Summit Public Schools
Summit, New Jersey
Grade Level: 9-12 / Content Area: Mandarin Chinese 6 Honors

Overview:

Chinese 6 Honors course reinforces skills that students learned during previous years of Chinese study and refines and further develops their communication skills and cultural competence. The goal of this course is to provide students with opportunities to demonstrate their proficiency in each of the three communication modes–interpretive, interpersonal, and presentational–in the Intermediate to Pre-Advanced range as described in the ACTFL *Performance Descriptors for Language Learners*. By the end of the school year, students are expected to be able to:

- Comprehend, interpret the Chinese websites, stories, articles they read, Chinese speeches, messages, songs they listen to, and the video clips they view.
- Use Chinese to actively negotiate the meaning among individuals, to participate in cultural events, and to engage in conversations on various occasions.
- Write messages, articles, and reports to address daily life, school life, and other topics related to each unit theme.
- Discuss and present their perspectives or views on cultural products and practices.
- Research and compare cultural differences between China and America. Topics may include education systems, career choices, entertainment, families, art, history, and geography, etc.
- They may take the AP Chinese Language and Culture Exam if they choose

The course helps students develop cultural competence by integrating Chinese cultural knowledge, practices, and perspectives into instruction. The course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions), practices (patterns of social interactions within a culture), and perspectives (values, attitudes, and assumptions).

Consistent with the College Board's *AP Chinese Language and Culture Course and Exam Description*, the course is organized into the following six units or themes: 1) Families in different societies. 2) The influence of language and culture on identity. 3) Influence of beauty and art. 4) How silence and technology affect our lives. 5) Factors that impact the quality of life. 6) Environmental, political, and societal challenges. The themes help the teacher integrate language, culture, and content into an interrelated series of lessons and activities that promote the use of the language in a variety of contexts.

Based on the College Board's *AP Chinese Language and Culture Course and Exam Description*, the course uses multiple authentic materials, including authentic audio, visual, audiovisual, and written/print sources to maximize students' learning in addition to the textbooks such as *Chinese Made Easy* and *Integrated Chinese*. The instructional objective is to help students develop communication skills by creating authentic language environments and using multiple strategies.

The course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is conducted mostly in Chinese. The teacher modifies lesson plans and teaching pace, and based on the students' needs, the learning progress, feedback, and formative assessments.

Formative assessments include in-class observations by the teacher, homework, exit slips, and short quizzes, which will be frequently used throughout the course. Personal progress check questions including multiple choice and free response questions are combined in a full form to assess student understanding of the content and skills of all the task models in a unit. Students will receive feedback based on formative assessments and personalized suggestions for improving their communication skills. Summative assessments include unit exams testing interpretive, interpersonal and presentational modes of communication, and/or a research project or other project that will be given to conclude the taught units. A rubric based on ACTFL's Performance Descriptors for Language Learners will be used for the various projects, essays, oral tests, etc.

<table>
<tr><th colspan="2">Unit 1: Families in Different Societies
不同社会里的家庭</th></tr>
<tr><td colspan="2">Big Ideas: Course Objectives/Content Statement(s)

● This unit explores themes related to families in Chinese-speaking communities that provide a meaningful context for students to acquire and develop a variety of language and cultural concepts. While the primary focus will be on the theme of Families and Communities, students will explore the interweaved themes of Personal and Public Identities, Contemporary Life, and Global Challenges.</td></tr>
<tr><th>Essential Questions
What provocative questions will foster inquiry, understanding, and transfer of learning?</th><th>Enduring Understandings
What will students understand about the big ideas?</th></tr>
<tr><td>● What constitutes a family in Chinese speaking societies?

● What are some important aspects of family values and family life in Chinese speaking societies?

● What challenges do families face in today's world?

● What are the main similarities and differences between Chinese and American families?</td><td>Students will understand…

● how families shape values and traditions as well as personal beliefs and personal interests.

● how the composition of the family has changed in Chinese speaking societies.

● that family life and the relationship among family members can serve as a shared interest for communication.</td></tr>
</table>

● How does the culture of a society influence families?	● that the challenges faced by families, such as access to education and jobs can have a tremendous impact on their daily life. ● how the role each member plays in the family unit and how it impacts the family life and the community.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
Students will: • 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. • 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. • 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture. • 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics. • 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. • 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).	**Instructional Focus:** Students learn to: ● identify main ideas, details, audience, purpose, and point of view. ● infer implied meanings through context. ● explain how information from a text connects to the target culture. ● participate in oral and written exchanges of information, opinions, and ideas on aspects of family life in a Chinese- speaking culture and another culture. ● explore how history and culture affect the Chinese people's view on family and the relationship among family members. ● Explore the changes of traditional Chinese family in many aspects such as living with extended family members and women's place in the family.

- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.
- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)
- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
- 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
- 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs

- write formal and informal correspondence using the appropriate style and a consistent writing system.
- narrate a complete and coherent story consistent with the pictures in sequence and demonstrate a clear progression of ideas, using appropriate transitional expressions.
- create a short written and oral presentation discussing an aspect of a target community's culture, using an outline and cultural information acquired in Unit 1 through various sources.

Instructional Strategies:

Interpretive:

- Review and learn the vocabulary and expressions related to social etiquette, family relations and how to address family members.
- Listen to and deconstruct audio sources including transportation announcements, school conversations, and instructions.
- Read authentic materials including emails describing a location, poster announcements, public signs, notes, and short stories related to the topics of this unit.
- Practice typing Chinese characters and identifying the desired characters from multiple character options displayed on the screen.

Interpersonal:

- Interview classmates about their family composition.
- Converse with a Mandarin-speaking teacher, student or community member about their education, family and career and share the results with the class.
- Discuss the differences and similarities on family relations between Chinese families and U.S. families with your classmates.

and often using major time frames.

- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
- 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.
- 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
- 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.

- Respond to an email regarding family life. Student pairs exchange their email responses for peer review.

Presentational:

- Make and present a family tree.
- Write a story about an older generation in your family based on your interview with your family members.
- Write a story and make a video about you and your pet.
- Perform a "skit show" to introduce your family.
- Research and present a typical traditional Chinese family–Four generations under one roof 四世同堂. After the presentation, students are encouraged to discuss cultural perspectives on multigenerational households.
- Compare and contrast the similarities and differences of Chinese and American families.
- Cultural presentation: Deliver a two-minute presentation discussing the cultural aspects of Chinese families and the similarities and differences between Chinese families and American families.

