



**Montclair Public Schools
Mandarin II Curriculum**

Grades 9-12

**Approved by the Montclair Board of Education
2011**

**WORLD LANGUAGES DEPARTMENT
CHINESE II / GRADES 9-12
Montclair Public Schools**

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SECTION I

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ACKNOWLEDGEMENTS

The development of the Chinese curriculum followed a curriculum mapping process. Teachers shared what they felt were the most critical components. A small committee created the curriculum and aligned it to the 2009 New Jersey Core Curriculum Content Standards.

We would like to thank the individuals whose support, efforts, and patience helped to bring the vision of an articulated Chinese curriculum into existence.

Curriculum Committee:

Vicky Chang, Mandarin Teacher, Nishuane School
Janice Dowd, Montclair FLAP Grant Coordinator/Manager
Lucy Lee, Montclair FLAP Grant Consultant

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INTRODUCTION

The Montclair School District is dedicated to educational excellence for each and every child. In partnership with parents and the community, the schools will maximize academic and artistic achievement, and develop confident students who are accountable for their ongoing learning, who value initiative and diversity, who achieve the requirements of the [New Jersey Core Curriculum Content Standards](#) at all grade levels and who are able to contribute meaningfully to the ever-changing global society.

The philosophy and vision of the World Languages curriculum is to expose each student to the joy of understanding the language and culture of other communities. Students will acquire sufficient vocabulary and knowledge of linguistic structures to enable them to communicate with others in an oral and written manner. In addition, students will increase the development of their native language since the acquisition of a second language at an early age contributes to and promotes listening, speaking, reading, and writing skills in general.

The Montclair Public School District is committed to seeing that each student develops the necessary skills to support this vision. After completing a strong series of language study, students will be able to:

- Learn new vocabulary framed in contextual thematic units
- Use circumlocution to express meaning when they lack vocabulary terms for new ideas
- Move progressively from acquiring very simple structures of subject and verb to acquiring richer expressions by using adjectives, adverbs, and complements
- Use background knowledge to build second language fluency by considering themes and topics already seen in their basic classes (mathematics, science, social studies, and language arts)
- Write and perform stories and mini-plays in the target language
- Learn the culture and traditions of the native speakers' countries at the same time that they are learning the language
- Read age-appropriate authentic, original material written by natives for natives, as well as familiar texts translated from English
- Become better citizens by developing a global concept of the world, respecting cultural differences, and fostering acceptance of peoples from other cultures.

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STATEMENT OF PHILOSOPHY

The advent of technology has made our planet a small, interdependent community in which it now takes only seconds to communicate with others around the world. Along with the immediate access to far off places comes the necessity to engage in meaningful dialog with speakers of many languages. It is our belief that the children of the Montclair Public Schools will be well served by the acquisition of a second or third language. Children who study a second language learn that different cultures exist with legitimate realities that shape who they are, how they live, what they do and why. In addition to the ability to effectively communicate with others around the world, the study of a world language will help children to become flexible thinkers, creative problem-solvers, and human beings who have a better appreciation and understanding of cultural differences and similarities that enrich society.

Studies of the brain, and the research of linguists and educators, show that the study of a second language enables children to better understand and utilize their own language. In addition, second language acquisition enhances one's ability to see connections between the various disciplines by incorporating mathematics, language arts literacy, social studies, science, visual and performing arts, and health and physical education into the language classroom.

Research further indicates that when language acquisition begins before age eight and continues through the school years, native-like proficiency is attainable (Genessee, 1987; Lipton, 1992; Met, Anderson, Brega, and Rhodes, 1983). Therefore, it is our belief as world language educators that the study of a second language should begin as early as kindergarten. The concept of uninterrupted study conforms to the requirements of the NJCCCS.

At the age of ten, according to the research of Piaget, Lambert, and others, students are in the process of moving from egocentricity to reciprocity, and information is eagerly received. Acquisition of a second language helps children gain insight into the uniqueness of all cultures, and develop the personal skills needed to interact with diverse groups in a global community. Children will be more apt to embrace differences; cultural content is integrated throughout the program, reflects multi-ethnic diversity within language groups, and gives an accurate view of everyday life.

The philosophy and goals of the Montclair World Language Curriculum are philosophically aligned with the guiding principles of the NJCCCS for World Languages. The curriculum is designed to reinforce the skills of listening, speaking, reading, and writing presented in a developmentally appropriate manner. The units of study and the activities included are designed to provide a

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stimulating and enjoyable experience in the target language. The thematic concepts taught follow the natural way in which children acquire their first language through imitation, repetition, and a multi-sensory approach to learning patterns of speech. Learning a second language taps the child's natural developmental ability to imitate native speakers and to enjoy a sense of accomplishment that comes from learning

This course will consist of 10 units under the theme of "All About Me and My Community," which will introduce students to the basic vocabulary and language structures necessary to communicate in Chinese. These units will incorporate a variety of resources to include: *Zhen Bang!* (Level 2), Internet activities/websites, a variety of print and audiovisual media, and extensive teacher-generated materials. More comprehensive topics, related to cultural distinctions and nuances, will also be presented and discussed.

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PROGRAM GOALS ACCORDING TO THEMATIC UNITS

Unit 1: The focus of this unit is to become acquainted with others. In this unit, students will provide personal information about themselves and members of their family. They will respond to greetings, say goodbye, and ask how others feel. Students will learn vocabulary associated with greetings, leave-taking, and civility. Students exercise their language skills (speaking and listening) through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode).

Unit 2: The focus of this unit is to identify parts of the body and exchange information on health. Students will learn verbs associated with parts of the body such as see, smell, hear, feel, hit, kick, touch, etc. They will use proper adjectives to describe having a headache, catching a cold, or not feeling well. They will be able to read public signs such as Hospital, No Smoking, Entrance, Exit, etc. Students exercise their language skills through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode).

Unit 3: The focus of this unit is to learn to discuss daily routines. Students will be able to describe their daily routines using the present tense and time expressions. Students will learn vocabulary associated with time and daily activities. Students exercise their language skills through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode). The cultural focus is on the routines of young people in China.

Unit 4: The focus of this unit is to talk about friends. Students will learn how to describe a person's feelings, ask and explain how things are going, and make invitations. Students exercise their language skills through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode).

Unit 5: The focus of this unit is for students to ask for and provide directions and to describe a room and a house. Students will learn vocabulary associated with transportation and household items. Students exercise their language skills through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode).

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Unit 6: The focus of this unit is to learn how to write an invitation and become acquainted with meals and foods on menus. In this unit the students will be able to read a menu, identify foods at a market, describe the color of each food, talk about whether or not they like particular foods, and identify typical foods from China. The cultural focus of this unit is the themes of Chinese cooking.

Unit 7: The focus of this unit is for students to talk about making a plan for summer vacation, to identify and describe weather conditions, and to name the four seasons. Students will learn vocabulary associated with cities around the world and traveling. They will be able to express preferred activities related to weather, compare and contrast the climate in different regions of China, and be aware of the climatic differences around the world. Students exercise their language skills through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode).

Unit 8: The focus of this unit is to discuss and describe team sports. Students will learn the use of the verbs da, ti, tiao, and pao. They will be able to discuss their likes and dislikes related to sports. Students will also learn about the popularity of sports in various areas of the Chinese-speaking world. Students exercise their language skills through the three modes of communication (Interpretive Mode, Interpersonal Mode, and Presentational Mode).

Unit 9: The focus of this unit is to discuss several types of cultural activities. Students will learn basic vocabulary associated with movies, museums, folk arts, and paintings. Students will also continue to express themselves in the past by using the proper time markers. The cultural focus of the unit will be dating customs and cultural events in the Chinese-speaking world.

