South Orange Maplewood

School District

Department of Curriculum & Instruction

2018-2019



School District Of South Orange Maplewood

World Languages Curriculum

Mandarin 2 Curriculum

**THE SCHOOL DISTRICT OF SOUTH ORANGE-MAPLEWOOD**

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**ACKNOWLEDGEMENTS**

The District of South Orange-Maplewood would like to acknowledge and thank the following staff members for their invaluable contributions:

Wendy Wu and Katie Simpson

**World Languages/ESL Program Philosophy:**

The mission of the World Languages/ESL Program is to provide students with the knowledge and skills necessary for them to function with competence and confidence in a language other than their own and to be able to interact and communicate with members of other cultures while gaining a greater understanding of and respect for the cultural perspectives, practices, and products of different countries.

**GOALS**

The goals of the World Languages program are as follows:

All students will demonstrate command of the targeted language through written and oral communication. This means that all students will:

* Develop the ability to understand the spoken language;
* Communicate orally in the language;
* Develop the ability to extract and interpret information through reading;
* Develop the ability to communicate in writing; and
* Develop an appreciation for basic behavioral, cultural, and linguistic patterns of the language community, whether abroad or in the United States.

**All students will recognize the interrelationship between language and culture for at least one world language other than English.**

This means that all students will:

* Gain greater insight and appreciation for the English language and American culture through the study of another language;
* Understand how language works;
* Improves the ability to understand career opportunities related to the study of other cultures;
* And, gain greater personal satisfaction as a citizen of the world.

Comparing and contrasting language and culture promotes cross-cultural discourse, understanding, and appreciation for diversity. Thus, studying a foreign language provides students with insight into the lives and culture of other people, allowing them to focus attention on how language and culture interact. This interaction helps students reflect on cultural patterns. Through this reflection, they gain insight into their own language and culture and an understanding of the similarities and differences among cultures. This further allows them to frame thoughts and opinions while developing their own view of the world.

World Languages Curriculum

Chinese 2

**Table of Contents**

[***Course Overview***](#_30j0zll) ***6***

[***Course Objectives***](#_1fob9te) ***7***

[***Organization***](#_3znysh7) ***7***

[***Teaching Strategies***](#_2et92p0) ***7***

[**Unit 1 Review of Chinese Language Features**](#_3dy6vkm)***8***

[**Unit 2 Making Appointments**](#_1t3h5sf)***11***

[**Unit 3 Studying Chinese**](#_4d34og8)***15***

[**Unit 4 School Life**](#_2s8eyo1)***18***

[**Unit 5 Shopping**](#_17dp8vu)***21***

[**Unit 6 Transportation**](#_17dp8vu)***23***

[***Textbooks and Supplemental textbooks & Materials***](#_3rdcrjn) ***26***

[***Rubrics***](#_26in1rg) ***32***

[***New Jersey Student Learning Standards***](#_lnxbz9) ***41***

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# Course Overview

The Mandarin 2 course is built upon foundational knowledge of Chinese language developed in Mandarin I. The course is conducted almost exclusively in Chinese and students are expected to use the target language as their primary language of communication in class. Students are also encouraged to develop those skills outside the classroom and find opportunities to practice and use the language in real contexts, such as restaurants, cultural events, and other settings. This course provides students with the instructional materials and experiences that include a variety of authentic readings, audio, and video intended to develop student proficiency in listening, speaking, reading and writing in the Mandarin Chinese.

The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources; as well as traditional print resources that include literature, essays, and magazine and newspaper articles; and also, a combination of visual/print resources such as charts, tables, and graphs; all with the goal of providing a diverse learning experience. Students communicate using advanced basic vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-intermediate level. Central to communication is the following premise from the Curriculum Framework: “When communicating, students in Chinese 2 demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (Connections), make comparisons between the native language and the target language and between cultures (Comparisons), and use the target language in real-life settings (Communities).”

This course is also designed to provide students with frequent opportunities to develop and practice their speaking skills in a variety of settings, types of discourse, topics, and registers. This course also provides students with a wide range of opportunities to practice and develop their speaking and writing skills in both formal and informal contexts. Students will build upon foundational knowledge of Chinese syllabic structure, *pinyin* and pronunciation, and deepen their understanding of the writing system and grammatical features, while expanding their vocabulary and fluency in communicating in Mandarin Chinese.

# Course Objectives

* Speak with fluency and accuracy and understand spoken language both in formal and informal settings.
* Express ideas, knowledge, and opinions accurately and fluently in a variety of formal andinformal writing contexts.
* Improve the students reading skills of authentic materials: magazines, newspapers, printed articles, and literary works.
* Discussions and presentations of a variety of cultural topics of current and past topics that describe and present China and Chinese culture.

# Organization

The course revolves around the main textbook used in the classroom: Integrated Chinese (Cheng & Tsui, 4th Edition). In addition, the teacher will access and incorporate several thematic units from other sample syllabi, as appropriate or needed to differentiate instruction and to deepen understanding of Chinese cultural knowledge.

# Teaching Strategies

No single teaching method can adequately train a student in all language skills. A variety of approaches will be employed. In addition to the communicative approach, traditionalmethods are also needed, such as grammar-translation and the direct method. Students can also use digital applications such as Duo Lingo and the Cheng & Tsui Web applications to practice additional teaching approaches, such as differentiated learning and blended learning. The apps will allow students to interact with the content at home and practice and apply their learning in the classroom with corrective teacher feedback, which has the potential to improve student outcomes. Teachers can navigate using multiple pathways in flexible and customized ways and at varying paces for true individualized learning.