CRP12: Work productively in teams while using cultural global competence.	
Differentiation	**Assessments**
Interdisciplinary Connections ● History: Traditional Chinese family and changes ● Social studies: Gender equality ● Social studies: Comparison of Chinese culture and American culture **Technology Integration** ● Google Apps ● Quizlet ● Blooket ● Gimkit ● GoFormative ● Flipgrid ● EdPuzzle ● YouTube ● Online-voice-recorder.com ● Screencastify ● Mandarintools.com ● WordWall.net ● Liveworksheets ● ChromeBook **Media Literacy Integration** ● Students will explore, analyze and interpret information from authentic video, audio and print resources to develop their communicative proficiency skills. **Global Perspectives** ● Investigate the differences and similarities of the perspectives and family relations between China and the U.S. ● Investigate the differences and similarities of the challenges that adolescents and youth have in the U.S. and in China. **Supports for English Language Learners**	**Formative Assessments:** ● Vocabulary quizzes ● Reading and Listening comprehension passages ● E-mail replies ● Simulated conversation ● Story narrations based on given pictures ● Two-minute cultural presentation ● Participation during class discussions and activities (e.g. making a family tree, interviewing a classmate or teacher on their family composition, and discussing the traditional Chinese family and its changes nowadays, etc.) ● Exit slips ● Typing and selecting correct Chinese characters **Summative Assessments, Projects, and Celebrations:** ● Unit exam testing students' interpretive (listening and reading comprehension), interpersonal (conversation and email response) and presentational (story narration and 2-minute cultural presentation) modes of communication in the related topics. ● After watching the movie, Family, based on a famous Chinese novel by Ba Jin, and interviewing a Mandarin-speaking student, teacher, or community member, students will write an essay in Chinese on the changes of Chinese families and the similarities and differences between Chinese families and American families. They will present their essay in class.

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic	Modified assessment grading

	mapping	

Recommended Texts to Support Unit:

- **College Board:** ***AP Chinese Language and Culture Course and Exam Description, Unit 1***
- *Chinese Made Easy*, Book 4 & 5
- *Integrated Chinese* (4th edition)
- *Chinese Language and Culture: An Intermediate Reader*
- *5 Steps to a 5: AP Chinese Language and Culture*
- *Barron's AP Chinese Language and Culture*
- *Strive for a 5: AP Chinese Practice Tests*
- *AP Chinese Language and Culture: Simulated Tests*
- *Harvest: Intermediate Chinese* (2nd edition)
- *AP Chinese Vocabulary Book (Version 2020)*
- 实用汉语分级阅读丛书:我在中国的那些日子
- *Common Knowledge about Chinese History* 中国历史常识
- *Common Knowledge about Chinese Geography* 中国地理常识
- *Common Knowledge about Chinese Culture* 中国文化常识
- *Chinese Mythology and Legends* 中国神话传说.
- Chinese movies, videos, and DVDs/VCDs.
- **http://zhongwen.com/**
- **https://www.chinese-tools.com/**
- **http://baike.baidu.com/item/**百度百科
- **http://zh.wikipedia.org/wiki/Wikipedia:%E9%A6%96%E9%A1%B5**
- Chinese Reading World (Collects readings from elementary to advanced levels along with accompanying audio.) **http://www.uiowa.edu/~chnsrdng**
- Listen to Chinese Idiom Stories Online **www.wellesley.edu/Chinese/Chinese_Fables/title/title_page.html**
- Interactive Language-Learning Software **www.clavisinica.com/info.html**
- Listen to Chinese Online (Voice of America: Chinese News Page) **www.voanews.com/chinese/index.cfm**
- Youtube **www.youtube.com**
- Youku 优酷网 **www.youku.com**
- SINA 新浪网 **www.sina.com.cn**
- Local Chinese newspaper (You can get free newspaper in Asian supermarkets every weekend)

Unit 2: The Influence of Language and Culture on Identity **语言与文化对个人身份的影响**	
Big Ideas: *Course Objectives/Content Statement(s)* ● This unit looks at how language and culture influence identity in Chinese-speaking societies. This relevant and engaging theme provides a meaningful context for students to acquire and develop a variety of more nuanced linguistic and cultural concepts as well as vocabulary. While the primary focus will be on the theme of **Personal and Public Identities**, students will explore the interweaved themes of Beauty and Aesthetics, Contemporary Life, and Science and Technology.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● How does one's identity evolve over time? ● How does language shape our cultural identity? ● How does technology influence the development of personal and public identity? ● How does the art of a community reflect its public identity?	Students will understand… ● how developments in science and technology impact language and the ways we communicate and, ultimately, how we see ourselves. ● how social media impacts personal image and identity. ● that the role of advertising in shaping personal and public identity. ● how a community's identity is reflected in its art.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: • 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. • 7.1.IH.IPRET.2: Demonstrate comprehension of spoken	**Instructional Focus:** Students learn to: ● identify perspectives, tone or attitude, main ideas, purpose, details, supporting ideas, and sequence of events.

and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.

- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.
- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.

- use context to deduce the meaning of unfamiliar words and explain or use idiomatic and culturally authentic expressions.
- use provided cultural and/or interdisciplinary information to determine the meaning of a text.
- initiate, sustain, and close oral conversations and written communications using simple and compound sentences and a varied vocabulary that includes idiomatic and culturally appropriate expressions.
- continue to develop visual literacy through narrating stories based on pictures with a clear progression of ideas, including a beginning, a middle, and an end using transitions.
- deliver a short oral cultural presentation to explain ideas and opinions with examples using the sources provided in this unit.
- write and respond to emails and letters using appropriate register and a selected writing system consistently.

Instructional Strategies:

Interpretive:

- Review and learn the vocabulary and expressions related to personal interests, gender roles, national figures, and pop culture icons.
- Listen to and deconstruct audio sources including rejoinders, radio reports, and uncontextualized dialogues related to the themes of this unit.
- Read authentic materials including emails about a sequence of events, advertisements, journalistic articles, event brochures, and pen pal letters related to the topics of this unit.
- Watch documentary movies and video clips about famous people in ancient and contemporary China (e.g., Yaoming,

• 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) • 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. • 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas. • 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames. • 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames. • 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations. • 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes. • 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs. • 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.	Kongzi/Confucius, Qibaishi, Libai) ● Practice typing Chinese characters and identifying the desired characters from multiple character options displayed on the screen. *Interpersonal:* ● Interview classmates about their backgrounds, personal interests, and own identity. ● Discuss the cultural perspectives on self-image and the role of the individual in society in China and the U.S. ● Discuss famous figures in China (athletes, educators, artists, musicians, poets, writers, etc.) ● Respond to an email regarding the conflicts between parents and children about internet use. Student pairs exchange their email responses for peer review. ● Practice simulated conversations on afterschool activities, part-time working experiences, and making online friends. Students help each other to provide more details after each response. *Presentational:* ● Research and Presentation: Choose one Chinese popular athlete or other famous figure to prepare and deliver a 2-minute presentation about their life and contribution to the society as well as their influence on the new generation. ● Project/presentation: How do Chinese people celebrate the Mid- Autumn Festival and / Chinese New Year? Deliver a two-minute presentation. ● Research and Presentation: Compare and contrast Chinese and American sports and games. ● Compare and contrast cultural perspectives reflected in the popularity of various sports and athletes in China and the U.S. ● Narrate stories based on given pictures using cohesive devices and transitional expressions.