Unit 10: The focus of this unit is to understand the written style of the Chinese language. Students learn the importance of stroke order, the difference between traditional characters and simplified characters, and commonly used radicals. Throughout the course, students recognize basic characters associated with familiar topics, read short sentences in characters, and practice their handwriting skill with stroke-order. Students use a Chinese word processing program to type Chinese characters.

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GENERAL OVERVIEW

“Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical.”

(American Council on the Teaching of Foreign Languages-National Standards for Foreign Language Education)

The Chinese Programs in the Montclair Public Schools focus on the acquisition of communication skills and cultural knowledge. They encompass the N.J.C.C. Standards, which address the need to prepare all students for an interdependent world. Our program addresses Standard 7.1, “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.” This standard includes the interpretive, interpersonal, and presentational modes of communication.

Chinese II is a full-year course for Montclair High School students and introduces and prepares students to acquire the fundamentals of the Chinese language and culture. Students in this program will learn the basic elements of the Chinese language with emphasis on communication skills. The course stresses speaking, listening, reading, and writing in the three communication modes: interpretive, interpersonal, and presentational. The ability to communicate in simple spoken and written Chinese about everyday topics is promoted through immersion in the target language. Students also learn about the cultures of the Chinese-speaking world. Students will be encouraged to develop a lifelong interest in Chinese language and culture through a variety of experiences and activities.

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SECTION II

Course Description

Chinese II is a full-year high school course that continues the study of Mandarin (1). It is a communicative course and integrates the study of the cultures of Chinese speaking people. Increased emphasis on the Pinyin system, character writing, vocabulary, and grammar enhances the students' ability to communicate in a greater range. Learning will include real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged to develop a lifelong interest in the Chinese language and culture through a variety of experiences and activities.

This course will consist of 10 units under the main theme of “All About Me and My Community,” which will introduce students to Chinese level (2) basic vocabulary and the language structures necessary to communicate in Chinese. These units will incorporate a variety of resources to include: *Zhen Bang Level (2)*, *Ni Hao*, *Hanyu for Beginners*, Internet activities/websites, a variety of print and audiovisual media, and extensive teacher-generated materials. More comprehensive topics related to cultural distinctions and nuances are presented and discussed.

Thematic Units for Chinese II

1. Getting Acquainted
2. Health
3. Daily Routine
4. My Friends
5. Welcome to My House
6. Invitation
7. Summer vacation
8. Sports
9. Pastimes
10. Chinese Characters

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UNIT 1: Getting Acquainted

Learning Goals NJCCCS & CPI	Enduring Understandings	Essential Questions
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	All societies use culturally appropriated ways to introduce themselves and new members to their society.	How are Chinese customs for getting acquainted similar to and different from your culture?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Use appropriate expressions (formal vs. informal) of greetings and leave taking. • Identify and describe themselves and others. • Apply the use of “xiansheng, taiai, xiaojie, laoshi.” • Inquire as to a person’s place of origin. • Use appropriate gestures for leave-taking, thanking and apologizing. • Read a short dialog which includes greetings, introductions, etc. • Compare and contrast expressions of civility in the United States and in Chinese speaking countries.

Assessment: (Formative and Summative) <ul style="list-style-type: none"> • Short oral dictation • Original dialogs • Informal teacher observations to 	Rubrics: See below	Key Criteria for Differentiation: Mandarin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and
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<p>evaluate student's responses to greetings</p> <ul style="list-style-type: none"> • Quizzes • Class participation • Performance on teacher-generated materials 		<p>learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Mandarin 2 is a continuation of the study of Mandarin 1 but requiring the use of previously learned knowledge. Mandarin 2 students will use more level 2 vocabulary and structures that are framed</p>
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		<p>in ten contextual units. Students will use background knowledge to build fluency by reconsidering some themes and topics already taught in level 1 and adding new material and vocabulary. They will write and perform stories and mini plays in the target language. There will be an increased emphasis on communicative skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a greater range than they were able to do at the previous level. Learning will include more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
<p>Resources: <i>Zhen Bang Level (2)</i> student book, teacher's menu, online resources for teacher by EMC Publishing, 2011</p> <p><i>My Chinese Culture Book (1) & (2)</i> by US International Book Company</p> <p>World map</p>	<p>Instructional Strategies / Best Practices:</p> <ul style="list-style-type: none"> • Teacher goes through class list meeting and greeting students in Chinese. • Teacher models a question which elicits information. Students write basic questions to ask a partner. • In pairs, students create an interview using a statement/question bank to be used in a class interview activity. • Students interview each other working 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Encourage students to create original skits and present them to the class. • Do spontaneous role plays. • Have students create and illustrate a cartoon with introductory phrases in Chinese.

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<p>Teachers created online activities www.Quizlet.com</p> <p>http://www.integrated-Chinese.com</p> <p><i>Authentic materials and video/audio clips.</i></p> <p>See below at Section IV</p>	<p>in pairs to get to know each other. They ask each other questions about name, age, family, and birthdays.</p> <ul style="list-style-type: none"> • Group discussion on gestures, forms of address, and civility used in China and the US. 	<ul style="list-style-type: none"> • Design and create short books for other students to read. • Create a poster explaining the material of the lesson.
		<p>Key Criteria for Identifying Student Needs:</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>

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UNIT 2 – Health

Learning Goals NJCCCS & CPI	Enduring Understandings	Essential Questions
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	The study of health affects every society on Earth.	How does my neighbor’s health influence my health? How can I help to make sure we all lead healthier lives?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Identify and name parts of the body. • Respond to TPR commands. • Use proper verbs that are associated with the parts of the body. Examples: yong jiao ti qiu, yong shou na bi, yong yanjing kan shu, etc. • Describe activities they are physically able to do.

Assessments: (Formative and Summative) <ul style="list-style-type: none"> • Short dictation exercises • Quizzes • Classroom tests • Class participation • Guided conversations • Original dialogs 	Rubrics: See below	Key Criteria for Differentiation: Mandarin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content
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		<p>area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Mandarin 2 is a continuation of the study of Mandarin 1 but requiring the use of previously learned knowledge. Mandarin 2 students will use more level 2 vocabulary and structures that are framed in ten contextual units. Students will use background knowledge to build fluency by reconsidering some themes and topics already taught in level 1 and adding new material and vocabulary. They will write and perform stories and mini plays in the</p>
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		<p>target language. There will be an increased emphasis on communicative skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a greater range than they were able to do at the previous level. Learning will include more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
<p>Resources: <i>Zhen Bang Level (2)</i> student book, teacher's menu, online resources for teacher by EMC Publishing, 2011</p> <p><i>My Chinese Culture Book (1) & (2)</i> by US International Book Company</p> <p>World map</p> <p>Teachers created online activities www.Quizlet.com</p> <p>http://www.integrated-Chinese.com</p>	<p>Instructional Strategies / Best Practices:</p> <ul style="list-style-type: none"> • Students identify vocabulary with transparencies and gestures. • TPR commands. • Play Simon Says. • Teacher directs oral questions to students to identify body parts using self and chart. • Students put together a Mr. Potato Head and afterwards point to the body parts as they tell the class. • In small groups: Teacher gives each group envelopes with cut-outs. Each group finds out who has the different parts needed. The first group finishes 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Encourage students to create original skits and present them to the class. • Do spontaneous role plays. • Have students create and illustrate a cartoon with introductory phrases in Chinese. • Design and create short books for other students to read. • Create a poster explaining the material of the lesson.