**Content Area:** Review of Chinese Language Features

**Unit 1 Title:** Chu Fa 出发! Let’s Get Started!

**Grade:** 9-12 **Timeline:** 4 weeks

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| **Stage 1 Desired Results** | | |
| NEW JERSEY STUDENT LEARNING STANDARDS:  7.1.NH.A.2; 7.1.NH.A.3; 7.1.NH.A.4; 7.1.NH.B.1; 7.1.NH.B.2; 7.1.NH.B.4; 7.1.NH.C.5  TECHNOLOGY STANDARDS:  8.1.P.E.1  21st CENTURY LIFE AND CAREER STANDARDS:  CRP1; CRP2; CRP4; CRP8 | ***Transfer*** | |
| *Students will be able to independently use their learning to…*   * Identify the three parts of a Chinese syllable (initial, final and tone). * Pronounce Chinese vowel and consonant sounds. * Distinguish auditorily between the 4 tones and neutral tone. * Follow stroke order to write a Chinese character. * Recognize basic character structures. * Interpret the meanings of some basic Chinese character radicals. * Converse about classroom, self, friends and family in Mandarin. | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*   * Chinese is a tonal language. * Mandarin or Han Chinese (Hanyu汉语, Putonghua普通话, Guoyu国语, and Huayu华语) is the official language of China); * There are more than 56 ethnic groups in China with distinct languages. Han, the largest group, accounts for 90% of China’s population. * There are more than 50,000 Chinese characters, but you only need to know two or three thousand to be considered literate. * It is a myth that Chinese writing pictographic, and that each character represents a picture. The vast majority of Chinese symbols are pictophonetic characters consisting of a radical and a phonetic element. * Radicals suggest meaning and the phonetic element indicates its original (not necessarily current) pronunciation. | ESSENTIAL QUESTIONS  How does the Chinese language differ from English?  Why is it valuable to study a non-western language such as Mandarin Chinese?  What do we learn about Chinese culture through the study of its language? |
| ***Acquisition: Content & Skills*** | |
| *Students will know…*   * Chinese distinctive syllable structure * Pronunciation of Chinese vowel, consonant and final sounds. * The four tones and the neutral tone in Chinese. * Basic strokes and stroke order for writing a character. * Eight radicals of Chinese characters. * Language structures and basic vocabulary for communicating about classroom, self, friends and family | *Students will be skilled at…*   * Writing basic character strokes. * Differentiating auditorily between the four tones and the neural tone. * Recognizing eight of the most common Chinese radicals. * Using basic sentence structure to community orally about classroom, self, friends and family. |
| **Stage 2 Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| Classroom performance: active participation in group, partner and individual written and oral output. | PERFORMANCE TASK(S):   * Label the three parts of Chinese syllables声母，韵母，声调 * Read pinyin 拼音 and pronounce /z/, /c/,/x/, /q/,/j/，/eng/，/ong,//un/, and /v/. * Play “name that tone” with classmates and teacher to distinguish between the four tones and the neutral tone. * Applying basic stroke order write characters: 川, 人，三，十，月,小，日，回 * Recognize basic character structures: 上（独体字），忙（左右结构），李（上下结构），同（半包围结构），回（全包围结构），班（左中右结构），鼻（上中下结构）。 * Interpret the meanings of some basic Chinese character radicals：人，口，女，日，月，木，水，火。 * Practice listening and speaking in Chinese by following model conversational dialogues about classroom, self, friends and family. | |
| Cumulative end-of-unit project | OTHER EVIDENCE:  Prezi or powerpoint presentation on an aspect of Chinese language: history, diversity, traditional 繁体字 vs. simplified characters 简体字 or other area of student interest. | |
| **Stage 3 Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*  *Lesson Plan 1 Objectives:*  Students will be able to:   * Recall that pinyin is the notation system for representing the sounds of Chinese characters using the Roman alphabet. * Listen and distinguish between the four tones as well as state Chinese words using appropriate tones. * Pronounce the most difficult pinyin initial sounds:声母 */j;q;x;r;c;z/*   *Activities*:   1. Teacher will review the pinyin pronunciation and the four tones, plus the neutral tone轻声, using charts to show the pitch and voice range of each tone. 2. Pronunciation pair-game: Students work with a partner to cross out (with dry-erase marker) the syllables they hear the teacher state on a laminated pinyin chart handout to practice pinyin reading and listening. 3. *Name that Tone game* - students will take turns going to the front of the room in pairs; the teacher will state monosyllabic and disyllabic words and the students will compete to see who can identify correctly the tones in each word. For a bonus point, they will also indicate the meaning of the words. Students will take turns competing. The student with the highest total points wins the game. 4. Tongue twister oral practice - students will practice perfecting their pronunciation of the following tongue twister: Ni shibushi Bushi?你是不是布什？ Wo bushi Bushi.我不是布什。 Ni shibushi Telangpu? 你是不是特朗普？Wo bushi Telangpu? 我不是特朗普。你是不是+actual Chinese name? 我是！   *Instructional Strategies:*  Direct instruction with visuals and modeling, followed by partner and whole class application of learning; incorporation of games to increase student engagement; rhythmic repetition to reinforce and make learning memorable. Exit ticket -- students will label the three parts of the Chinese syllable.  *Assessments:*  Classroom performance – partner work; participation and engagement in activities and through both verbal and non-verbal demonstration of understanding.  *Lesson Plan 2 Objectives:*  Students will be able to:   * Recognize and write eight common Chinese radicals. * Identify the radicals and their associated meanings.   *Activities*:  Apply basic stroke order to write the following characters: 川, 人，三，十，月,小，日，回   1. Teacher illustrates basic character structures and students trace them on Chinese character worksheet: half of the class working on: 上（独体字)，忙（左右结构)，李（上下结构），同（半包围结构)，the other half working on: 回（全包围结构)，班（左中右结构)，鼻（上中下结构). 2. Students work with partners to write and understand the characters. 3. Inner-outer circle teaching: students on the inner circle will be assigned these character radicals: 人，口，女，日, which they will teach to the students in the outer circle. Students in the outer circle will teach the inner circle students these character radicals: 月，木，水，火. 4. Exit ticket: students will draw two character radicals, write the pinyin for the radicals and the meaning. As students hand the teacher their radical card, they will say the name of the character.   *Instructional Strategies:*  Direct instruction; partner work; inner-outer circle; peer coaching.  *Assessments:*  Observe students teaching one another the radicals; evaluate understanding as evidenced by the exit tickets; assess pronunciation of characters as students hand teacher their radical card exit tickets. | | |

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| **MODIFICATIONS: Individualization for Spec. Ed., ELL, 504, GT, and other based on student need.**  Printed notes for students with IEPs  Close proximity to center of instruction for students with IEPs  Quizzes/Tests will be modified for students  Repeated Instructions and Directions  Different Test Setting for Students who need it  Use of Graphic Organizers  List of Instructions for students who have slower processing  Provide opportunity for group work  Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, multimedia, modeling). | **UNIT RESOURCES AND MATERIALS**  Textbook:  *Integrated Chinese 1 Textbook (Lessons 6-10)*  *Character Workbook & Text Workbook*  Other Resources: *9 Reasons To Learn Mandarin Chinese║Lindsay Does Languages Video* [*https://www.youtube.com/watch?v=cS1UaQvs-3E*](https://www.youtube.com/watch?v=cS1UaQvs-3E)Part 1- Introduction to Chinese Characters <https://www.youtube.com/watch?v=s0h18Rdhb44> Part 2A- Traditional Chinese Teaching Methodology <https://www.youtube.com/watch?v=udlCJGQZkwM&t=32s> Part 3- The Importance of Learning Chinese <https://www.youtube.com/watch?v=EIDC7gAyYFQ> |

**Content Area:** Making appointments

**Unit 2 Title: Xia Zhouliu ni mang ma？**下周六你忙吗？Are You Busy Next Saturday?

**Grade:** 9-12 **Timeline:** 4 weeks

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| **Stage 1 Desired Results** | | |
| NEW JERSEY STUDENT LEARNING STANDARDS:  7.1.NH.A.2; 7.1.NH.A.3; 7.1.NH.A.4; 7.1.NH.B.1; 7.1.NH.B.2; 7.1.NH.B.4; 7.1.NH.C.5  TECHNOLOGY STANDARDS:  8.1.P.E.1  21st CENTURY LIFE AND CAREER STANDARDS:  CRP1; CRP2; CRP4; CRP8 | ***Transfer*** | |
| *Students will be able to independently use their learning to…*   * *Answer a phone call and initiate a phone conversation.* * *Politely ask for a favor* * *set up an appointment on the phone* * *Negotiate a time to meet* * *request that my call be returned* | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*   * The receiver of a call in China does not self-identify when answering the phone. Instead, typically, they say 喂 and let the caller initiate conversation. * China is the largest cell phone market in the world. * WeChat 微信 is the primary social media platform in China (900 million WeChat users). * Due to current Chinese government control, popular Western social media applications, internet search engines, sites are inaccessible within China (Facebook, Twitter, Google and WhatsApp) | ESSENTIAL QUESTIONS  How do people in China usually make plans with each other?  How do students address their teachers in China?  What is the polite way to ask someone for a favor in China? |
| ***Acquisition: Content & Skills*** | |
| *Students will know…*   * Days of the week are named with numbers 1 through 6星期一、星期二、星期三、星期四、星期五、星期六 with Sunday translated as Planetary-period Heaven星期天 * Months of the year are named as Moon/Lunar （cycle） Onethrough twelve 一月、二月、三月、四月、五月、六月、七月、八月、九月、十月、十一月、十二月 * Interrogative questions have a pattern verb-不-verb in Chinese except the verb to have（有）：you-meiyou有没有 * The question 几月几号for what date is it? * The question 星期几for what day of the week is it? | *Students will be skilled at…*   * Answering a phone call and initiating a phone conversation. * Setting up an appointment on the phone. * Asking for a favor in a polite manner. * Using the verb 要to talk about future plans. * Using the adverb 别 to advise someone to refrain from doing something. |
| **Stage 2 Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| Classroom performance: active participation in group, partner and individual written and oral output. | PERFORMANCE TASK(S):   * Conduct a phone dialogue with a fictional teacher. * Form sentences using the preposition gei给(to, for).. * Use the modal verb yao要(will, be going to) to form questions and answers about about people’s scheduled activities. * Use bie 别(don’t) in a dialogue with a partner to suggest what someone should and should not do. * Use yaoshi 要是(if) to suggest possible plans with a friend. * Call a friend for help or advice. * Send a WeChat message to a peer using the language structures used in the unit. | |
| Cumulative end-of-unit project | OTHER EVIDENCE:  Students will find an article about social media in China and will summarize the article and present it to the class. English will be allowed in order to facilitate complex conversation about this topic. | |
| **Stage 3 Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*  *Lesson Plan Exemplar Objectives:*  Students will be able to:   * Ask and answer each other about availability and interest in doing something during the week. * Use the modal verb yao (will be, going to) to discuss their plans.   *Activities*:   1. Information gap activity: Teacher provides pairs of students with two different schedules. One student has Schedule A and one student has Schedule B. Each schedule has different events planned on different days with only one day free for planning an additional activity. Students will ask each other if they can play chess on a day of the week. The other student will respond that they are busy and they are going to be X activity. The Chinese dialogue model they will follow to converse about the schedules is as follows:   A：星期一你有没有空？Xingqi yi ni you meiyou kong？(Do you have free time on Monday?)  B：我星期一很忙。Wo Xingqi yi hen mang. (I am very busy on Monday.)  A: 星期二呢？我要和你下象棋？Xingqi er ne？(How about Tuesday?)  B：不好意思，星期二我要去看我的亲戚。Buhaoyisi，Xingqi er wo yao qu kan wode qinqi. (I’m sorry. I have to visit my relatives on Tuesday)  你星期四下午有空吗？Ni Xingqi si you kong ma？(Do you have free time on Thursday?)  A: 星期四我要去击剑，星期五下午我有空。Xingqi si wo yao ji jian；(I have fencing on Thursday)  Xingqi wu xiawu wo you kong。I have time Friday afternoon.)  B：好的，那我们就星期五下象棋吧？Haode, na women jiu xingqiwu xia xiang qi ba？(Good, then we’ll play chess then?)  A: 好, 几点？四点行吗？Hao, jidian? Sidian xing ma? (Good, what time? Does 4:00 o’clock work?)  B: 行, 你来我家吧？Ni lai wo jia ba? (Why don’t you come to my house?)  A: 行, 没问题！Xing, mei wenti! (Sure, no problem!)  2. Students will each receive a chart with the names of the days of the week in Chinese and empty boxes underneath. They will also be given a vocabulary list of Chinese words for sports and activities (swimming, dancing, watching a movie, playing ping pong, studying, fencing, playing ice hockey, playing soccer, skiing, going to the library) with both characters and pinyin. Each student will write what activity they are going to do each day of the week. Then students will use Chinese to tell their partner what they are going to do each day for oral language practice and comprehension.  3. Students will hand in their exit ticket to the teacher as they leave the classroom and use Chinese to tell the teacher one activity they are going to do on a specific day that week.  *Student oral exit ticket example:*星期五我要看电影。Xingqi wu wo yao kan dianying。   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | 星期一 | 星期二 | 星期三 | 星期四 | 星期五 | 星期六 | 星期天 | |  |  |  |  |  |  |  |   *Instructional Strategies:*  Direct instruction with modeling, followed by interpersonal, interpretive, and presentational strategies. Repetition and exit ticket to reinforce learning.  *Assessments:*  Classroom performance – partner work; participation and engagement in activities and through both verbal and non-verbal demonstration of understanding. The exit ticket will serve as a written and oral assessment of student learning. | | |