Career-Ready Practices **CRP1**: Act as a responsible and contributing citizen and employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	
Differentiation	**Assessments**
Interdisciplinary Connections ● History: Celebration of Chinese holidays ● History: Famous historical figures in ancient China ● Pop culture: Famous figures in contemporary China (athletes, movie stars, artists, musicians, poets, writers, etc.) ● Social studies: Changes of gender roles ● Social studies: Comparison of cultural perspectives on self-image and the role of the individual in society in China and U.S. ● Science: Impact of the developments of science and technology on language and culture **Technology Integration** ● Google Apps ● Quizlet ● Blooket ● Gimkit ● GoFormative	**Formative Assessments:** ● Vocabulary quizzes ● Reading and Listening comprehension passages ● E-mail replies ● Simulated conversation ● Story narrations based on given pictures ● Two-minute cultural presentation ● Participation during class discussions and activities (e.g. famous figures in China, celebration of Chinese holidays, self-image and the role of the individual in Chinese society and American society, etc.) ● Exit slips ● Typing and selecting correct Chinese characters **Summative Assessments, Projects, and Celebrations:** ● Unit exam testing students' interpretive (listening and reading comprehension), interpersonal (conversation and email response) and presentational (story narration and 2-minute

- Flipgrid
- EdPuzzle
- YouTube
- Online-voice-recorder.com
- Screencastify
- Mandarintools.com
- WordWall.net
- Liveworksheets
- ChromeBook

Media Literacy Integration

- Students will explore, analyze and interpret information from authentic video, audio and print resources to develop their communicative proficiency skills.

Global Perspectives

- Investigate the differences and similarities of the cultural perspectives on self-image and the role of the individual in society between China and the U.S.
- Investigate the differences and similarities of the celebrations of holidays in the U.S. and in China.
- Learn the famous figures in China and the U.S. and their impacts on the formation and changes of culture and identity in these different societies.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines &	Timelines	Structures

cultural presentation) modes of communication in the related topics.

- After watching the documentary movies or videos about famous people in ancient and contemporary China, students will choose one famous figure to prepare and deliver a presentation about the figure's life and contribution to the society as well as their influence on the new generation.

Newspapers		
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- **College Board:** ***AP Chinese Language and Culture Course and Exam Description, Unit 2***
- *Chinese Made Easy*, Book 4 & 5
- *Integrated Chinese* (4th edition)
- *Chinese Language and Culture: An Intermediate Reader*
- *5 Steps to a 5: AP Chinese Language and Culture*
- *Barron's AP Chinese Language and Culture*
- *Strive for a 5: AP Chinese Practice Tests*

- *AP Chinese Language and Culture: Simulated Tests*
- *Harvest: Intermediate Chinese* (2nd edition)
- *AP Chinese Vocabulary Book (Version 2020)*
- 实用汉语分级阅读丛书:我在中国的那些日子
- *Common Knowledge about Chinese History* 中国历史常识
- *Common Knowledge about Chinese Geography* 中国地理常识
- *Common Knowledge about Chinese Culture* 中国文化常识
- *Chinese Mythology and Legends* 中国神话传说.
- Chinese movies, videos, and DVDs/VCDs.
- **http://zhongwen.com/**
- **https://www.chinese-tools.com/**
- **http://baike.baidu.com/item/**百度百科
- **http://zh.wikipedia.org/wiki/Wikipedia:%E9%A6%96%E9%A1%B5**
- Chinese Reading World (Collects readings from elementary to advanced levels along with accompanying audio.) **http://www.uiowa.edu/~chnsrdng**
- Listen to Chinese Idiom Stories Online **www.wellesley.edu/Chinese/Chinese_Fables/title/title_page.html**
- Interactive Language-Learning Software **www.clavisinica.com/info.html**
- Listen to Chinese Online (Voice of America: Chinese News Page) **www.voanews.com/chinese/index.cfm**
- Youtube **www.youtube.com**
- Youku 优酷网 **www.youku.com**
- SINA 新浪网 **www.sina.com.cn**
- Local Chinese newspaper (You can get free newspaper in Asian supermarkets every weekend)

Unit 3: Influences of Beauty and Art **美与艺术的影响**	
Big Ideas: *Course Objectives/Content Statement(s)* ● This unit explores themes related to the influences of beauty and art in Chinese-speaking communities. While the primary focus will be on the theme of **Beauty and Aesthetics**, students will also explore the incorporated themes of Personal and Public Identities, Contemporary Life, and Families and Communities.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● How do ideals of beauty and aesthetics influence daily life? ● How does art both challenge and reflect cultural perspectives? ● How do communities value beauty and art? ● How is art used to record history?	Students will understand… ● how art influences the quality of life and values in a community. ● the role/importance of art in Chinese-speaking communities. ● how the arts capture and reflect the history of a community. ● how the concept of beauty is defined within a culture. ● how art challenges and reflects cultural perspectives.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: • 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. • 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings,	**Instructional Focus:** Students learn to: ● infer the meaning of a text, idiomatic and culturally authentic expressions, and unfamiliar words using provided cultural and interdisciplinary information.

through appropriate responses.

- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.
- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a

- identify the main idea, details, intended audience, point of view, tone, purpose, theme.
- identify and explain the significance, moral, or theme in short stories.
- build the academic vocabulary needed for carrying out speaking and writing tasks.
- comprehend the speaker's and writer's messages and respond in a culturally appropriate manner.
- exchange information, ideas, and opinions on this unit's themes using a variety of vocabulary and sentence structures, standard conventions, and the appropriate register for written language in emails and letters.
- identify, compare, and explain the relationships between products, practices, and perspectives on beauty and aesthetics in the target culture.