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<p><i>Authentic materials and video/audio clips.</i></p> <p>See below Section IV</p>	<p>assembling a complete body wins.</p> <ul style="list-style-type: none"> • Situation dialogs: explain to nurse why he/she needs to go home. 	
		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>

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UNIT 3 – Daily Routines

Learning Goals NJCCCS & CPI	Enduring Understandings	Essential Questions
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.2 7.1.NM.C.1	The daily routines of students in many countries have many similarities.	How is your day similar to and different from the typical student day in China?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Talk about their daily routine. • Describe their daily activities. • Talk about things they do for themselves. • Apply the use of time expressions. • Tell at what time things are done. • Use adverbs of time. • Express how they take care of themselves. • Talk about present and past events.

Assessments: (Formative and Summative) <ul style="list-style-type: none"> • Short dictation exercises. • Quizzes • Tests • Class participation • Oral dictation. 	Rubrics See below	Key Criteria for Differentiation Mandarin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of
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<ul style="list-style-type: none">• Original dialogs.• Performance on teacher-generated materials.		<p>the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Mandarin 2 is a continuation of the study of Mandarin 1 but requiring the use of previously learned knowledge. Mandarin 2 students will use more level 2 vocabulary and structures that are framed in ten contextual units. Students will use background knowledge to build fluency by</p>
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		<p>reconsidering some themes and topics already taught in level 1 and adding new material and vocabulary. They will write and perform stories and mini plays in the target language. There will be an increased emphasis on communicative skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a greater range than they were able to do at the previous level. Learning will include more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
<p>Resources <i>Zhen Bang Level (2)</i> student book, teacher's menu, online resources for teacher by EMC Publishing, 2011</p> <p><i>My Chinese Culture Book (1) & (2)</i> by US International Book Company</p> <p>World map</p> <p>Teachers created online activities www.Quizlet.com</p>	<p>Instructional Strategies / Best practices</p> <ul style="list-style-type: none"> • Students take a pretest to determine what linguistic material they have retained and what needs to be reviewed on time words. • Teacher asks questions about time and dates in Chinese. Students give answers using their knowledge of the numbers, months, and days of the week. • Students create cartoons depicting daily routine. 	<p>Enrichment</p> <ul style="list-style-type: none"> • Encourage students to create original skits and present them to the class. • Do spontaneous role plays. • Have students create and illustrate a cartoon with introductory phrases in Chinese. • Design and create short books for other students to read.

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<p>http://www.integrated-Chinese.com</p> <p><i>Authentic materials and video/audio clips.</i></p> <p>See below at Section IV</p>	<ul style="list-style-type: none"> • Teacher presents daily routine activities using TPR and pictures. • Students converse in pairs through guided conversations. • Students write and perform original dialogs. • Students bring in pictures in order to describe their daily routines. 	<ul style="list-style-type: none"> • Create a poster explaining the material of the lesson.
		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>

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UNIT 4 – My Friends

Learning Goals NJCCCS & CPI	Enduring Understandings	Essential Questions
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.C.1 7.1.NM.C.2	Friends play an important role in the lives of all people.	What make a friend special?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Describe a person’s feelings • Suggest interest thinkgs to do with friends • Make comparisons • Ask and explain how things are going • Ask for and provide reasons • Make invitations • Describe one’s or someone else’s life

Assessment: (Formative and Summative) <ul style="list-style-type: none"> • Short dictation exercises • Class participation • Quizzes • Classroom tests • Oral dictation of sentences with the location of the classroom objects 	Rubrics: See below	Key Criteria for Differentiation: Mandarin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that
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<ul style="list-style-type: none">• Original dialogs• Performance on teacher-generated materials		<p>students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Mandarin 2 is a continuation of the study of Mandarin 1 but requiring the use of previously learned knowledge. Mandarin 2 students will use more level 2 vocabulary and structures that are framed in ten contextual units. Students will use background knowledge to build fluency by reconsidering some themes and topics</p>
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		<p>already taught in level 1 and adding new material and vocabulary. They will write and perform stories and mini plays in the target language. There will be an increased emphasis on communicative skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a greater range than they were able to do at the previous level. Learning will include more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
<p>Resources: <i>Zhen Bang Level (2)</i> student book, teacher's menu, online resources for teacher by EMC Publishing, 2011</p> <p><i>My Chinese Culture Book (1) & (2)</i> by US International Book Company</p> <p>World map</p> <p>Teachers created online activities www.Quizlet.com</p>	<p>Instructional Strategies / Best Practices:</p> <ul style="list-style-type: none"> • Students take a pretest to determine what linguistic material they have retained and what vocabulary needs to be reviewed on words associated with various events and after school activities with friends. • Teacher demonstrates the vocabulary of various activities by pointing to items and showing pictures. • TPR lessons with volunteers in front of the class and then all students at their 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Encourage students to create original skits and present them to the class. • Do spontaneous role plays. • Have students create and illustrate a cartoon with introductory phrases in Chinese. • Design and create short books for other students to read.

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<p>http://www.integrated-Chinese.com</p> <p><i>Authentic materials and video/audio clips.</i></p> <p>See below at Section IV</p>	<p>desks.</p> <ul style="list-style-type: none"> • Students play Bingo using vocabulary of various after school or in school activities. 	<ul style="list-style-type: none"> • Create a poster explaining the material of the lesson.
		<p>Key Criteria for Identifying Student Needs:</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>

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UNIT 5 – Welcome to My House

Learning Goals NJCCCS & CPI	Enduring Understanding	Essential Questions
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1NM. B.4 7.1.NM.C.1 7.1.NM.C.2	Homes have special meaning to all people.	Why is my home special to me? How is my home similar to and different from a Chinese home?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Ask for and provide directions • Describe a room and a house • Discuss transportation • Make a guess • Invite friends to your home • Describe household items

Assessment: (Formative and Summative) <ul style="list-style-type: none"> • Short oral dictation • Original dialogs • Informal teacher observations to evaluate students' responses to getting direction 	Rubrics: See below	Key Criteria for Differentiation: Mandarin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of
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<ul style="list-style-type: none">• Quizzes• Class participation• Performance on teacher-generated materials		<p>the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Mandarin 2 is a continuation of the study of Mandarin 1 but requiring the use of previously learned knowledge. Mandarin 2 students will use more level 2 vocabulary and structures that are framed in ten contextual units. Students will use background knowledge to build fluency by</p>
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		<p>reconsidering some themes and topics already taught in level 1 and adding new material and vocabulary. They will write and perform stories and mini plays in the target language. There will be an increased emphasis on communicative skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a greater range than they were able to do at the previous level. Learning will include more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
<p>Resources: <i>Zhen Bang Level (2)</i> student book, teacher's menu, online resources for teacher by EMC Publishing, 2011</p> <p><i>My Chinese Culture Book (1) & (2)</i> by US International Book Company</p> <p>World map</p> <p>Teachers created online activities www.Quizlet.com</p>	<p>Instructional Strategies / Best Practices:</p> <ul style="list-style-type: none"> • Students converse in pairs through guided conversations related to phrases about directions. • Students write and perform original dialogs. • Given a map of school, students listen to the teacher's directions and trace the route from start to finish. • In pairs, students describe their current address and how to get to their homes. • Students read and describe the 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Encourage students to create original skits and present them to the class. • Do spontaneous role plays. • Have students create and illustrate a cartoon with introductory phrases in Chinese. • Design and create short books for other students to read.