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| **MODIFICATIONS: Individualization for Spec. Ed., ELL, 504, GT, and other based on student need.**  Printed notes for students with IEPs  Close proximity to center of instruction for students with IEPs  Quizzes/Tests will be modified for students  Repeated Instructions and Directions  Different Test Setting for Students who need it  Use of Graphic Organizers  List of Instructions for students who have slower processing  Provide opportunity for group work  Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, multimedia, modeling). | **UNIT RESOURCES AND MATERIALS**  Textbook:  *Integrated Chinese 1 Textbook (Lessons 6-10)*  *Character Workbook & Text Workbook*  Other Resources: *Monday to Sunday in Chinese - TalktoChinese* <https://www.youtube.com/watch?v=HXkQFR3w7zo> Days and Months - Langhub.com [Learn Mandarin Chinese] <https://www.youtube.com/watch?v=PRyyWcpcJMo> How Similar Are Mandarin and Cantonese? <https://www.youtube.com/watch?v=s2km_z4-1T8> Learn Mandarin | Daily Routines in Chinese - Easy Song <https://www.youtube.com/watch?v=DdTqMaINKvs> Learn Chinese | Family Members in Chinese Learning Song <https://www.youtube.com/watch?v=uc7qd9xPpDY> |

**Content Area:** Studying Chinese

**Unit 3 Title:** Nide Zhongwen xuede zenmeyang？你的中文学得怎么样? How’s It Going Studying Chinese?

**Grade:** 9-12 **Timeline:** 4 weeks

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| **Stage 1 Desired Results** | | |
| NEW JERSEY STUDENT LEARNING STANDARDS:  7.1.NH.A.2; 7.1.NH.A.3; 7.1.NH.A.4; 7.1.NH.B.1; 7.1.NH.B.2; 7.1.NH.B.4; 7.1.NH.C.5  TECHNOLOGY STANDARDS:  8.1.P.E.1  21st CENTURY LIFE AND CAREER STANDARDS:  CRP1; CRP2; CRP4; CRP8 | ***Transfer*** | |
| *Students will be able to independently use their learning to…*   * *describe their performance on a test* * *describe the way someone reads, writes and speaks Chinese* * *ask someone to help with their Chinese* * *explain how they prepare for their Chinese class* * *describe their experience learning Chinese* | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*   * Developing proficiency in another language is an ongoing process requiring practice and experimentation in the four skill areas of listening, speaking, reading and writing. As Chairman Mao’s popular slogan goes: 好好学习，天天向上。*Hao hao xue xi, tian tian xiangshang. Study hard and make improvements every day..* * Speaking about test scores and grades is common and culturally appropriate in China; whereas, it is treated as more private information in the U.S. * Language can change due to politics as evidenced by the introduction of simplified characters and writing from left to right (instead of right to left and top to bottom) by Chinese government mandate in the 1950s. | ESSENTIAL QUESTIONS  How do people talk about academic achievements?  What are considered study habits for learning a foreign language? |
| ***Acquisition: Content & Skills*** | |
| *Students will know…*   * Descriptive complements 得 * Adverbs 太tai (too)，真zhen (really),and 很 hen (very) * Adverb 就jiu（then）before a verb to suggest the earliness, brevity or quickness of an action and才 cai to indicate the perceived lateness of an action (not until… * Double objects 老师教我们生词和语法。Laoshi jiao women shengci he yufa。(The teacher taught us vocabulary and grammar.) * ordinal numbers第一diyi，第二dier，第三disan * 有一点儿 youyidianr（somewhat，rather，a little bit） | *Students will be skilled at…*   * Describing their performance on test. * Describing the way someone reads, writes and speaks Chinese. * Asking someone to help them with their Chinese. * Describing their experience learning Chinese. |
| **Stage 2 Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| Classroom performance: active participation in group, partner and individual written and oral output. | PERFORMANCE TASK(S):   * Read aloud a dialogue about how students did on a Chinese exam. * Read aloud a dialogue about preparing for Chinese class. * Practice reading, pronouncing and writing new vocabulary related to studying Chinese and asking for help. * Compliment someone in Chinese and respond to the compliment in a traditional Chinese way with 哪里 nali (Where?). * Request help with writing Chinese characters and pronouncing words. 这个字怎么写 Zhege zi zenmexie？How is this word written?这个字怎么读 Zhege zi zenme du？How is this word pronunced？ * Write a WeChat message to a friend giving them suggestions about how to study Chinese. Student writes about what works best for them. | |
| Cumulative end-of-unit project | OTHER EVIDENCE:  Find students from Chengdu Foreign Languages School to volunteer as pen pals, ask them to email/WeChat each other and talk about their foreign language learning experiences. | |
| **Stage 3 Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*  *Lesson Plan Exemplar Objectives:*  Students will be able to:   * Listen, say, read and write new vocabulary related to learning Chinese. * Listen, say, read and comprehend a dialogue between two students about preparing for Chinese class. * Read questions written in Chinese about how you study Chinese and answer them in Chinese.   *Activities*:   1. Teacher will introduce new vocabulary words, which students will listen and repeat while also analyzing the characters for familiar radicals and phonetic elements. 2. Students will watch a video of a conversation between one teacher and three students entitled, “Preparing for Chinese Class.” Students will work in groups of three to read and role play the dialogue. The groups will take turns performing sections of the conversation in front of the class. 3. Students will answer true/false questions written in Chinese about the dialogue. 4. Finally, students will respond to written questions in Chinese about their own experience learning Mandarin, which they will hand in as their exit ticket. For example:   Question: 你写汉字写得快吗？Ni xie hanzi xiede kuai ma？(Do you write Chinese words quickly?) Answer: 我写得很慢。Wo xiede hen man。（I write very slowly.)  *Instructional Strategies:*  Interpersonal, presentational, and interpretive; audiovisuals to enhance learning; exit tickets to reinforce learning.  *Assessments:*  Observing student performance individually and among peers; evaluating written responses to comprehension questions and reflection questions on learning Chinese. | | |