Instructional Strategies:

Interpretive:

- Review and learn the vocabulary and expressions related to Arts and Music, Visual and Performing Arts, Fashion and Design
- Listen to and deconstruct audio sources including rejoinders, transportation announcements and school conversations related to the themes of this unit.
- Read authentic materials including public signs, poster announcements, emails describing location, and short stories related to the topics of this unit.
- Watch documentary movies and video clips about major cities, historical resorts, and architecture in China and create a list summarizing the major features of these places.
- Introduce China's four classical novels (四大名著)

complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)

- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
- 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
- 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
- 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.
- 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
- 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and

- Learn famous Chinese poems and poets (Li Bai and Du Fu) in the Tang Dynasty.
- Watch movies and video clips about famous Chinese operas and movies and use the target language to describe them.
- Explore the main features of Chinese calligraphy, Chinese painting, paper cutting, Chinese porcelain and pottery.
- Practice typing Chinese characters and identifying the desired characters from multiple character options displayed on the screen.

Interpersonal:

- Interview and discuss with classmates: Which Chinese city would you like to visit the most? Why?
- Email: Students email questions to a classmate regarding the Chinese city they would most like to visit. The receiver then responds to the questions posed by their classmate.
- Discuss with classmates: In the movie *The Gua Sha Treatment*, how does the cultural misunderstanding impact the main character's family life?
- Interview and discuss with classmates: Which one of the Chinese four classical novels do you like the most, and why?
- Discuss the main features of Chinese calligraphy and traditional Chinese painting.
- Practice simulated conversations on Chinese calligraphy and Chinese painting. Students help each other to provide more details after each response.

Presentational:

- Research and Presentation: Do a Google Slideshow on the cultural and/or historical importance of a famous architectural landmark or building in China.
- Choose one Chinese city and deliver a 2-minute presentation about its features and influence or importance to Chinese society.

employee. **CRP2**: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	• Oral presentation: Choose and introduce one Chinese movie and provide your perspectives, thoughts, or views on it. • Two-minute presentation: Introduce one of the Chinese four classical novels that you like the most and tell its influence to Chinese society and culture. • Two-minute presentation on Chinese calligraphy and traditional Chinese painting. • Compare and contrast the main features of Chinese painting and Western painting. • Narrate stories based on given pictures using cohesive devices and transitional expressions.
Differentiation	**Assessments**
Interdisciplinary Connections • History: The formation and development of Chinese cities • Literature: The Chinese four classical novels • Literature and history: Famous Chinese poems and poets (Li Bai and Du Fu) in the Tang Dynasty • Art: Chinese calligraphy, traditional Chinese painting, paper cutting, Chinese porcelain and pottery, architecture, fashion and design, comparison of traditional Chinese painting and Western painting • Performing Art: Chinese operas and movies • Social studies: Social customs, traditions and values, lifestyles **Technology Integration** • Google Apps • Quizlet • Blooket • Gimkit • GoFormative • Flipgrid	**Formative Assessments:** • Vocabulary quizzes • Reading and Listening comprehension passages • E-mail replies • Simulated conversation • Story narrations based on given pictures • Two-minute cultural presentation • Participation during class discussions and activities (e.g. Chinese cities, Chinese operas and movies, calligraphy and traditional Chinese painting,Chinese four classical novels, the differences and similarities in traditional Chinese painting and Western painting, etc.) • Exit slips • Typing and selecting correct Chinese characters **Summative Assessments, Projects, and Celebrations:** • Unit exam testing students' interpretive (listening and reading comprehension), interpersonal (conversation and email response) and presentational (story narration and 2-minute cultural presentation) modes of communication in the related topics.

- EdPuzzle
- YouTube
- Online-voice-recorder.com
- Screencastify
- Mandarintools.com
- WordWall.net
- Liveworksheets
- ChromeBook

Media Literacy Integration

- Students will explore, analyze and interpret information from authentic video, audio and print resources to develop their communicative proficiency skills.

Global Perspectives

- Investigate the differences and similarities of the cultural perspectives on self-image and the role of the individual in society between China and the U.S.
- Investigate the differences and similarities of the celebrations of holidays in the U.S. and in China.
- Learn the famous figures in China and the U.S. and their impacts on the formation and changes of culture and identity in these different societies.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures

- After watching the documentary movies or videos about major Chinese cities, historical resorts and architecture, students interview classmates about their favorite Chinese cities, and make a presentation on a Chinese city and its significance in the development of Chinese society and culture.
- After watching video clips on Chinese calligraphy and practicing writing calligraphy on their own, students do a simulated conversation and two-minute presentation on the features of Chinese calligraphy and its influence on Chinese culture.

Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- **College Board:** ***AP Chinese Language and Culture Course and Exam Description, Unit 2***
- *Chinese Made Easy*, Book 4 & 5
- *Integrated Chinese* (4th edition)
- *Chinese Language and Culture: An Intermediate Reader*
- *5 Steps to a 5: AP Chinese Language and Culture*
- *Barron's AP Chinese Language and Culture*
- *Strive for a 5: AP Chinese Practice Tests*
- *AP Chinese Language and Culture: Simulated Tests*
- *Harvest: Intermediate Chinese* (2nd edition)

- *AP Chinese Vocabulary Book (Version 2020)*
- 实用汉语分级阅读丛书:我在中国的那些日子
- *Common Knowledge about Chinese History* 中国历史常识
- *Common Knowledge about Chinese Geography* 中国地理常识
- *Common Knowledge about Chinese Culture* 中国文化常识
- *Chinese Mythology and Legends* 中国神话传说.
- Chinese movies, videos, and DVDs/VCDs.
- **http://zhongwen.com/**
- **https://www.chinese-tools.com/**
- **http://baike.baidu.com/item/**百度百科
- **http://zh.wikipedia.org/wiki/Wikipedia:%E9%A6%96%E9%A1%B5**
- Chinese Reading World (Collects readings from elementary to advanced levels along with accompanying audio.) **http://www.uiowa.edu/~chnsrdng**
- Listen to Chinese Idiom Stories Online **www.wellesley.edu/Chinese/Chinese_Fables/title/title_page.html**
- Interactive Language-Learning Software **www.clavisinica.com/info.html**
- Listen to Chinese Online (Voice of America: Chinese News Page) **www.voanews.com/chinese/index.cfm**
- Youtube **www.youtube.com**
- Youku 优酷网 **www.youku.com**
- SINA 新浪网 **www.sina.com.cn**
- Local Chinese newspaper (You can get free newspaper in Asian supermarkets every weekend)