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<p>http://www.integrated-Chinese.com</p> <p><i>Authentic materials and video/audio clips.</i></p> <p>See below at Section IV</p>	<p>neighborhood and community.</p>	<ul style="list-style-type: none"> • Create a poster explaining the material of the lesson.
		<p>Key Criteria for Identifying Student Needs:</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>

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UNIT 6 – Invitations

Learning Goals NJCCCS & CPI	Enduring Understandings	Essential Questions
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.C.1	Food customs and tastes vary around the world.	How is the food you eat typical of the food that other students in China?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Write an invitation • Make a shopping list • Plan an event • Discuss and make decisions • Describe dishes • Give comments

Assessment: (Formative and Summative) <ul style="list-style-type: none"> • Short dictation exercises • Class participation • Quizzes • Classroom tests • Guided conversations • Original dialogs • Performance on teacher-generated materials 	Rubrics: See below	Key Criteria for Differentiation: Mandarin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can
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		<p>include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Mandarin 2 is a continuation of the study of Mandarin 1 but requiring the use of previously learned knowledge. Mandarin 2 students will use more level 2 vocabulary and structures that are framed in ten contextual units. Students will use background knowledge to build fluency by reconsidering some themes and topics already taught in level 1 and adding new material and vocabulary. They will write</p>
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		<p>and perform stories and mini plays in the target language. There will be an increased emphasis on communicative skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a greater range than they were able to do at the previous level. Learning will include more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
<p>Resources: <i>Zhen Bang Level (2)</i> student book, teacher's menu, online resources for teacher by EMC Publishing, 2011</p> <p><i>My Chinese Culture Book (1) & (2)</i> by US International Book Company</p> <p>World map</p> <p>Teachers created online activities www.Quizlet.com</p> <p>http://www.integrated-Chinese.com</p>	<p>Instructional Strategies / Best Practices:</p> <ul style="list-style-type: none"> • Teacher demonstrates food vocabulary by using pictures, realia, and props. • Students converse in pairs to discuss their favorite foods. • Students practice ordering from a menu. • Students design a menu. • Students design and create an invitation • Students keep a food diary. • Students converse in pairs in a restaurant setting (role plays). • Students converse in pairs in a market or supermarket setting (role plays). 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Encourage students to create original skits and present them to the class. • Do spontaneous role plays. • Have students create and illustrate a cartoon with introductory phrases in Chinese. • Design and create short books for other students to read. • Create a poster explaining the material of the lesson.

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<p><i>Authentic materials and video/audio clips.</i></p> <p>See below at Section IV</p>	<ul style="list-style-type: none"> • Students go on a field trip to a Chinese restaurant and practice ordering in a real life setting. • Students play food bingo. • Students complete word search puzzles. • Students complete teacher-made supplemental worksheets. 	
		<p>Key Criteria for Identifying Student Needs:</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>

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UNIT 7 – Summer Vacation

Learning Goals NJCCCS & CPI	Enduring Understandings	Essential Questions
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	Most countries will have a break in the school year in which students vary their activities.	How are your summer plans similar to and different from Chinese students' summer plans?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Talk about making a plan • Make comparisons and give comments • Express a person's willingness to do something • Talk about past experiences and give examples • Express compliments and reply to other's compliments

Assessment: (Formative and Summative) <ul style="list-style-type: none"> • Short dictation exercises • Class participation • Quizzes • Classroom tests • Guided conversations • Original dialogs 	Rubrics: See below	Key Criteria for Differentiation: Mandarin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that
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<ul style="list-style-type: none">• Performance on teacher-generated materials		<p>students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Mandarin 2 is a continuation of the study of Mandarin 1 but requiring the use of previously learned knowledge. Mandarin 2 students will use more level 2 vocabulary and structures that are framed in ten contextual units. Students will use background knowledge to build fluency by reconsidering some themes and topics</p>
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		<p>already taught in level 1 and adding new material and vocabulary. They will write and perform stories and mini plays in the target language. There will be an increased emphasis on communicative skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a greater range than they were able to do at the previous level. Learning will include more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
<p>Resources: <i>Zhen Bang Level (2)</i> student book, teacher's menu, online resources for teacher by EMC Publishing, 2011</p> <p><i>My Chinese Culture Book (1) & (2)</i> by US International Book Company</p> <p>World map</p> <p>Teachers created online activities www.Quizlet.com</p>	<p>Instructional Strategies / Best Practices:</p> <ul style="list-style-type: none"> • Teacher uses visual aids to teach famous tourist places around the world. • Students do an imaginary travel brochure and schedule for the major cities in China. • In pairs, students produce brief dialogs relating to preferred activities in their summer vacations. • Students list three most favorite and three least favorite things to do during their summer vacation • Students read a dialog about planned 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Encourage students to create original skits and present them to the class. • Do spontaneous role plays. • Have students create and illustrate a cartoon with introductory phrases in Chinese. • Design and create short books for other students to read.

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<p>http://www.integrated-Chinese.com</p> <p><i>Authentic materials and video/audio clips.</i></p> <p>See below at Section IV</p>	<p>activities and predict the reasons.</p>	<ul style="list-style-type: none"> • Create a poster explaining the material of the lesson.
		<p>Key Criteria for Identifying Student Needs</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>

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UNIT 8 – Sports

Learning Goals NJCCCS & CPI	Enduring Understandings	Essential Questions
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.3 7.1.NM.C.1	Sports are popular in every culture.	How are sports that are enjoyed in China similar to American sports?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Talk about team sports • Tell what you want and prefer to do and when you will begin to do that activity • Talk about people’s activities • Express what interests or pleases you and what does not • Discuss the role of sports in China

Assessment: (Formative and Summative) <ul style="list-style-type: none"> • Textbook and teacher prepared lesson • Quizzes • Classroom tests • Class participation • Guided conversations • Original dialogs 	Rubrics: See below	Key Criteria for Differentiation: Mandarin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students’ readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will
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		<p>motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Mandarin 2 is a continuation of the study of Mandarin 1 but requiring the use of previously learned knowledge. Mandarin 2 students will use more level 2 vocabulary and structures that are framed in ten contextual units. Students will use background knowledge to build fluency by reconsidering some themes and topics already taught in level 1 and adding new</p>
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		<p>material and vocabulary. They will write and perform stories and mini plays in the target language. There will be an increased emphasis on communicative skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a greater range than they were able to do at the previous level. Learning will include more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
<p>Resources: <i>Zhen Bang Level (2)</i> student book, teacher's menu, online resources for teacher by EMC Publishing, 2011</p> <p><i>My Chinese Culture Book (1) & (2)</i> by US International Book Company</p> <p>World map</p> <p>Teachers created online activities www.Quizlet.com</p> <p>http://www.integrated-Chinese.com</p>	<p>Instructional Strategies / Best Practices:</p> <ul style="list-style-type: none"> • Students identify vocabulary with transparencies, pictures, and actions. • TPR commands. • Students play Simon Says. • Students prepare a brief sports column in Chinese. • Students attend one of their school's athletic events and then discuss it in Chinese in class. • Students cut out sports pictures from a magazine, label them, and discuss them in class. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Encourage students to create original skits and present them to the class. • Do spontaneous role plays. • Have students create and illustrate a cartoon with introductory phrases in Chinese. • Design and create short books for other students to read. • Create a poster explaining the material

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<p><i>Authentic materials and video/audio clips.</i></p> <p>See below at Section IV</p>		<p>of the lesson.</p>
		<p>Key Criteria for Identifying Student Needs:</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>

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UNIT 9 – Pastimes

Learning Goals NJCCCS & CPI	Enduring Understandings	Essential Questions
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3	Many people around the world enjoy leisure activities.	How are your leisure activities similar to Chinese students' activities?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Discuss movies, museums and theater • Discuss cultural events • Relate past actions or events using –verb+guo • Discuss dating customs in the U.S. and compare and contrast them with customs in China • Talk about cultural activities that are popular in the Chinese-speaking world