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| **MODIFICATIONS: Individualization for Spec. Ed., ELL, 504, GT, and other based on student need.**  Printed notes for students with IEPs  Close proximity to center of instruction for students with IEPs  Quizzes/Tests will be modified for students  Repeated Instructions and Directions  Different Test Setting for Students who need it  Use of Graphic Organizers  List of Instructions for students who have slower processing  Provide opportunity for group work  Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, multimedia, modeling). | **UNIT RESOURCES AND MATERIALS**  Textbook:  *Integrated Chinese 1 Textbook (Lessons 6-10)*  *Character Workbook & Text Workbook*  Other Resources: *E96 唐诗联唱* <https://www.youtube.com/watch?v=mz4dMF7OKU4> Learn Chinese Vocabulary: 这zhè—this; 那nà—that; 哪nǎ—which & MORE <https://www.youtube.com/watch?v=ctTK7lC60ps>Learn to read Chinese ... with ease! | ShaoLan <https://www.youtube.com/watch?v=troxvPRmZm8> Super-slow Super-clear Chinese Listening Practice - Life of a University Student <https://www.youtube.com/watch?v=jJJRixS1fOk> |

**Content Area:** Daily school routines

**Unit 4 Title: school life 校园生活xiaoyuan shenghuo** **Grade:** 9-12 **Timeline:** 4 weeks

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| **Stage 1 Desired Results** | | |
| NEW JERSEY STUDENT LEARNING STANDARDS:  7.1.NH.A.2; 7.1.NH.A.3; 7.1.NH.A.4; 7.1.NH.B.1; 7.1.NH.B.2; 7.1.NH.B.4; 7.1.NH.C.5  TECHNOLOGY STANDARDS:  8.1.P.E.1  21st CENTURY LIFE AND CAREER STANDARDS:  CRP1; CRP2; CRP4; CRP8 | ***Transfer*** | |
| *Students will be able to independently use their learning to…*   * Narrate their daily routine at school. * Update a friend on recent activities. * Write a simple diary entry or blog post in Chinese. * Write a brief letter or formal email in Chinese. | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*   * There are differences between some Chinese words in different Chinese-speaking countries (bicycle is dan che单车 in China and zi xing che自行车 in Taiwan) * Technology has affected letter writing conventions, such as connecting characters that used to be separated in text. In closing a letter customarily, one would write with 祝 好 (wish you well), but now with technology they write 祝好with no space in between the two characters. * Chinese high school students take the National Higher Education Entrance Exam, also known as the gao kao 高考 for admission into college or university. For most provinces in China, it is only given once a year over two consecutive days, and is a source of intense pressure for students who will take the test. | ESSENTIAL QUESTIONS  How do people connect with friends?  How has technology affected letter-writing conventions?  How do you think people will communicate about their daily lives and connect with people in the future? |
| ***Acquisition: Content & Skills*** | |
| *Students will know…*   * the position of time-when expressions * the adverb 就 (jiu) * describing simultaneity using一边....一边... (yibian... yibian…) * series of verbs/verb phrases去朋友家吃晚饭qu pengyou jia chi wanfan * the particle 了le（verb+了） * the particle的between adjective and noun * the 正在（zhengzai）+verb=progressive tense * indicating inclusiveness：除了...以外，还/也...chule...yiwai,hai/ye…)in addition to, also * comparing能(neng) and 会(hui) * the conjunctions 要是（yaoshi）and 因为 （yinwei）and the adverb 就 （jiu） | *Students will be skilled at…*   * Describing daily routines in Chinese. * Writing a diary entry in Chinese using appropriate conventions. * Updating a friend on recent activities. * Writing an email in Chinese. * Expressing hope that a friend will accept an invitation. |
| **Stage 2 Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| Classroom performance: active participation in group, partner and individual written and oral output. | PERFORMANCE TASK(S):   * Listen to a diary entry in Chinese entitled, “A Typical School Day” while reading along with the characters and using the pinyin to help aid in comprehension and pronunciation. * Read passages in Chinese and interpret the meaning while answering true/false questions. * Practice using target grammar and language structures in response to writing prompts. * Listen and read a letter to a friend in Chinese, while reading along with the characters and using pinyin to help clarify meaning and pronunciation. * Write an email in Chinese to a friend about studying Chinese; use the letter read in class as a model. | |
| Cumulative end-of-unit project | OTHER EVIDENCE:  Students will work in groups to create a Prezi or Powerpoint presentation about their school life to present to class in Chinese. | |
| **Stage 3 Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*  *Lesson Plan Exemplar Objectives:*  Students will be able to:   * Interpret a diary entry written in Chinese by listening to a narration while reading characters and pinyin. * Read aloud the diary entry with expression and fluency. * Write their own journal entry about their school day. * Incorporate the following target grammar structures:  1. yibian/yibian to communicate simultaneous action: 我一边吃饭，一边听录音。Wo yibian chifan，yibian ting luying.（I eat my meal while listening to the audio.). 2. indicating inclusiveness：chule...hai...你除了会说汉语和英语，还会说什么语？Ni chule huishuo Hanyu he Yingyu, hai hui shuo shenme yu?（Besides Chinese and English, what languages do you also speak?）   *Activities*:   1. Students will listen to audio accompanied by video of a student describing her school day. 2. Students will check their comprehension by asking and answering questions about the reading with their partner. 3. They will practice reading the passage aloud, seeing how many characters they can read without referring to the pinyin. Partners will coach each other and then read aloud the diary entry in front of class. 4. Students will work individually on writing their own journal entry about their school day using the reading as a model for their writing. Students are required to use the two target grammar structures -- yibian/yibian 一边...一边...and chule...hai/yiwai.除了...还/以外 5. Students will complete the journal entry for homework.   *Instructional Strategies:*  Using Interpretive, interpersonal, and presentational modes of instruction; using audiovisuals and repetition, as well as direct instruction.  *Assessments:*  Classroom performance -- pronunciation and use of appropriate tones, demonstrated level of comprehension, and demonstration of engagement in the lesson. Written journal entry will be assessed for vocabulary, grammar and writing. | | |

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| **MODIFICATIONS: Individualization for Spec. Ed., ELL, 504, GT, and other based on student need.**  Printed notes for students with IEPs  Close proximity to center of instruction for students with IEPs  Quizzes/Tests will be modified for students  Repeated Instructions and Directions  Different Test Setting for Students who need it  Use of Graphic Organizers  List of Instructions for students who have slower processing  Provide opportunity for group work  Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, multimedia, modeling). | **UNIT RESOURCES AND MATERIALS**  Textbook:  *Integrated Chinese 1 Textbook (Lessons 6-10)*  *Character Workbook & Text Workbook*  Other Resources: *"When? What time?" Learn to Talk about Schedules in Mandarin Chinese --学中文* [*https://www.youtube.com/watch?v=RpJ-vYzCNxg*](https://www.youtube.com/watch?v=RpJ-vYzCNxg)*Tell Time in Mandarin Chinese (Learn Ask and Time in Chinese)! ❤*  [*https://www.youtube.com/watch?v=Vlo7iJeJFZM*](https://www.youtube.com/watch?v=Vlo7iJeJFZM) *How to Make Plans in Mandarin Chinese (Arranging a Time and Place to Meet Someone)**<https://www.youtube.com/watch?v=93Pq3VPNkWE>* |