Unit 4: How Science and Technology Affect Our Lives
科技如何影响我们的生活

Big Ideas: *Course Objectives/Content Statement(s)*

- This unit explores the effects of science and technology on people's lives in Chinese-speaking communities. This theme encourages students to work with more complex and academic vocabulary and content as they continue to develop linguistic and cultural concepts from previous units. Students continue to interact with more complex topics as they broaden their vocabulary and communication skills by learning more about science and technology in the target culture. While **Science and Technology** is the primary thematic focus of the unit, it will integrate the additional themes of Global Challenges, Contemporary Life, and Personal and Public Identities.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What factors drive innovation and discovery in the fields of science and technology? • What role do ethics play in scientific advancement? • What are the social consequences of scientific or technological advancements?	Students will understand… • how developments in science can both create and resolve challenges in contemporary society. • how technology creates new ways for us to connect with others and how it impacts and shapes our personal and public identities. • consider ways access to technology affects society and the quality of life. • how science and technology a ect the values and ethics of a community.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: • 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics.	**Instructional Focus:** Students learn to: • deduce the meaning of unfamiliar words and infer the implied meanings of a text.

- 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.
- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.
- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time

- identify and describe features of sources, including intended audience, purpose, point of view, tone or attitude.
- identify sequence of events, main ideas, and details.
- provide and obtain information on the impact of the development of science and technology on people's lives in written and spoken exchanges.
- use standard conventions, a consistent writing system, and appropriate register for written language in emails, letters, and narratives.
- select resources and gather needed information for preparing a short cultural presentation on the topics addressed in this unit, including viewpoints, supporting evidence, and elaboration.
- apply appropriate and varied vocabulary and sentence patterns to create written presentations with an introduction, development of topic, and conclusion.

Instructional Strategies:

Interpretive:

- Review and learn the vocabulary and expressions related to science and technology including internet, email, social media, online banking and payment, innovations and inventions, AI, health care, and green energy, etc.
- Listen to and deconstruct audio sources including rejoinders, voice messages, and uncontextualized dialogue related to the themes of this unit.
- Read authentic materials including event brochures, emails about sequence of events, advertisements, journalistic articles, and pen pal letters related to the topics of this unit.

frames.

• 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)

• 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.

• 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.

• 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.

• 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.

• 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.

• 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.

• 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.

• 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

- Watch documentary movies and video clips about technological inventions and their applications in China, summarizing the major features of these technologies.
- Introduce China's four great inventions (四大发明) in ancient time and the four new great "inventions" nowadays.
- Research on traditional Chinese medicine (herbs, acupuncture, massage, cupping, *gua sha*, etc.) and food therapy.
- Practice typing Chinese characters and identifying the desired characters from multiple character options displayed on the screen.

Interpersonal:

- Interview and discuss with classmates: How often do you use the internet? What do you mainly use the internet for? What are the benefits/advantages and disadvantages of using the internet? How do we use the internet to facilitate our learning?
- Debate: Should high school students use the Internet under limit or under supervision?
- Email: Students respond to an email from a Chinese high school student about their usage of the internet both in school and at home.
- Interview and Discuss with classmates: Do you prefer to write a hardcopy letter or send an email? Why? Should we use conventional mail written by hand or email?
- Discussion: Do you prefer using cash, a credit card, or an online bank? Why?
- Discussion: What are the benefits and limits of traditional Chinese medicine and food therapy? What can you learn about traditional Chinese medicine from the movie, *The Gua Sha Treatment*?
- Discuss with classmates: What do you know about AI?
- Practice simulated conversations on how to use the internet. Students help each other to provide more details after each response.

Presentational:

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

- Essay: How has the internet impacted our lives?
- Presentation: Pros and cons of cash, a credit card, and an online bank.
- Research & Presentation: What are the four great inventions in ancient China and nowadays?
- Research and Presentation: Chinese traditional medicine, its benefits and limits.
- Research Presentation: How does AI impact our lives? How do robots affect our lives?
- Presentation: Why do we need to promote the use of green energy?
- Choose one Chinese great invention and deliver a 2-minute presentation about its features and influence or importance to Chinese society and culture.
- Compare and the technology developments in China and the U.S.
- Narrate stories based on given pictures using cohesive devices and transitional expressions.

Differentiation	Assessments

Interdisciplinary Connections

- History: China's four great inventions in ancient times
- Science and Technology: China's four great "inventions" nowadays
- Finance literacy: Cash, credit cards, and online banking and payments
- Technology: The internet, online banking and payments, social media, AI
- Health Care: Traditional Chinese medicine, food therapy
- Environment: Green energy
- Social studies: Effects of technology on self and society, climate and the physical world

Technology Integration

- Google Apps
- Quizlet
- Blooket

Formative Assessments:

- Vocabulary quizzes
- Reading and Listening comprehension passages
- E-mail replies
- Simulated conversation
- Story narrations based on given pictures
- Two-minute cultural presentation
- Participation during class discussions and activities (e.g. the use of the internet, online banking and payments, China's four great inventions in the ancient time and nowadays, health care and traditional Chinese medicine, AI, and green energy, etc.)
- Exit slips
- Typing and selecting correct Chinese characters

Summative Assessments, Projects, and Celebrations:

- Unit exam testing students' interpretive (listening and reading comprehension),

- Gimkit
- GoFormative
- Flipgrid
- EdPuzzle
- YouTube
- Online-voice-recorder.com
- Screencastify
- Mandarintools.com
- WordWall.net
- Liveworksheets
- ChromeBook

Media Literacy Integration

- Students will explore, analyze and interpret information from authentic video, audio and print resources to develop their communicative proficiency skills.

Global Perspectives

- Investigate the use of the internet and the impact of technology has brought about in China and the U.S.
- Investigate China's contribution to the world and the technology inventions in other countries influence China.
- Compare traditional Chinese medicine with the Western medicine.
- Compare China' major healthcare methods with American's.
- Investigate green energy policies in China and the U.S.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams &	Graphs	Using cooperative group

interpersonal (conversation and email response) and presentational (story narration and 2-minute cultural presentation) modes of communication in the related topics.