Assessment: (Formative and Summative) <ul style="list-style-type: none"> • Short oral dictation exercises • Quizzes • Classroom tests • Class participation 	Rubrics: See below	Key Criteria for Differentiation: Mandarin courses at Montclair High School are taught at various levels in a differentiated instructional environment based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that
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<ul style="list-style-type: none">• Guided conversations• Original dialog.		<p>students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Mandarin 2 is a continuation of the study of Mandarin 1 but requiring the use of previously learned knowledge. Mandarin 2 students will use more level 2 vocabulary and structures that are framed in ten contextual units. Students will use background knowledge to build fluency by reconsidering some themes and topics</p>
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		<p>already taught in level 1 and adding new material and vocabulary. They will write and perform stories and mini plays in the target language. There will be an increased emphasis on communicative skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a greater range than they were able to do at the previous level. Learning will include more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
<p>Resources: <i>Zhen Bang Level (2)</i> student book, teacher's menu, online resources for teacher by EMC Publishing, 2011</p> <p><i>My Chinese Culture Book (1) & (2)</i> by US International Book Company</p> <p>World map</p> <p>Teachers created online activities www.Quizlet.com</p>	<p>Instructional Strategies / Best Practices:</p> <ul style="list-style-type: none"> • Students practice identifying vocabulary with pictures, transparencies, and actions. • Students visit a local museum and see works by Chinese artists. • Students see a Chinese movie and discuss it in class. • Groups of students research different Chinese painters. Each group puts on an art show containing a "discussion" with the painter. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Encourage students to create original skits and present them to the class. • Do spontaneous role plays. • Have students create and illustrate a cartoon with introductory phrases in Chinese. • Design and create short books for other students to read.

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<p>http://www.integrated-Chinese.com</p> <p><i>Authentic materials and video/audio clips.</i></p> <p>See below at Section IV</p>		<ul style="list-style-type: none">• Create a poster explaining the material of the lesson.
		<p>Key Criteria for Identifying Student Needs:</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>

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UNIT 10 – Chinese Writing System

Learning Goals NJCCCS & CPI	Enduring Understandings	Essential Questions
7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3	Chinese characters often have two sides: a pictorial representation and a sound correspondence.	How have you used your knowledge of Chinese characters to help you learn new characters?

Skills	Key Content
Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Review the concept of pictography of the characters • Understand the basic formation of the characters and expand to two level characters • Match characters with radicals • Use correct stroke order in writing characters • Identify the difference between simplified characters and traditional characters • Compare the Chinese characters with the characters found in the Japanese language. • Type level 2 characters by a using computer word processing program

Assessment: (Formative and Summative) <ul style="list-style-type: none"> • Short dictation exercises 	Rubrics: See below	Key Criteria for Differentiation: Mandarin courses at Montclair High School are taught at various levels in a differentiated instructional environment
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<ul style="list-style-type: none">• Quizzes• Classroom tests• Class participation		<p>based on students' readiness, interests, and learning profiles. Readiness refers to the skill level and background knowledge of the student. Interests refer to topics that students may want to explore or that will motivate students. Interest level can include material relevant to the content area as well as outside interests of the student. Students' learning profiles refer to various learning styles: visual, auditory, tactile, or kinesthetic learning styles. All units and units will incorporate different types of activities that revolve around the three modes (interpersonal, interpretive, and presentational) and will work to enhance all students' linguistic capacity. Students' grouping preferences and environmental preferences are also included in the differentiation. Formal and informal assessments throughout the whole school year by providing entry points, learning checks, and outcomes that are tailored to students' different needs will be completed to determine student readiness, interest level, and to identify students' learning styles and environmental preferences. Mandarin 2 is a continuation of the study of Mandarin 1 but requiring the use of previously learned knowledge. Mandarin 2 students will use more level 2</p>
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		<p>vocabulary and structures that are framed in ten contextual units. Students will use background knowledge to build fluency by reconsidering some themes and topics already taught in level 1 and adding new material and vocabulary. They will write and perform stories and mini plays in the target language. There will be an increased emphasis on communicative skills in the three modes of communication: interpretive, interpersonal, and presentational. Grammar enhances students' ability to communicate in a greater range than they were able to do at the previous level. Learning will include more sophisticated real-life social situations and is further enriched with cross-cultural activities. Students will be encouraged work in teams to help build each other's proficiency.</p>
<p>Resources: <i>Zhen Bang Level (2)</i> student book, teacher's menu, online resources for teacher by EMC Publishing, 2011 <i>My Chinese Culture Book (1) & (2)</i> by US International Book Company World map</p>	<p>Instructional Strategies / Best Practices:</p> <ul style="list-style-type: none"> • Students practice Level 2 character cards. • Students learn to identify characters with transparencies, newspapers, and other written examples. • Teacher models the correct stroke order for each new character. • Students use character practice sheets 	<p>Enrichment:</p> <ul style="list-style-type: none"> • Encourage students to create original skits and present them to the class. • Do spontaneous role plays. • Have students create and illustrate a cartoon with introductory phrases in Chinese.

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<p>Teachers created online activities www.Quizlet.com</p> <p>http://www.integrated-Chinese.com</p> <p><i>Authentic materials and video/audio clips.</i></p> <p>See below at Section IV</p>	<p>to hand-write characters.</p> <ul style="list-style-type: none"> • Students practice character recognition. • Students circle the words they recognize in Chinese newspapers, both Level 1 and Level 2 characters. • Students practice calligraphy with a Chinese brush. • Students complete characters search puzzles. • Students complete workbook activities. • Students complete teacher-made supplemental worksheets. 	<ul style="list-style-type: none"> • Design and create short books for other students to read. • Create a poster explaining the material of the lesson.
		<p>Key Criteria for Identifying Student Needs:</p> <p>Student portfolios, teacher observations, communication in the three modes (interpersonal, interpretive, and presentational) will be the primary criteria to identify student needs. Poor attendance, failure to keep a complete and current portfolio with all work and homework, and poor execution on communicative tasks will be key indicators of their performance</p>

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Pacing Guide

Month	New Jersey Core Curriculum Content Standards	Enduring Understandings / Essential Questions	Instructional Objectives/ Skills	Suggested Activities	District Programs/Supplemental Resources	Assessments
September Getting Acquainted	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	EU: All societies use culturally appropriated ways to introduce themselves and new members to their society. EQ: How are Chinese customs for getting acquainted similar to and different from your culture?	<ul style="list-style-type: none"> Use appropriate expressions (formal vs. informal) of greetings and leave taking. Identify and describe themselves and others. Apply the use of “xiansheng, tai tai, xiao jie, laoshi.” Inquire as to a person’s place of origin. Use appropriate gestures for leave-taking, thanking, and apologizing. Read a short dialog which includes greetings, introductions, etc. Compare and contrast expressions of civility in the United States and in Chinese speaking countries. 	<ul style="list-style-type: none"> Teacher goes through class list meeting and greeting students in Chinese. Teacher models a question which elicits information. Students write basic questions to ask a partner. In pairs, students create an interview using a statement/question bank to be used in an interview class activity. Students interview each other working in pairs to get to know each other. They ask each other questions about name, age, family, and birthdays. Group discussion on gestures, forms of address, and civility used in China and the US. 	<i>Zhen Bang Level (2)</i> by EMC Publishing, 2011. <i>My Chinese Culture Book (1) & (2)</i> by US International Book Company World map Teachers created online activities: www.Quizlet.com http://www.Integrated-Chinese.com Authentic materials and video/audio clips. Teacher made worksheets	<ul style="list-style-type: none"> Short oral dictation Original dialogs Informal teacher observations to evaluate students’ responses to greetings Quizzes Class participation Performance on teacher-generated materials