**Content Area:** Shopping **Unit 5 Title:** Mai Dongxi 买东西 Shopping **Grade:** 9-12 **Timeline:** 4 weeks

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| **Stage 1 Desired Results** | | |
| NEW JERSEY STUDENT LEARNING STANDARDS:  7.1.NH.A.2; 7.1.NH.A.3; 7.1.NH.A.4; 7.1.NH.B.1; 7.1.NH.B.2; 7.1.NH.B.4; 7.1.NH.C.5  TECHNOLOGY STANDARDS:  8.1.P.E.1  21st CENTURY LIFE AND CAREER STANDARDS:  CRP1; CRP2; CRP4; CRP8 | ***Transfer*** | |
| *Students will be able to independently use their learning to…*   * Name their favorite colors and other common colors * Talk about clothing and shoe sizes * Count money and determine proper change * Return or exchange items at a store | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*   * Prices in Mainland China are usually non-negotiable in supermarkets and departments stores, but bargaining is common in street stalls, markets and small shops. * Contemporary Chinese fashion is similar to that of the west. * Globalization has led to the spread of a variety of products all over the world, and what used to be difficult to buy in China 10 years ago is often easy to find today due to China’s rapid modernization and development. * E-commerce is very popular in China today and controlled by Alibaba, an e-commerce company whose sales dwarf Amazon and eBay combined. | ESSENTIAL QUESTIONS  How is shopping in Mainland China different from shopping in the United States? How is it similar? |
| ***Acquisition: Content & Skills*** | |
| *Students will know…*   * Measure words for a person一位（yiwei）, pen一支（yizhi）, piece of paper, class period一节（yijie）, , a shirt一件（yijian）, a pair of pants一条（yitiao）, a pair of shoes一双（yishuang）, a book一本（yiben), and a shoe一只（yizhi)。 * Denominations of currency. * Conjunctions for although...yet 虽然...可是/但是(suiran...keshi/danshi) * Expression for comparison 跟...不一样（gen/he...bu/yiyang） | *Students will be skilled at…*   * Describing the color, size and price of a purchase. * Recognizing Chinese currency. * Determining proper change a customer should receive. * Asking for merchandise in a different size or color. |
| **Stage 2 Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| Classroom performance: active participation in group, partner and individual written and oral output. | PERFORMANCE TASK(S):   * Perform a dialogue between a shopper and salesperson (Listen to and read characters and pinyin). * Perform a dialogue about exchanging shoes. * Ask and answer questions in Chinese about the dialogues. * Read passages written in Chinese characters and answer questions to demonstrate comprehension. * Practice character writing. * Use Chinese count words to refer to the appropriate nouns. * Identify clothing items in Chinese. * Translate sentences from English into Chinese to create a dialogue in Chinese about a shopping experience. | |
| Cumulative end-of-unit project | OTHER EVIDENCE:  Students will make a collage with photographs, pictures, and illustrations cut out of magazines labeling in Chinese the names and colors of clothing items depicted. | |
| **Stage 3 Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*  *Lesson Plan Exemplar Objectives:*  Students will be able to:   * Describe what they are wearing in Chinese using the appropriate clothing item, count, and color term. * Write a script about a clothes shopping experience. * Perform the scenario for the class.   *Activities*:   1. Students will watch a video of a young man shopping in a store in China and speaking to a salesperson. 2. Then they will be given a template for writing their own scene in a clothing store. They will work in groups of three to write their scene using vocabulary from the unit and incorporating target grammatical structures into the scene. 3. Students will take turns performing their scene for the class.   *Instructional Strategies:*  Using Interpretive, interpersonal, and presentational modes of instruction; using audiovisuals and modeling, as well as direct instruction.  *Assessments:*  Classroom performance – partner work; participation and engagement in activities and through both verbal and non-verbal demonstration of understanding. Student written scripts will be assessed as a final product of the lesson. | | |

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| **MODIFICATIONS: Individualization for Spec. Ed., ELL, 504, GT, and other based on student need.**  Printed notes for students with IEPs  Close proximity to center of instruction for students with IEPs  Quizzes/Tests will be modified for students  Repeated Instructions and Directions  Different Test Setting for Students who need it  Use of Graphic Organizers  List of Instructions for students who have slower processing  Provide opportunity for group work  Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, multimedia, modeling). | **UNIT RESOURCES AND MATERIALS**  Textbook:  *Integrated Chinese 1 Textbook (Lessons 6-10)*  *Character Workbook & Text Workbook*  Other Resources: *(Survival mandarin) 7.LET'S GO SHOPPING #1 - expressions* [*https://www.youtube.com/watch?v=OTtniwGMUBY*](https://www.youtube.com/watch?v=OTtniwGMUBY) *铃儿响叮当 (JINGLE BELLS CHINESE VERSION)* [*https://www.youtube.com/watch?v=MLBdv5Pi09U*](https://www.youtube.com/watch?v=MLBdv5Pi09U) *We wish you a merry Christmas(Chinese Version)* [*https://docs.google.com/document/d/17A1cYvtF8bwM1aUTxIgayOdOtO\_Op-em74JhA6Dw6tM/edit#*](https://docs.google.com/document/d/17A1cYvtF8bwM1aUTxIgayOdOtO_Op-em74JhA6Dw6tM/edit) |

**Content Area:** Transportation交通

**Unit 6 Title:** Let’s Go Somewhere来一场说走就走的旅行lai yichang shuozoujiuzoude lvxing

**Grade:** 9-12 **Timeline:** 4 weeks

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| **Stage 1 Desired Results** | | |
| NEW JERSEY STUDENT LEARNING STANDARDS:  7.1.NH.A.2; 7.1.NH.A.3; 7.1.NH.A.4; 7.1.NH.B.1; 7.1.NH.B.2; 7.1.NH.B.4; 7.1.NH.C.5  TECHNOLOGY STANDARDS:  8.1.P.E.1  21st CENTURY LIFE AND CAREER STANDARDS:  CRP1; CRP2; CRP4; CRP8 | ***Transfer*** | |
| *Students will be able to independently use their learning to…*   * Talk about common means of transportation * Discuss the most/least convenient way to get to a destination * Thank someone for a favor * Extend New Year greetings, both oral and written | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*   * Transportation in China has changed rapidly to meet the needs of its population -- the high speed railway built in the last decade has more track in operation than the rest of the world combined. * China now has seventy thousand miles of highway, the most of any country in the world. * The largest human migration on earth is known as Chunyun春运 (Spring Festival traffic). During the Chinese New Year, millions of people leave cities and travel to their home provinces to visit family. | ESSENTIAL QUESTIONS  Why is it important to learn the culture and customs of a country I visit?  How can knowing the language of a country I am traveling to enhance my experience as a visitor?  How does holiday travel in the United States compare to Chinese New Year travel in China? |
| ***Acquisition: Content & Skills*** | |
| *Students will know…*   * topic-comment sentences * indicating alternatives:或者or（huozhe） and 还是or（haishi） * indicating sequence：先...再...(xian...zai…)first…,then… * pondering alternatives:还是...（吧）haishi…(ba)might do … as well | *Students will be skilled at…*   * Discussing different means of transportation. * Discussing the most/least convenient way to get to a destination.. * Expressing gratitude after receiving a favor. * Offering New Year wishes. |
| **Stage 2 Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| Classroom performance: active participation in group, partner and individual written and oral output. | PERFORMANCE TASK(S):   * Preview and familiarize themselves with vocabulary related to transportation. * Practice key vocabulary in the context of a dialogue, which they will listen to, read, and act out. * Learn helpful expressions and phrases to use while traveling. * Analyze characters for their radicals and phonetic representations. * Read an email in Chinese “Thanks for the Ride” and answer comprehension questions. * Compose an email in response to an invitation you have received inviting you to visit Chengdu, China, home to the giant pandas! | |
| Cumulative end-of-unit project | OTHER EVIDENCE:  Label the map of China for your upcoming dream trip, mapping out the itinerary and present the travel plan in front of the class. | |
| **Stage 3 Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*  *Lesson Plan Exemplar Objectives:*  Students will be able to:   * Explain why the Spring Festival is such a significant travel period in China. * Identify methods of travel that people prefer to use during that period, as well as the methods of travel they avoid. * Role play a scene at a busy train station in Guangzhou in Southern China. * Ask for directions and attempt to purchase a ticket.   Activity:   1. Watch two video clips from:   春运i Chinese New Year: Going Back Home <https://www.youtube.com/watch?v=1MxGchEWuAk>  春运ii Getting home for Chinese New Year <https://www.youtube.com/watch?v=J7kuS1uAx6c>   1. Give students questions to answer while watching the videos:  * Where do the scenes in the videos take place? * What three adjectives would you use to describe what you saw? * Where is everyone going? * Why is this known as the greatest human migration in the world?   3. Students will work in groups of three to create and role play their own scene at a crowded train station just before Chinese Spring Festival. The students are backpackers from New Jersey who are ignorant of Chinese customs and culture and do not know what the Spring Festival is and what its implications for travel in China are. The backpackers arrive at the train station completely unaware and confused by what it is going on. Students will write and act out what happens next. The backpackers do have an English-Chinese phrasebook and attempt to communicate in Chinese in order to purchase train tickets.  *Instructional Strategies:*  Using Interpretive, interpersonal, and presentational modes of instruction; video and role playing to enhance student engagement.  *Assessments:*  Students will share their answers to the questions on the video in a whole class discussion and they will hand them in at the end of the class. Student engagement in the activities will be assessed. | | |

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# *Textbooks* and Supplemental textbooks & Materials

**Main Textbook**

INTEGRATED CHINESE 1 (4TH edition)