- After interviewing classmates on their use of the internet and reading reports on Chinese students' use of the internet, students write an email responding to a Chinese high school student on how students should use the internet to facilitate their learnings. They will also write a short essay discussing how the internet impacts their lives.
- After watching the documentary movies or video clips about China's great inventions in the past and nowadays, students will choose one of the Chinese great inventions and deliver a 2-minute presentation about its features and influence or importance to Chinese society and culture.

drawings		
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

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- *AP Chinese Language and Culture: Simulated Tests*
- *Harvest: Intermediate Chinese* (2nd edition)
- *AP Chinese Vocabulary Book (Version 2020)*
- 实用汉语分级阅读丛书:我在中国的那些日子
- *Common Knowledge about Chinese History* 中国历史常识
- *Common Knowledge about Chinese Geography* 中国地理常识
- *Common Knowledge about Chinese Culture* 中国文化常识
- *Chinese Mythology and Legends* 中国神话传说.
- Chinese movies, videos, and DVDs/VCDs.
- **http://zhongwen.com/**
- **https://www.chinese-tools.com/**
- **http://baike.baidu.com/item/**百度百科
- **http://zh.wikipedia.org/wiki/Wikipedia:%E9%A6%96%E9%A1%B5**
- Chinese Reading World (Collects readings from elementary to advanced levels along with accompanying audio.) **http://www.uiowa.edu/~chnsrdng**
- Listen to Chinese Idiom Stories Online **www.wellesley.edu/Chinese/Chinese_Fables/title/title_page.html**
- Interactive Language-Learning Software **www.clavisinica.com/info.html**
- Listen to Chinese Online (Voice of America: Chinese News Page) **www.voanews.com/chinese/index.cfm**
- Youtube **www.youtube.com**
- Youku 优酷网 **www.youku.com**
- SINA 新浪网 **www.sina.com.cn**
- Local Chinese newspaper (You can get free newspaper in Asian supermarkets every weekend)

Unit 5: Factors That Impact the Quality of Life
影响生活质量的因素

Big Ideas: *Course Objectives/Content Statement(s)*

- This unit explores themes related to the quality of life in Chinese-speaking communities, which provides a meaningful context for students to work on increasingly nuanced linguistic and cultural concepts as they expand their academic vocabulary. While the unit's primary thematic focus is **Contemporary Life,** the themes of Global Challenges, Science and Technology, and Beauty and Aesthetics will also be incorporated.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How do aspects of everyday life influence and relate to the quality of life? • How does where one lives impact the quality of life? • What influences one's interpretation and perceptions of the quality of life?	Students will understand… • how one's social status influences their quality of life. • how cultural perspectives and traditions relate to the quality of life. • how access to education, health care, justice, food, and water impact the quality of life. • how geography influences the quality of life.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: • 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. • 7.1.IH.IPRET.2: Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.	**Instructional Focus:** Students learn to: • acquire a variety of vocabulary from authentic sources related to the topics and themes in this unit. • identify or describe the main ideas, details, perspectives, and connections among cultural and interdisciplinary topics.

- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.
- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.
- 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may

- use cultural or interdisciplinary information to infer meaning from a text and deduce the meaning of unfamiliar words through context.
- summarize and sequence information in narrative form.
- apply analytic skills, vocabulary, and sentence structures gained from working with and deconstructing authentic sources to prepare for speaking and writing tasks.
- converse on the topics in this unit using communication strategies such as requesting clarification, asking for repetition, and paraphrasing to maintain spoken and written exchanges.
- exchange viewpoints on cultural perspectives and traditions and use cultural information acquired from sources to prepare and deliver an organized cultural presentation.
- use appropriate register, standard conventions, and the selected writing system consistently to work on writing tasks such as an email response and story narration.

Instructional Strategies:

Interpretive:

- Review and learn the vocabulary and expressions related to education and careers, lifestyles, holidays and celebrations, etc.
- Listen to and deconstruct audio sources including rejoinders, school conversations, and instructions related to the themes of this unit.
- Read authentic materials including notes, poster announcements, public signs, emails describing location, and short stories related to the topics of this unit.
- Research a variety of online sources on the population of China and the U.S (e.g., The size,

combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.)

- 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature.
- 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas.
- 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames.
- 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames.
- 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations.
- 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes.
- 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs.
- 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

the social structure, etc.). Students identify new vocabulary in the sources and deduce the meaning of unfamiliar words using the context.

- Watch video clips and read articles about the gift culture among the Chinese.
- Identify the main idea and supporting details from an article online regarding caretaking of older generations in China.
- Read an online article regarding peer influence on education and identify the points of view represented in the article.
- Investigate different cuisine in North China and South China.
- Watch video clips about store shopping and online shopping in China.
- Practice typing Chinese characters and identifying the desired characters from multiple character options displayed on the screen.

Interpersonal:

- Interview and discuss with classmates: How often do you use the internet? What do you mainly use the internet for? What are the benefits/advantages and disadvantages of using the internet? How do we use the internet to facilitate our learning?
- Group discussion: Students use a variety of online sources to compare the population of China and the U.S (e.g., The size, the social structure, etc.).
- Discussion: Gift culture among the Chinese, such as appreciation, respect, support, and social networking, including the unique value and significance of different types of gifts in different regions.
- Discussion: Who takes care of the older people in China? Is the practice different from the practice in the U.S.?
- Email: Students respond to an email from a Chinese high school student about peer influence on schooling.
- Debate: Should high school students date?
- Discussion: Why is there different cuisine in North China and South China?

CRP2: Apply appropriate academic and technical skills. **CRP3**: Attend to personal health and financial well-being. **CRP4**: Communicate clearly and effectively and with reason. **CRP5**: Consider the environmental, social and economic impacts of decisions. **CRP6**: Demonstrate creativity and innovation. **CRP7**: Employ valid and reliable research strategies. **CRP8**: Utilize critical thinking to make sense of problems and persevere in solving them. **CRP9**: Model integrity, ethical leadership and effective management. **CRP10**: Plan education and career paths aligned to personal goals. **CRP11**: Use technology to enhance productivity. **CRP12**: Work productively in teams while using cultural global competence.	• Interview classmates: Do you prefer shopping online or at stores? What would you like to buy online and what at the stores? Why? • Debate: Should people shop more online or at stores? Why? • Practice simulated conversations on schooling and education. Students help each other to provide more details after each response. *Presentational:* • Essay: The impact of population size and social structure on life quality in China and the U.S.. • Presentation: The importance of gift culture among the Chinese, such as appreciation, respect, support, and social networking, including the unique value and significance of different types of gifts in different regions. 中国人的送礼文化和送礼习俗 • Presentation: Read the article 我的西安之旅 (My Trip to Xi'an) to see the lives of Chinese people and the Chinese landscape in different cities and understand Chinese history and culture. Students will prepare a presentation on a similar topic, describing the selected topic and explain its importance. • 2-minute presentation: Introduce a Chinese cuisine that you like the most and explain its significance in Chinese food culture. • Skit performance: Shopping • Compare and contrast the caretaking of the senior generation in China and the U.S. • Narrate stories based on given pictures using cohesive devices and transitional expressions.
Differentiation	**Assessments**
Interdisciplinary Connections • Social studies: Population size and social structure on quality of life • History: The changes of China's population size • Social studies: Gift culture in China and the U.S. • Social studies: Life of senior people • Health care: Caretaking of older generation	**Formative Assessments:** • Vocabulary quizzes • Reading and Listening comprehension passages • E-mail replies • Simulated conversation • Story narrations based on given pictures • Two-minute cultural presentation