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					See below – Section IV	
September- October Health	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	EU: The study of health affects every society on Earth. EQ: How does my neighbor’s health influence my health? How can I help to make sure we all lead healthier lives?	<ul style="list-style-type: none"> Identify and name parts of the body. Respond to TPR commands. Use proper verbs that are associated with the parts of the body. Examples: yong jiao ti qiu, yong shou na bi, yong yanjing kan shu, etc. Describe activities they are physically able to do. 	<ul style="list-style-type: none"> Identify vocabulary with transparencies. TPR commands. Play Simon Says. Teacher directs oral questions to students to identify body parts using self and chart. Students put together a Mr. Potato Head and afterwards point to the body parts as they tell the class. In small groups: Teacher gives each group envelopes with cut-outs. Each group finds out who has the different parts needed. The first group finishes assembling a complete body is the winner. Situation dialog: explain to nurse why he/she needs to go home. 	<p style="text-align: center;">See below – Section IV</p> <p><i>Zhen Bang Level (2)</i> by EMC Publishing, 2011.</p> <p><i>My Chinese Culture Book (1) & (2)</i> by US International Book Company</p> <p>World map</p> <p>Teachers created online activities: www.Quizlet.com</p> <p>http://www.Integrated-Chinese.com</p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p> <p style="text-align: center;">See below – Section IV</p>	<ul style="list-style-type: none"> Short dictation exercises. Quizzes Classroom tests. Class participation. Guided conversations. Original dialogs.

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<p>October - November</p> <p>Daily Routines</p>	<p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.2 7.1.NM.C.1</p>	<p>EU: The daily routines of students in many countries have many similarities.</p> <p>EQ: How is your day similar to and different from the typical student day in China?</p>	<ul style="list-style-type: none"> • Talk about their daily routines. • Describe their daily activities. • Talk about things they do for themselves. • Apply the use of time expressions. • Tell at what time things are done. • Use adverbs of time. • Express how they take care of themselves. • Talk about present and past events. 	<ul style="list-style-type: none"> • Students take a pretest to determine what linguistic material they have retained and what needs to be reviewed on time words. • Teacher asks questions about the time and dates in Chinese. Students give answers using their knowledge of the numbers, months, and days of the week. • Create cartoons depicting daily routines. • Teacher presents daily routine activities using TPR and pictures. • Converse in pairs through guided conversations. • Write and perform original dialogs. • Students bring in pictures in order to describe their daily routine. 	<p><i>Zhen Bang Level (2)</i> by EMC Publishing, 2011.</p> <p><i>My Chinese Culture Book (1) & (2)</i> by US International Book Company</p> <p>World map</p> <p>Teachers created online activities: www.Quizlet.com</p> <p>http://www.Integrated-Chinese.com</p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p> <p>See below – Section IV</p>	<ul style="list-style-type: none"> • Short dictation exercises • Quizzes • Tests • Class participation • Oral dictation • Original dialogs • Performance on teacher-generated materials
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<p>November - December</p> <p>My Friends</p>	<p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.C.1 7.1.NM.C.2</p>	<p>EU: Friends play an important role in the lives of all people.</p> <p>EQ: What make a friend special?</p>	<ul style="list-style-type: none"> • Describe a person's feelings • Suggest interest things to do with friends • Make comparisons • Ask and explain how things are going • Ask for and provide reasons • Make invitations • Describe one's or someone else's life 	<ul style="list-style-type: none"> • Students take a pretest to determine what linguistic material they have retained and what vocabulary needs to be reviewed on words associated with various events and after school activities with friends. • Teacher demonstrates the vocabulary of various activities by pointing to items and showing pictures. • TPR lessons with volunteers in front of the class and then all students at their desks. • Students play Bingo using vocabulary of various after school or in school activities. 	<p><i>Zhen Bang Level (2)</i> by EMC Publishing, 2011.</p> <p><i>My Chinese Culture Book (1) & (2)</i> by US International Book Company</p> <p>World map</p> <p>Teachers created online activities: www.Quizlet.com</p> <p>http://www.Integrated-Chinese.com</p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p> <p>See below – Section IV</p>	<ul style="list-style-type: none"> • Short dictation exercises • Class participation • Quizzes • Classroom tests • Oral dictation of sentences with the location of the classroom objects • Original dialogs • Performance on teacher-generated materials
<p>December – January</p> <p>Welcome</p>	<p>7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1</p>	<p>EU: Homes have special meaning to all people.</p>	<ul style="list-style-type: none"> • Ask for and provide directions • Describe a room and a house 	<ul style="list-style-type: none"> • Students converse in pairs through guided conversations related to phrases about directions. 	<p><i>Zhen Bang Level (2)</i> by EMC Publishing, 2011.</p>	<ul style="list-style-type: none"> • Short oral dictation • Original dialogs

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to My House	7.1.NM. B.4 7.1.NM.C.1 7.1.NM.C.2	EQ: Why is my home special to me? How is my home similar to and different from a Chinese home?	<ul style="list-style-type: none"> • Discuss transportation • Make a guess • Invite friends to your home • Describe household items 	<ul style="list-style-type: none"> • Students write and perform original dialogs. • Given a map of school, students listen to the teacher’s directions and trace the route from start to finish. • In pairs, students describe their current address and how to get to their homes. • Students read and describe the neighborhood and community. 	<p><i>My Chinese Culture Book</i> (1) & (2) by US International Book Company</p> <p>World map</p> <p>Teachers created online activities: www.Quizlet.com</p> <p>http://www.Integrated-Chinese.com</p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p> <p>See below – Section IV</p>	<ul style="list-style-type: none"> • Informal teacher observations to evaluate students’ responses to getting direction • Quizzes • Class participation • Performance on teacher-generated materials
January - February Invitations	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.2 7.1.NM.C.1	EU: Food customs and tastes vary around the world. EQ: How is the food you eat	<ul style="list-style-type: none"> • Write an invitation • Make a shopping list • Plan an event • Discuss and make decisions • Describe dishes • Give comments 	<ul style="list-style-type: none"> • Teacher demonstrates food vocabulary by using pictures, realia, and props. • Students converse in pairs to discuss their favorite foods. • Students practice ordering 	<p><i>Zhen Bang Level</i> (2) by EMC Publishing, 2011.</p> <p><i>My Chinese Culture Book</i> (1) & (2) by US</p>	<ul style="list-style-type: none"> • Short dictation exercises. • Class participation. • Quizzes. • Classroom tests • Guided

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		typical of the food that other students in China?		<ul style="list-style-type: none"> from a menu. Students design a menu. Students design and create an invitation Students keep a food diary. Students converse in pairs in a restaurant setting (role plays). Students converse in pairs in a market or supermarket setting (role plays). Students go on a field trip to a Chinese restaurant and practice ordering in a real life setting. Students play food bingo. Students complete word search puzzles. Students complete teacher-made supplemental worksheets. 	<p>International Book Company</p> <p>World map</p> <p>Teachers created online activities: www.Quizlet.com</p> <p>http://www.Integrated-Chinese.com</p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p> <p>See below – Section IV</p>	<ul style="list-style-type: none"> conversations Original dialogs Performance on teacher-generated materials
February – March Summer Vacation	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1	<p>EU: Most countries will have a break in the school year in which students vary their activities.</p> <p>EQ: How are your summer plans similar to and different from Chinese students' summer plans?</p>	<ul style="list-style-type: none"> Talk about making a plan Make comparisons and giving comments Express a person's willingness to do something Talk about past experiences and give examples Express compliments 	<ul style="list-style-type: none"> Teacher uses visual aids to teach famous tourist places around the world. Students do an imaginary travel brochure and schedule for the major cities in China. In pairs, students produce brief dialogs relating to preferred activities in their summer vacations. 	<p><i>Zhen Bang Level (2)</i> by EMC Publishing, 2011.</p> <p><i>My Chinese Culture Book (1) & (2)</i> by US International Book Company</p> <p>World map</p>	<ul style="list-style-type: none"> Short dictation exercises Class participation Quizzes Classroom tests Guided conversations Original dialogs Performance on