**Supplemental Textbooks and Materials**

Workbook for integrated Chinese

Character Workbook

Audio

Video

Teacher’s Resources

**Web Sites**

* [Chinese Pinyin Chart with Audio](https://chinese.yabla.com/chinese-pinyin-chart.php)
* [Pinyin Practice without Tones](http://chinesepod.com/tools/pronunciation/section/1)
* [Pinyin Practice with Tones](http://www.laits.utexas.edu/ppp/learning.php?unit=0)
* [Online Typing Pinyin to Character](http://www.mdbg.net/chindict/webime2_pinyin.php)
* [Online Character Input System](http://www.purpleculture.net/online-chinese-input/)
* [Integrated Chinese Grammar Points L1P1](http://resources.allsetlearning.com/chinese/grammar/Reference:Integrated_Chinese:_Level_1,_Part_1_%283rd_ed%29)
* [Integrated Chinese Grammar Points L1P2](http://resources.allsetlearning.com/chinese/grammar/Reference:Integrated_Chinese:_Level_1,_Part_2_%283rd_ed%29)
* [Chinese Basic Radical Lesson](http://www.chtsai.net/radicals/)
* [Vocaroo Voice Recorder](http://vocaroo.com/)
* [Dictionary - character, video & audio](http://www.nciku.com/)
* [Dictionary: MDBG Chinese - English](http://www.mdbg.net/chindict/chindict.php)
* [Dictionary: Han Dian Stroke order and meaning](http://www.zdic.net/)
* [Dictionary: Root and radical](http://zhongwen.com/)
* [象形字典](http://www.vividict.com)
* [成语大全](http://www.cnpoem.net/cy/index.asp?key=%D2%BB)
* [Pinyin Type Chinese](http://www.mdbg.net/chindict/chindict.php)
* [Chinese name on painting](http://www.chinesetools.eu/tools/chinesepaint/)
* [Resources](http://www.yes-chinese.com/zh-cn/resource/)

Video links

Legend of the Year Monster 年兽的故事

<https://www.youtube.com/watch?v=rb_P9W6VjEU>

 中国文化欣赏 : 元宵节 The last day of the Spring Festival - Lantern Festival

<http://youtu.be/RfncONtbm9I>

 中国文化赏析： 中国春节 / Chinese Spring Festival

<http://youtu.be/uatTH1LRuPE>

 Chinese Seal

<https://youtu.be/IhR-NqW-VZs>

 2,000 Years of Chinese History! The Mandate of Heaven and Confucius: World History #7

<https://www.youtube.com/watch?v=ylWORyToTo4>

 中国文化欣赏：汉字 / Chinese characters

<http://youtu.be/9CnMumxnGAo>

 汉字的动画：三十六个字 36 Chinese characters - animation

<http://www.youtube.com/watch?v=RxWCAnaKjds>

 4 Tones

<https://www.youtube.com/watch?v=HJFG98o7aLM>

 中秋节 Chinese Mid-Autumn Festival

<https://youtu.be/aF_0NEZ1SiU>

 Discovering China - Confucius

<https://www.youtube.com/watch?v=AYQ1hcpUedU>

 端午节 DuanWu Festival/ Chinese Dragon Boat Festival

<http://youtu.be/j6LlS9hn3Dw>

 BBC Documentary 2014 - The Science of Acupuncture - Traditional Chinese Medicine

<https://www.youtube.com/watch?v=HbaQXnI-Z50&feature=youtu.be>

 BBC Documentary: Engineering An Empire China

<http://youtu.be/y3u5dv4xrrc>

 Megastructures - China's Ultimate Port -- 中国终极港口

<http://youtu.be/MlQmMTp_T0M>

 中国文化欣赏: 生肖动物 12 Chinese Zodiac animals

<https://youtu.be/lhPzoFod-WY>

 Your Fortune in 2015 Based on The Chinese Zodiacs

<https://www.youtube.com/watch?v=LDYL_B_pCEs>

 十二生肖歌 12 Chinese Zodiac Song (by 水果冰淇淋)

<https://www.youtube.com/watch?v=mWkrNQAdMXM>

 找生肖 Find my Chinese zodic sign

<http://www.chinesezodiac.com/calculator.php>

 中国文化欣赏 : 中国结 / Chinese knots

<http://youtu.be/YxbmDH9QPwA>

 中国文化欣赏 : 筷子 / chopsticks

<http://youtu.be/elp8zw6eZR4>

 中国文化欣赏：长城 / The Great Wall

<http://youtu.be/99Nbk1GUvsU>

 中国文化欣赏： 兵马俑 / Terra-cotta Warriors

<http://youtu.be/nrnOgxQdUPw>

 中国文化欣赏: 皮影戏 / Shadow Puppet Art

<https://www.youtube.com/edit?o=U&video_id=Nz3MCO-PiWM>

 近代长城的历史 Great Wall of China (Modern period) History Documentary

Great Wall of China - History Documentary Traditionally known to the Chinese as the Long Wall of Ten Thousand Li, the stretch of formidable defensive structure.

<https://www.youtube.com/watch?v=_s5oxeX9LT0>

 中国文化欣赏：胡同与四合院 HuTong and Court Yard Housing

<http://youtu.be/9L2i2owCbMg>

# Sichuan Cuisine, Imperiled by Success （the New York Times）

<https://www.nytimes.com/2016/06/15/dining/chinese-food-sichuan-chengdu.html>

感恩节手语歌曲学习《感恩的心》

<https://www.youtube.com/watch?v=UJHiI73qm-Q>

# 《铃儿响叮当》 (JINGLE BELLS CHINESE VERSION)

<https://www.youtube.com/watch?v=MLBdv5Pi09U>

# WE WISH YOU A MERRY CHRISTMAS CHINESE VERSION 《我们祝你圣诞快乐》

<https://www.youtube.com/watch?v=X6-qqvypaT8>

春运 Chinese New Year: Going Back Home

<https://www.youtube.com/watch?v=1MxGchEWuAk>

# 春运 Getting home for Chinese New Year

<https://www.youtube.com/watch?v=J7kuS1uAx6c>

# Leshan Giant Buddha - Facts, About and History

<https://www.youtube.com/watch?v=lkZULggLm9E>

# Wonder world in Chengdu Museum

<https://www.youtube.com/watch?v=U4ZWpQ8jChQ>

# 9 Reasons To Learn Mandarin Chinese║Lindsay Does Languages Video

<https://www.youtube.com/watch?v=cS1UaQvs-3E>

- See more at: http://www.cbsd.org/Page/18589#sthash.9mBtZtcu.dpuf

 中国文化欣赏： 餐桌礼仪 / Table Manner

<http://youtu.be/OAFnzRaivyY>

 中国文化欣赏：故宫 / Imperial Palace

<http://youtu.be/bIo3eLpsrvI>

 上海 10 minutes and you know about shanghai

<https://www.youtube.com/watch?v=-DOPQrVSHiY>

 上海 Discovery Channel - Ultimate\_Journeys - Shanghai

<https://www.youtube.com/watch?v=4xGDbDYRuZQ>

 10 Chinese Food Slang Words That Are Not About Food 十个食物日常用语（与食物无关）

<https://www.youtube.com/watch?v=HdC4EUCO2YY>

- See more at: http://www.cbsd.org/Page/18589#sthash.9mBtZtcu.dpuf

movies

 Confucius 孔子 高清完整版 with English subtitle

<http://www.letv.com/ptv/vplay/1715378.html>

 僵尸至尊：　林正英经典电影１９９１　(Hong Kong)1991 Lam Ching Ying classic zombie movie

<https://www.youtube.com/watch?v=CLbGtD-Tdqc>

 这么近, 那么远--美国UIUC留学生原创爱情微电影

<https://www.youtube.com/watch?v=R6EBPWOny_I>

 成龙 十二生肖 Jackie Chen CZ12

<http://v.youku.com/v_show/id_XNTI4MzcwMTc2.html?from=y1.2-1-96.3.3-1.1-1-1-2>

 非常好看的台湾电影 "逆光飛翔"

<https://www.youtube.com/watch?v=GCx94t2wm_g&feature=youtu.be>

 电影：功夫灌篮 Kung Fu Dunk/ by Jay Chou

<http://www.snagfilms.com/films/title/kung_fu_dunk>

 电影： 恋爱通告 Love In Disguise (2010) ENGLISH SUB

Click on CC icon to turn on the English Subtitle.