- Social studies: Youth culture
- Social studies: Food culture: different cuisines in North China and South China
- Science and Technology: Online shopping and online payments

Technology Integration

- Google Apps
- Quizlet
- Blooket
- Gimkit
- GoFormative
- Flipgrid
- EdPuzzle
- YouTube
- Online-voice-recorder.com
- Screencastify
- Mandarintools.com
- WordWall.net
- Liveworksheets
- ChromeBook

Media Literacy Integration

- Students will explore, analyze and interpret information from authentic video, audio and print resources to develop their communicative proficiency skills.

Global Perspectives

- Investigate the impact of population size and social structure on life quality in China and the U.S.
- Investigate the different practices regarding caretaking of older generations in China and the U.S.
- Learn the gift culture among the Chinese and compare its differences and similarities with Western culture.
- Compare peer influence on schooling in China and the U.S.
- Investigate online shopping in China and around the world
- Compare Chinese food with American food

- Participation during class discussions and activities (e.g. population in China and the U.S., gift culture among the Chinese, life of the senior people, youth culture, food culture and shopping, etc.)
- Exit slips
- Typing and selecting correct Chinese characters

Summative Assessments, Projects, and Celebrations:

- Unit exam testing students' interpretive (listening and reading comprehension), interpersonal (conversation and email response) and presentational (story narration and 2-minute cultural presentation) modes of communication in the related topics.
- After research and discussion, students will write an essay on the impact of population size and social structure on life quality in China and the U.S.
- After watching video clips and reading articles about the importance of gift culture among the Chinese, such as appreciation, respect, support, and social networking, including the unique value and significance of different types of gifts in different regions, students will do a simulated conversation and a 2-minute presentation on this topic.
- After watching video clips and doing research, students will give a 2-minute presentation to introduce a Chinese cuisine that they like the most and explain its significance in Chinese food culture.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and	Modified assessment grading

	activities previews, anticipatory guides, and semantic mapping		

Recommended Texts to Support Unit:

- **College Board:** ***AP Chinese Language and Culture Course and Exam Description, Unit 2***
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- *Chinese Language and Culture: An Intermediate Reader*
- *5 Steps to a 5: AP Chinese Language and Culture*
- *Barron's AP Chinese Language and Culture*
- *Strive for a 5: AP Chinese Practice Tests*
- *AP Chinese Language and Culture: Simulated Tests*
- *Harvest: Intermediate Chinese* (2nd edition)
- *AP Chinese Vocabulary Book (Version 2020)*
- 实用汉语分级阅读丛书:我在中国的那些日子
- *Common Knowledge about Chinese History* 中国历史常识
- *Common Knowledge about Chinese Geography* 中国地理常识
- *Common Knowledge about Chinese Culture* 中国文化常识
- *Chinese Mythology and Legends* 中国神话传说.
- Chinese movies, videos, and DVDs/VCDs.
- **http://zhongwen.com/**
- **https://www.chinese-tools.com/**
- **http://baike.baidu.com/item/**百度百科
- **http://zh.wikipedia.org/wiki/Wikipedia:%E9%A6%96%E9%A1%B5**
- Chinese Reading World (Collects readings from elementary to advanced levels along with accompanying audio.) **http://www.uiowa.edu/~chnsrdng**
- Listen to Chinese Idiom Stories Online **www.wellesley.edu/Chinese/Chinese_Fables/title/title_page.html**
- Interactive Language-Learning Software **www.clavisinica.com/info.html**
- Listen to Chinese Online (Voice of America: Chinese News Page) **www.voanews.com/chinese/index.cfm**
- Youtube **www.youtube.com**
- Youku 优酷网 **www.youku.com**
- SINA 新浪网 **www.sina.com.cn**
- Local Chinese newspaper (You can get free newspaper in Asian supermarkets every weekend)

Unit 6: Environmental, Political, and Social Challenges 环境，政治及社会挑战	
Big Ideas: *Course Objectives/Content Statement(s)* ● This unit explores themes related to how complex issues and phenomena affect people's lives in Chinese-speaking communities. Engaging with the primary theme of **Global Challenges** encourages students to use more sophisticated vocabulary and sentence structure as they continue to refine their knowledge of linguistic and cultural concepts. This unit presents one of the most challenging and abstract themes in that the content requires students to understand information about economic, environmental, population, and demographic issues in the target language. These topics require sophisticated vocabulary and linguistic concepts. The unit also connects to the themes of Contemporary Life, Science and Technology, and Families and Communities.	
Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● How do environmental, political, and societal challenges positively and negatively impact communities? ● What are possible solutions to those challenges? ● What role do individuals play in addressing complex societal issues?	Students will understand… ● how economic developments and environmental challenges often impact society and politics on a larger scale, which in turn affects individual families and communities. ● how individuals can positively or negatively influence the world around them. ● that possible solutions that address contemporary global challenges.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
Students will: • 7.1.IH.IPRET.1: Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. • 7.1.IH.IPRET.2: Demonstrate comprehension of spoken	**Instructional Focus:** Students learn to: ● discuss and compare environmental, political, and societal challenges between the target community and their own community.

and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.

- 7.1.IH.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.
- 7.1.IH.IPRET.4: Summarize information from oral and written discourse dealing with a variety of topics.
- 7.1.IH.IPRET.5: Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
- 7.1.IH.IPRET.6: Identify several of the distinguishing features of the text (e.g., type of resource, intended audience, purpose).
- 7.1.IH.IPRET.7: Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures.
- 7.1.IH.IPRET.8: Collect, share, and analyze data related to global issues including climate change.
- 7.1.IH.IPERS.1: Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.2: Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames.
- 7.1.IH.IPERS.3: Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames.