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			and reply to other's compliments	<ul style="list-style-type: none"> Students list three most favorite and three least favorite things to do during their summer vacation Students read a dialog about planned activities and predict the reasons. 	<p>Teachers created online activities: www.Quizlet.com</p> <p>http://www.Integrated-Chinese.com</p> <p>Authentic materials and video/audio clips.</p> <p>Teacher made worksheets</p> <p>See below – Section IV</p>	teacher-generated materials
April - May Sports	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.B.3 7.1.NM.C.1	<p>EU: Sports are popular in every culture.</p> <p>EQ: How are sports that are enjoyed in China similar to American sports?</p>	<ul style="list-style-type: none"> Talk about team sports Tell what you want and prefer to do and when you will begin to do that activity Talk about people's activities Express what interests or pleases you and what does not Discuss the role of sports in China 	<ul style="list-style-type: none"> Students identify vocabulary with transparencies, pictures, and actions. TPR commands. Students play Simon Says. Students prepare a brief sports column in Chinese. Students attend one of their school's athletic events and then discuss it in Chinese in class. Students cut out sports pictures from a magazine, label them, and discuss 	<p><i>Zhen Bang Level (2)</i> by EMC Publishing, 2011.</p> <p><i>My Chinese Culture Book (1) & (2)</i> by US International Book Company</p> <p>World map</p> <p>Teachers created online activities: www.Quizlet.com</p>	<ul style="list-style-type: none"> Textbook and teacher prepared lesson Quizzes Classroom tests Class participation Guided conversations Original dialogs

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				them in class.	m http://www.Integrated-Chinese.com Authentic materials and video/audio clips. Teacher made worksheets See below – Section IV	
May Pastimes	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3	EU: Many people around the world enjoy leisure activities. EQ: How are your leisure activities similar to Chinese students' activities?	<ul style="list-style-type: none"> • Discuss movies, museums and theater • Discuss cultural events • Relate past actions or events using – verb+guo • Discuss dating customs in the U.S. and compare and contrast them with customs in China • Talk about cultural activities that are popular in the Chinese-speaking world 	<ul style="list-style-type: none"> • Students practice identifying vocabulary with pictures, transparencies, and actions. • Students visit a local museum and see works by Chinese artists. • Students see a Chinese movie and discuss it in class. • Groups of students research different Chinese painters. Each group puts on an art show containing a “discussion” with the painter. 	<i>Zhen Bang Level (2)</i> by EMC Publishing, 2011. <i>My Chinese Culture Book (1) & (2)</i> by US International Book Company World map Teachers created online activities: www.Quizlet.com m http://www.Integrated-Chinese.com	<ul style="list-style-type: none"> • Short oral dictation exercises • Quizzes • Classroom tests • Class participation • Guided conversations • Original dialogs

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					Chinese.com Authentic materials and video/audio clips. Teacher made worksheets See below – Section IV	
June (Chinese Characters)	7.1.NM.A.1 7.1.NM.A.2 7.1.NM.A.3 7.1.NM.B.1 7.1.NM.C.1 7.1.NM.C.2 7.1.NM.C.3	EU: Chinese characters often have two sides: a pictorial representation and a sound correspondence. EQ: How have you used your knowledge of Chinese characters to help you learn new characters?	<ul style="list-style-type: none"> • Review the concept of pictography of the characters • Understand the basic formation of the characters and expand to two level characters • Match characters with radicals • Use correct stroke order in writing characters • Identify the difference between simplified characters and traditional characters • Compare the Chinese characters with the characters found in the Japanese language. • Type level 2 characters by a using 	<ul style="list-style-type: none"> • Students practice Level 2 character cards. • Students learn to identify characters with transparencies, newspapers, and other written examples. • Teacher models the correct stroke order for each new character. • Students use character practice sheets to hand-write characters. • Students practice character recognition. • Students circle the words they recognize in Chinese newspapers, both Level 1 and Level 2 characters. • Students practice calligraphy with a Chinese brush. • Students complete 	<i>Zhen Bang Level (2)</i> by EMC Publishing, 2011. <i>My Chinese Culture Book (1) & (2)</i> by US International Book Company World map Teachers created online activities: www.Quizlet.com http://www.Integrated-Chinese.com Authentic materials and	<ul style="list-style-type: none"> • Short dictation exercises • Quizzes • Classroom tests • Class participation

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			<p>computer word processing program</p>	<p>characters search puzzles.</p> <ul style="list-style-type: none"> • Students complete workbook activities. • Students complete teacher-made supplemental worksheets. 	<p>video/audio clips.</p> <p>Teacher made worksheets</p> <p>See below – Section IV</p>	
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Common Rubrics

WRITING RUBRIC as it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	Exceeds Standards (5)	Meets standards (3)	Below Standards (1)
Content	Addresses all aspects of the content of the prompt in detail using the target language. Student is able to justify ideas.	Addresses most aspects of the content of the prompt using the target language. Student is able to list ideas.	Addresses the content of the prompt inadequately, inappropriately, incompletely, is off-topic or does not use the target language.
Grammar	Employs sophisticated grammar to enhance the meaning of the message.	Employs appropriate grammar that enhances the meaning of the message most of the time.	Employs inadequate grammar that impedes understanding.
Vocabulary	Uses extensive and rich vocabulary. Vocabulary is appropriate, accurate and pertains to the content.	Uses adequate vocabulary correctly. First language minimally influences communication.	Uses inadequate vocabulary. First language inhibits language production throughout the response.
Conversational Skills	Opens and closes the conversation smoothly and naturally, using transitions between ideas to enhance the meaning of the conversation.	Opens and closes the conversation appropriately and uses transitions most of the time to flow between ideas.	Lacks appropriate opening and/or closing to the conversation and lacks transitions, making the conversation choppy.
Organization/ Fluency	Organizes and logically develops ideas; there is a clear introduction, body and conclusion in the oral production that is clear and smooth.	Organizes and develops ideas that contain: introduction, body and conclusion. Oral production is comprehensible.	Lacks organization of ideas; lacks introduction, body or conclusion. Oral production is choppy and unclear.
Use of Questions and Answers	Uses questioning strategies that elicit complex knowledge. Answers questions with elaborate responses. Demonstrates the ability to negotiate meaning between interlocutors.	Uses questions that elicit answers with some detail. Answers questions with appropriate information. Response demonstrates ability to negotiate meaning between interlocutors most of the time.	Lacks use of questions and answers that elicit meaning from partner. Response demonstrates little or no negotiation of meaning between interlocutors.