<http://www.youtube.com/watch?v=jmRGLigpmrI>

 電影-三國之荊州 San Guo

<http://www.youtube.com/watch?v=jArRj6QTMA8>

 The Joy Luck Club 1993 喜福会 01

<http://www.youtube.com/watch?v=rjxDdTHosy4>

 Happily Ever After? 幸福追不追"微電影

<http://www.youtube.com/watch?v=FqghXPjlCrU>

 寻找成龙 Jackie Chan: Kung Fu Master （Looking for Kung Fu Master Jackie Chan)

<http://www.youtube.com/watch?v=Hji3U1TjCf4>

 喜羊羊与灰太狼 第一集 Pleasant Goat and Big Big Wolf

Chinese cartoon

<http://www.youtube.com/watch?v=dmGm4hZUqOs>

 不能說的·秘密 The secret can't be told - Jay Chou

<http://www.youtube.com/watch?v=2jL66LOrYo4>

- See more at: <http://www.cbsd.org/Page/17026#sthash.TJe0EhOP.dpuf>

# Rubrics

Scoring Guidelines

Interpersonal Writing: Email Reply

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| 5  Strong | • Maintains the exchange with a response that is clearly appropriate within the context of the task  • Provides required information (e.g., responses to questions, request for details) with frequent elaboration  • Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility  • Varied and appropriate vocabulary and idiomatic language  • Accuracy and variety in grammar, syntax, and usage, with few errors  • Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors  • Variety of simple and compound sentences, and some complex sentences |
| 4  Good | • Maintains the exchange with a response that is generally appropriate within the context of the task  • Provides required information (e.g., responses to questions, request for details) with some elaboration  • Fully understandable, with some errors which do not impede comprehensibility  • Varied and generally appropriate vocabulary and idiomatic language  • General control of grammar, syntax, and usage  • Generally consistent use of register appropriate for the situation, except for occasional shifts; basic control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing)  • Simple, compound, and a few complex sentences |
| 3  Fair | • Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task  • Provides required information (e.g., responses to questions, request for details)  • Generally understandable, with errors that may impede comprehensibility  • Appropriate but basic vocabulary and idiomatic language  • Some control of grammar, syntax, and usage  • Use of register may be inappropriate for the situation with several shifts; partial control of conventions for formal correspondence (e.g., greeting, closing) although these may lack cultural appropriateness  • Simple and a few compound sentences |
| 2  Weak | • Partially maintains the exchange with a response that is minimally appropriate within the context of the task  • Provides some required information (e.g., responses to questions, request for details)  • Partially understandable, with errors that force interpretation and cause confusion for the reader  • Limited vocabulary and idiomatic language  • Limited control of grammar, syntax, and usage  • Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies  • Simple sentences and phrases |
| 1  Poor | • Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task  • Provides little required information (e.g., responses to questions, request for details)  • Barely understandable, with frequent or significant errors that impede comprehensibility  • Very few vocabulary resources  • Little or no control of grammar, syntax, and usage  • Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)  • Very simple sentences or fragments |
| 0  Unacceptable | • Mere restatement of language from the stimulus  • Completely irrelevant to the stimulus  • “I don’t know,” “I don’t understand,” or equivalent in any language  • Not in the language of the exam  • Blank (no response) |

Presentational Writing: Persuasive Essay

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| 5  Strong | • Effective treatment of topic within the context of the task  • Demonstrates a high degree of comprehension of the sources’ viewpoints, with very few minor inaccuracies  • Integrates content from all three sources in support of the essay  • Presents and defends the student’s own viewpoint on the topic with a high degree of clarity; develops a persuasive argument with coherence and detail  • Organized essay; effective use of transitional elements or cohesive devices  • Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility  • Varied and appropriate vocabulary and idiomatic language  • Accuracy and variety in grammar, syntax, and usage, with few errors  • Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences |
| 4  Good | • Generally effective treatment of topic within the context of the task  • Demonstrates comprehension of the sources’ viewpoints; may include a few inaccuracies  • Summarizes, with limited integration, content from all three sources in support of the essay  • Presents and defends the student’s own viewpoint on the topic with clarity; develops a persuasive argument with coherence  • Organized essay; some effective use of transitional elements or cohesive devices  • Fully understandable, with some errors which do not impede comprehensibility  • Varied and generally appropriate vocabulary and idiomatic language  • General control of grammar, syntax, and usage  • Develops mostly paragraph-length discourse with simple, compound and a few complex sentences |
| 3  Fair | • Suitable treatment of topic within the context of the task  • Demonstrates a moderate degree of comprehension of the sources’ viewpoints; includes some inaccuracies  • Summarizes content from at least two sources in support of the essay  • Presents and defends the student’s own viewpoint on the topic; develops a somewhat persuasive argument with some coherence  • Some organization; limited use of transitional elements or cohesive devices  • Generally understandable, with errors that may impede comprehensibility  • Appropriate but basic vocabulary and idiomatic language  • Some control of grammar, syntax, and usage  • Uses strings of mostly simple sentences, with a few compound sentences |
| 2  Weak | • Unsuitable treatment of topic within the context of the task  • Demonstrates a low degree of comprehension of the sources’ viewpoints; information may be limited or inaccurate  • Summarizes content from one or two sources; may not support the essay  • Presents, or at least suggests, the student’s own viewpoint on the topic; develops an unpersuasive argument somewhat incoherently  • Limited organization; ineffective use of transitional elements or cohesive devices  • Partially understandable, with errors that force interpretation and cause confusion for the reader  • Limited vocabulary and idiomatic language  • Limited control of grammar, syntax, and usage  • Uses strings of simple sentences and phrases |
| 1  Poor | • Almost no treatment of topic within the context of the task  • Demonstrates poor comprehension of the sources’ viewpoints; includes frequent and significant inaccuracies  • Mostly repeats statements from sources or may not refer to any sources  • Minimally suggests the student’s own viewpoint on the topic; argument is undeveloped or incoherent  • Little or no organization; absence of transitional elements and cohesive devices  • Barely understandable, with frequent or significant errors that impede comprehensibility  • Very few vocabulary resources  • Little or no control of grammar, syntax, and usage  • Very simple sentences or fragments |
| 0  Unacceptable | • Mere restatement of language from the prompt  • Clearly does not respond to the prompt; completely irrelevant to the topic  • “I don’t know,” “I don’t understand,” or equivalent in any language  • Not in the language of the exam  • Blank (no response) |

Interpersonal Speaking: Conversation

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| 5  Strong | • Maintains the exchange with a series of responses that is clearly appropriate within the context of the task  • Provides required information (e.g., responses to questions, statement, and support of opinion) with frequent elaboration  • Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility  • Varied and appropriate vocabulary and idiomatic language  • Accuracy and variety in grammar, syntax, and usage, with few errors  • Mostly consistent use of register appropriate for the conversation  • Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility  • Clarification or self-correction (if present) improves comprehensibility |
| 4  Good | • Maintains the exchange with a series of responses that is generally appropriate within the context of the task  • Provides required information (e.g., responses to questions, statement, and support of opinion) with some elaboration  • Fully understandable, with some errors which do not impede comprehensibility  • Varied and generally appropriate vocabulary and idiomatic language  • General control of grammar, syntax, and usage  • Generally consistent use of register appropriate for the conversation, except for occasional shifts  • Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility  • Clarification or self-correction (if present) usually improves comprehensibility |
| 3  Fair | • Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task  • Provides required information (e.g., responses to questions, statement, and support of opinion)  • Generally understandable, with errors that may impede comprehensibility  • Appropriate but basic vocabulary and idiomatic language  • Some control of grammar, syntax, and usage  • Use of register may be inappropriate for the conversation with several shifts  • Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility  • Clarification or self-correction (if present) sometimes improves comprehensibility |
| 2  Weak | • Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task  • Provides some required information (e.g., responses to questions, statement, and support of opinion)  • Partially understandable, with errors that force interpretation and cause confusion for the listener  • Limited vocabulary and idiomatic language  • Limited control of grammar, syntax, and usage  • Use of register is generally inappropriate for the conversation  • Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility  • Clarification or self-correction (if present) usually does not improve comprehensibility |
| 1  Poor | • Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task  • Provides little required information (e.g., responses to questions, statement, and support of opinion)  • Barely understandable, with frequent or significant errors that impede comprehensibility  • Very few vocabulary resources  • Little or no control of grammar, syntax, and usage  • Minimal or no attention to register  • Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility  • Clarification or self-correction (if present) does not improve comprehensibility |
| 0  Unacceptable | • Mere restatement of language from the prompts  • Clearly does not respond to the prompts  • “I don’t know,” “I don’t understand,” or equivalent in any language  • Not in the language of the exam  • Blank (no response although recording equipment is functioning) |