- describe and explain cultural practices and perspectives related to the unit's theme.
- carry out conversations or interviews on the topics addressed in this unit.
- use cultural information acquired from sources in Unit 6 to prepare and deliver an organized cultural presentation related to this unit's theme.
- provide and explain viewpoints with supporting details and elaboration.
- compose replies to emails by providing suggestions with justifications on the specific topic addressed by the other party.
- develop visual literacy by narrating stories (based on visuals) that reflect a clear progression of ideas, including a beginning, a middle, and a conclusion.

Instructional Strategies:

Interpretive:

- Review and learn the vocabulary and expressions related to economic trends, environmental issues, population and demographics, etc.
- Practice multiple-choice questions related to the following task types: rejoinders, voice messages, uncontextualized dialogue, radio reports, advertisements, event brochures, emails about sequence of events, and journalistic articles. Students develop their ability to comprehend and interpret information at the same level of complexity they can expect to see on the AP Exam as they describe the factual meaning of the text and identify its features.
- Watch a TV series, 穹顶之下 (Under the Dome), and other video clips about the problem of environmental pollution in China.

• 7.1.IH.IPERS.4: Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) • 7.1.IH.IPERS.5: Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. • 7.1.IH.IPERS.6: Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas. • 7.1.IH.PRSNT.1: Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames. • 7.1.IH.PRSNT.2: Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames. • 7.1.IH.PRSNT.3: Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations. • 7.1.IH.PRSNT.4: Use language creatively in writing for a variety of purposes. • 7.1.IH.PRSNT.5: Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs. • 7.1.IH.PRSNT.6: Explain cultural perspectives of the target language people regarding climate change and compare and contrast those perspectives with ones held by people in the students' own culture.	● Identify the main idea and supporting details from articles online regarding the energy crisis. ● Read online articles regarding afforestation activities in China and identify the points of view represented in the articles. ● Read articles about global warming. ● Investigate and identify the problem of animal abuse. ● Read articles about Chinese women's changed status in the family and society. ● Practice typing Chinese characters and identifying the desired characters from multiple character options displayed on the screen. *Interpersonal:* ● Interview and discuss with classmates: What pollution problem do you find in our school? What can we do to save energy and improve our school environment? ● Discussion: What is plastic waste? How does plastic pollution affect wildlife? ● Group discussion: Students use a variety of online sources to compare the environmental pollution in China and the U.S. ● Discussion: What are the most effective ways that can be taken to prevent animal abuse? ● Conversation with classmates: What is global warming? What caused it? ● Discussion: The significance of women's changed social status and expanded opportunities in China, and the pros and cons of this kind of change. ● Email: Students respond to an email from a Chinese high school student about their activities to project the environment. ● Practice simulated conversations on environment pollution and environment protection. Students help each other to provide more details after each response. *Presentational:* ● Essay: The environmental problems in China and the U.S. and the measures we can take to protect our environment.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

- Writing assignment: What steps can be taken to prevent humans from abusing animals?
- Presentation: What is the problem of plastic waste? How does plastic pollution affect wildlife?
- Presentation: The significance of women's changed social status and expanded opportunities in China, and the pros and cons of this kind of change. Compare women's social status in China and the U.S.
- Writing assignment: Write a report on the consequences caused by global warming and what we can do to slow down this progression.
- Narrate stories based on given pictures using cohesive devices and transitional expressions.

Differentiation	Assessments

Interdisciplinary Connections

- History: Chinese women's position in the family and society in the past
- Social studies: Chinese women's position in the family and society nowadays
- Environment, Health, and Science: environmental pollution and its impacts on human and animals
- Environment, Science and Social studies: Energy crisis, global warming, plastic pollution, and animal abuse
- Environment: afforestation activities

Technology Integration

- Google Apps
- Quizlet
- Blooket
- Gimkit
- GoFormative
- Flipgrid

Formative Assessments:

- Vocabulary quizzes
- Reading and Listening comprehension passages
- E-mail replies
- Simulated conversation
- Story narrations based on given pictures
- Two-minute cultural presentation
- Participation during class discussions and activities (e.g. environmental pollution, global warming, energy crisis, women's position in family and society, animal abuse, etc.)
- Exit slips
- Typing and selecting correct Chinese characters

Summative Assessments, Projects, and Celebrations:

- Unit exam testing students' interpretive (listening and reading comprehension), interpersonal (conversation and email response) and presentational (story narration and 2-minute cultural presentation) modes of communication in the related topics.

- EdPuzzle
- YouTube
- Online-voice-recorder.com
- Screencastify
- Mandarintools.com
- WordWall.net
- Liveworksheets
- ChromeBook

Media Literacy Integration

- Students will explore, analyze and interpret information from authentic video, audio and print resources to develop their communicative proficiency skills.

Global Perspectives

- Investigate the women's social status in China and the U.S.
- Investigate the environmental pollution in the U.S. and in China.
- Investigate the environmental protection measures in China and the U.S. and their impacts on the societies.

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home

- After research and discussion, students will do a presentation on the significance of women's changed social status and expanded opportunities in China, and the pros and cons of this kind of change. They will also compare women's social status in China and the U.S.
- After watching a TV series, 穹顶之下 (Under the Dome), and other video clips about the problem of environmental pollution in China, students will write an essay on the environmental problems in China and the U.S. and the measures we can take to protect our environment.
- Students write an email response to a Chinese high school student about what they did or will do to protect their school environment.

		language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

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- *Strive for a 5: AP Chinese Practice Tests*
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- 实用汉语分级阅读丛书:我在中国的那些日子
- *Common Knowledge about Chinese History* 中国历史常识

- *Common Knowledge about Chinese Geography* 中国地理常识
- *Common Knowledge about Chinese Culture* 中国文化常识
- *Chinese Mythology and Legends* 中国神话传说.
- Chinese movies, videos, and DVDs/VCDs.
- **http://zhongwen.com/**
- **https://www.chinese-tools.com/**
- **http://baike.baidu.com/item/**百度百科
- **http://zh.wikipedia.org/wiki/Wikipedia:%E9%A6%96%E9%A1%B5**
- Chinese Reading World (Collects readings from elementary to advanced levels along with accompanying audio.) **http://www.uiowa.edu/~chnsrdng**
- Listen to Chinese Idiom Stories Online **www.wellesley.edu/Chinese/Chinese_Fables/title/title_page.html**
- Interactive Language-Learning Software **www.clavisinica.com/info.html**
- Listen to Chinese Online (Voice of America: Chinese News Page) **www.voanews.com/chinese/index.cfm**
- Youtube **www.youtube.com**
- Youku 优酷网 **www.youku.com**
- SINA 新浪网 **www.sina.com.cn**
- Local Chinese newspaper (You can get free newspaper in Asian supermarkets every weekend)