.12.IC.1, 8.2.12.IH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1 <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"> What are popular and traditional Chinese foods, and what traditions are associated with them in Chinese culture? *What are popular and traditional foods in the U.S. and in my family's cultural background? How do language learners express their food likes, dislikes, and preferences in Chinese? 		<ul style="list-style-type: none"> *Food is a reflection of culture, family traditions, and identity, and exploring popular and traditional dishes helps language learners connect more deeply with both Chinese culture and their own. Expressing food preferences in Chinese builds essential vocabulary and communication skills. Communicating preferences about food is a communicative and cultural skill that language learners should develop. 	
Evidence of Learning			
Formative & Alternative Assessments: <ul style="list-style-type: none"> Classwork 	Benchmark & Summative Assessments:	Resources Needed: <ul style="list-style-type: none"> Teacher-developed materials and stories 	

<ul style="list-style-type: none"> • 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 3 	<ul style="list-style-type: none"> • Quizlet
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Section IX: Unit Reflection

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

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