Presentational Speaking: Cultural Comparison

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| 5  Strong | • Effective treatment of topic within the context of the task  • Clearly compares the student’s own community with the target culture, including supporting details and relevant examples  • Demonstrates understanding of the target culture, despite a few minor inaccuracies  • Organized presentation; effective use of transitional elements or cohesive devices  • Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility  • Varied and appropriate vocabulary and idiomatic language  • Accuracy and variety in grammar, syntax, and usage, with few errors  • Mostly consistent use of register appropriate for the presentation  • Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility  • Clarification or self-correction (if present) improves comprehensibility |
| 4  Good | • Generally effective treatment of topic within the context of the task  • Compares the student’s own community with the target culture, including some supporting details and mostly relevant examples  • Demonstrates some understanding of the target culture, despite minor inaccuracies  • Organized presentation; some effective use of transitional elements or cohesive devices  • Fully understandable, with some errors which do not impede comprehensibility  • Varied and generally appropriate vocabulary and idiomatic language  • General control of grammar, syntax, and usage  • Generally consistent use of register appropriate for the presentation, except for occasional shifts  • Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility  • Clarification or self-correction (if present) usually improves comprehensibility |
| 3  Fair | • Suitable treatment of topic within the context of the task  • Compares the student’s own community with the target culture, including a few supporting details and examples  • Demonstrates a basic understanding of the target culture, despite inaccuracies  • Some organization; limited use of transitional elements or cohesive devices  • Generally understandable, with errors that may impede comprehensibility  • Appropriate but basic vocabulary and idiomatic language  • Some control of grammar, syntax, and usage  • Use of register may be inappropriate for the presentation with several shifts  • Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility  • Clarification or self-correction (if present) sometimes improves comprehensibility |
| 2  Weak | • Unsuitable treatment of topic within the context of the task  • Presents information about the student’s own community and the target culture, but may not compare them; consists mostly of statements with no development  • Demonstrates a limited understanding of the target culture; may include several inaccuracies  • Limited organization; ineffective use of transitional elements or cohesive devices  • Partially understandable, with errors that force interpretation and cause confusion for the listener  • Limited vocabulary and idiomatic language  • Limited control of grammar, syntax, and usage  • Use of register is generally inappropriate for the presentation  • Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility  • Clarification or self-correction (if present) usually does not improve comprehensibility |
| 1  Poor | • Almost no treatment of topic within the context of the task  • Presents information only about the student’s own community or only about the target culture, and may not include examples  • Demonstrates minimal understanding of the target culture; generally inaccurate  • Little or no organization; absence of transitional elements and cohesive devices  • Barely understandable, with frequent or significant errors that impede comprehensibility  • Very few vocabulary resources  • Little or no control of grammar, syntax, and usage  • Minimal or no attention to register  • Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility  • Clarification or self-correction (if present) does not improve comprehensibility |
| 0  Unacceptable | • Mere restatement of language from the prompts  • Clearly does not respond to the prompts  • “I don’t know,” “I don’t understand,” or equivalent in any language  • Not in the language of the exam  • Blank (no response although recording equipment is functioning) |

# New Jersey Student Learning Standards

(Adopted by the NJ Department of Education 2014)

**The following information is from the New Jersey Department of Education website** <https://www.state.nj.us/education/cccs/2014/wl/>

2014 Standards

[World Languages Standard Learning Progressions](http://www.state.nj.us/education/cccs/progressions/7/)

[Introduction](http://www.state.nj.us/education/cccs/standards/7/intro.pdf)

[7.1 World Languages](http://www.state.nj.us/education/cccs/standards/7/7.1.htm)

* [A. Interpretive Mode](http://www.state.nj.us/education/cccs/standards/7/7-1-A.htm)
* [B. Interpersonal Mode](http://www.state.nj.us/education/cccs/standards/7/7-1-B.htm)
* [C. Presentational Mode](http://www.state.nj.us/education/cccs/standards/7/7-1-C.htm)
* Proficiency Levels - All Strands
  + [Novice-Mid](http://www.state.nj.us/education/cccs/standards/7/7-1-NM.htm)
  + [Novice-High](http://www.state.nj.us/education/cccs/standards/7/7-1-NH.htm)
  + [Intermediate-Low](http://www.state.nj.us/education/cccs/standards/7/7-1-IL.htm)
  + [Intermediate-Mid](http://www.state.nj.us/education/cccs/standards/7/7-1-IM.htm)
  + [Intermediate-High](http://www.state.nj.us/education/cccs/standards/7/7-1-IH.htm)
  + [Advanced-Low](http://www.state.nj.us/education/cccs/standards/7/7-1-AL.htm)

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| **Content Area** | **World Languages**: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. | | |
| **Strand** | [**Interpretive Mode**](#35nkun2) | | |
| **Proficiency Level and Grade Level Performance Benchmark** | **Content Statement** | **Indicator #** | **Indicator** |
| [**Novice-High**](#1ksv4uv)  **Grades 5-6 for all students who continue to study the same language throughout elementary school; grades 8-9 for students who switch language in middle school; grades 10-11 for students who switch languages in high school** | **Linguistic**:  The [Novice-High](#1ksv4uv) language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences to:   * Identify the main idea and some supporting details when reading. * Understand the gist and some supporting details of conversations dealing with everyday life. * Infer the meaning of some unfamiliar words when used in familiar contexts.   **Cultural**:   * Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.) * The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and [geography](#44sinio).) * Due to globalization and advances in technology, the [products](#2jxsxqh) and [practices](#z337ya) of a culture change over time, and these changes may impact cultural [perspectives](#3j2qqm3). (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.) * Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, [geography](#44sinio), social sciences, and distribution of resources.) * Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.) * The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.) * Wellness [practices](#z337ya) may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.) * Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on [perspectives](#3j2qqm3) of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].) * Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) | 7.1.NH.A.1 | Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in [culturally authentic materials](#1y810tw) using [electronic information](#4i7ojhp) and other sources related to targeted themes. |
| 7.1.NH.A.2 | Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate [physical response](#2xcytpi). |
| 7.1.NH.A.3 | Recognize some common gestures and cultural [practices](#z337ya) associated with target culture(s). |
| 7.1.NH.A.4 | Identify people, places, objects, and activities in daily life based on oral or written descriptions. |
| 7.1.NH.A.5 | Demonstrate comprehension of short conversations and brief written messages on familiar topics. |
| 7.1.NH.A.6 | Reserved  This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved. |
| 7.1.NH.A.7 | Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations. |
| 7.1.NH.A.8 | Identify some unique linguistic elements in English and the target language. |
| **Strand** | [**Interpersonal Mode**](#1ci93xb) | | |
| **Proficiency Level and Grade Level Performance Benchmark** | **Content Statement** | **Indicator #** | **Indicator** |
| [**Novice-High**](#1ksv4uv)  **Grades 5-6 for all students who continue to study the same language throughout elementary school; grades 8-9 for students who switch language in middle school; grades 10-11 for students who switch languages in high school** | **Linguistic**:  The [Novice-High](#1ksv4uv) language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences [independently](#3whwml4) to:   * Ask and answer questions related to everyday life. * Handle simple transactions related to everyday life:   + Initiate, maintain, and end a conversation.   + Ask for and give permission.   + Express needs.   + Give reasons.   + Request, suggest, and make arrangements.   + Extend, accept, and decline an invitation.   + Express an opinion and preference.   **Cultural**:  The Novice-High Cultural Content Statements remain the same for all the strands. | 7.1.NH.B.1 | Use [digital tools](#2bn6wsx) to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. |
| 7.1.NH.B.2 | Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities. |
| 7.1.NH.B.3 | Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. |
| 7.1.NH.B.4 | Ask and respond to questions, make requests, and express preferences in various social situations. |
| 7.1.NH.B.5 | Converse on a variety of familiar topics and/or topics studied in other content areas. |
| **Strand** | [**Presentational Mode**](#qsh70q) | | |
| **Proficiency Level and Grade Level Performance Benchmark** | **Content Statement** | **Indicator #** | **Indicator** |
| [**Novice-High**](#1ksv4uv)  **Grades 5-6 for all students who continue to study the same language throughout elementary school; grades 8-9 for students who switch language in middle school; grades 10-11 for students who switch languages in high school** | **Linguistic**:  The [Novice-High](#1ksv4uv) language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences [independently](#3whwml4) to:   * Handle simple transactions related to everyday life:   + Express needs.   + Give reasons.   + Express an opinion and preference.   + Request and suggest.   **Cultural**:  The Novice-High Cultural Content Statements remain the same for all the strands. | 7.1.NH.C.1 | Recombine basic information at the word and sentence level related to self and targeted themes to create a [multimedia-rich presentation](#3as4poj) to be shared [virtually](#1pxezwc) with a target language audience. |
| 7.1.NH.C.2 | Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing. |
| 7.1.NH.C.3 | Describe in writing people and things from the home and school environment. |
| 7.1.NH.C.4 | Tell or retell stories from age- and level-appropriate, [culturally authentic materials](#1y810tw) orally or in writing. |
| 7.1.NH.C.5 | Tell or write about cultural [products](#2jxsxqh) associated with the targetculture(s) and identify how the [products](#2jxsxqh) and [practices](#z337ya) are derived from the cultural [perspectives](#3j2qqm3). |