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PRESENTATIONAL RUBRIC
as it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	Exceeds Standards (5)	Meets Standards (3)	Below Standards (1)
Expression of Ideas	Addresses the prompt appropriately and completely. Responds to prompt knowledgably and accurately. Response consistently demonstrates awareness of audience.	Addresses the prompt adequately. Responds to prompt in a general manner. Response may demonstrate limited awareness of audience at times.	Addresses the prompt inadequately or inappropriately. Response to prompt may be off-topic or incomplete. Response demonstrates little or no awareness of audience.
Grammar	Consistently employs correct and appropriate grammar. Errors are minimal or do not interfere with meaning.	Generally employs adequate grammar. Errors may be frequent and may interfere with meaning.	Employs only basic grammar, or grammar use is inadequate. Errors may cause the response to be incomprehensible.
Vocabulary	Uses extensive vocabulary. Vocabulary is appropriate and accurate.	Uses adequate vocabulary. First language may noticeably influence communication at times.	Uses inadequate vocabulary. First language inhibits communication throughout response.
Elaboration	Elaborates consistently with appropriate and precise details in a coherent manner.	Elaborates occasionally with some appropriate details in a generally coherent manner.	Provides few or no appropriate details, or may not attempt to elaborate at all. Response is incoherent.
Clarity / Fluency	Oral production is clear and smooth. Is mostly understood by listener.	Oral production is comprehensible. May be occasionally misunderstood by listener.	Oral production is choppy and unclear. Confuses the listener by using language that does not make sense.
Pronunciation / Intonation	Pronounces words correctly and clearly enunciates. Speech patterns mimic those of natural speech.	Pronounces most words correctly. Enunciates clearly at times. Speech patterns may seem natural at times.	Pronounces many words incorrectly. Does not enunciate clearly. Speech is unnatural or monotone.
Presentational Technique	Consistently and effectively uses appropriate non-verbal communication (eye contact, body language) to address and engage audience.	Generally uses non-verbal communication (eye contact, body language) to address and engage audience.	Rarely uses non-verbal communication (eye contact, body language) to address or engage audience.

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INTERPERSONAL RUBRIC
as it pertains to foreign language and the ACTFL K-12 Performance Guidelines

	Exceeds Standards (5)	Meets Standards (3)	Below Standards (1)
Content	Addresses all aspects of the content of the prompt in detail using the target language. Student is able to justify ideas.	Addresses most aspects of the content of the prompt using the target language. Student is able to list ideas.	Addresses the content of the prompt inadequately, inappropriately, incompletely, is off-topic or does not use the target language.
Grammar	Employs sophisticated grammar to enhance the meaning of the message.	Employs appropriate grammar that enhances the meaning of the message most of the time.	Employs inadequate grammar that impedes understanding.
Vocabulary	Uses extensive and rich vocabulary. Vocabulary is appropriate, accurate and pertains to the content.	Uses adequate vocabulary correctly. First language minimally influences communication.	Uses inadequate vocabulary. First language inhibits language production throughout the response.
Conversational Skills	Opens and closes the conversation smoothly and naturally, using transitions between ideas to enhance the meaning of the conversation.	Opens and closes the conversation appropriately and uses transitions most of the time to flow between ideas.	Lacks appropriate opening and/or closing to the conversation and lacks transitions, making the conversation choppy.
Organization/ Fluency	Organizes and logically develops ideas; there is a clear introduction, body and conclusion in the oral production that is clear and smooth.	Organizes and develops ideas that contain: introduction, body and conclusion. Oral production is comprehensible.	Lacks organization of ideas; lacks introduction, body or conclusion. Oral production is choppy and unclear.
Use of Questions and Answers	Uses questioning strategies that elicit complex knowledge. Answers questions with elaborate responses. Demonstrates the ability to negotiate meaning between interlocutors.	Uses questions that elicit answers with some detail. Answers questions with appropriate information. Response demonstrates ability to negotiate meaning between interlocutors most of the time.	Lacks use of questions and answers that elicit meaning from partner. Response demonstrates little or no negotiation of meaning between interlocutors.

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SECTION III

NJ Core Content Curriculum Standards

Novice-Mid

Interpretive

7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response .
7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal

7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

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Presentational

7.1.NM.C.1	Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.C.4	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Novice-High

Interpretive

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 contained in culturally authentic materials using electronic information 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 .
7.1.NH.A.3	Recognize some common gestures and cultural practices 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	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials .

Interpersonal

7.1.NH.B.1	Use digital tools 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.

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7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
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Presentational

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 to be shared virtually 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 orally or in writing.
7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices .

Intermediate-Low

Interpretive

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 contained in culturally authentic materials using electronic information 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 .
7.1.NH.A.3	Recognize some common gestures and cultural practices 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	Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials .

Interpersonal

7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
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7.1.IL.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.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

Presentational

7.1.IL.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.
7.1.IL.C.5	Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.
7.1.IL.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters .

Intermediate-Mid

Interpretive

7.1.IM.A.1	Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places,

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	objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials .
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

Interpersonal

7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
7.1.IM.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 in familiar and some unfamiliar situations.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

Presentational

7.1.IM.C.1	Synthesize information related to the cultural products , cultural practices , and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials .
7.1.IM.C.5	Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

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SECTION IV

Resources and supplementary materials

Textbook

Zhen Bang Level (1) and (2) by Tiffany Fang, Oliver Hsu – Lead authors, published by EMC Publishing, LLC and LiveABC Interactive Corporation, 2011

Supplementary Textbooks

Chang, Peter, Alyce Mackerras, & Yu Hsiu-Chinese. Hanyu. Boston: Cheng & Tsui Company, 1995

Guan, Juran. Chinese Picture Cards: A Copy-Ready Resource. Bess Press, 1996

Ma, Yamin and Li, Xinying. Chinese Made Easy. Joint Publishing (HK), 2004

Riley, Julie. Zhongguotong. Curriculum Corporation, 1993

Tan, Huay Peng, Fun with Chinese Characters. Federal Publications, 1997

Teng, Shou-Hsin, and Yuehua Liu. *Short Chinese TV Plays*. Boston: Cheng & Tsui Company, 2002.

Practical Audio-visual Chinese. Taipei: National Taiwan Normal University, 2000.

Wu, Zhongwei. *Contemporary Chinese*. Sinolingua Press, 2003.

References

ACTFL Performance Guidelines for K-12 Learners. American Council on the Teaching of Foreign Languages, 1999.

Standards for Foreign Language Learning in the 21st Century. American Council on the Teaching of Foreign Languages, 1999.

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Defrancis, John. The Chinese Language. Honolulu: University of Hawaii Press, 1986.

Kubler, Cornelius, and Hsiaojung Sharon Chi. Read Chinese Signs. Boston: Cheng & Tsui Company, 1993.

Kwok, Irene. Chinese Cultural Resource Book. National Assessment and Dissemination Center for Bilingual Education.

Lin, Helen. Essential Grammar for Modern Chinese. Boston: Cheng & Tsui Company, 1999.

McGinnis, Scott. Let's Play Games in Chinese. Boston: Cheng & Tsui, 2002.

Li, Charles N., and Sandra A. Thompson. Mandarin Chinese: A Functional Reference Grammar. University of California Press, 1981.

Wang, Huan . Pinyin-English Dictionary for Learners. Boston: Cheng & Tsui Company, 1999

Wang, Huidi. Chinese Character Dictionary: A Guide to the 2000 Most Frequently Used Characters. Boston: Cheng & Tsui Company, 1999.

对外汉语常用词语对比例释. 卢福波. 北京语言大学出版社, 2003.

两岸现代汉语常用词典. 北京语言大学,台北中华语文研习所合编. 北京语言大学出版社, 2003.

实用现代汉语语法(增订本), 刘月华 等著. 商务印书馆, 2004.

现代汉语八百词(增订本), 吕叔湘主编, 2004.

现代汉语词典. 中国社会科学院语言所词典编辑室编. 商务印书馆,2005.

语言文字规范手册(增订本). 语文出版社,1993.

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Multi-media Resources

Computer-assisted language learning materials are developed to supplement teaching in class and maximize the efficacy of instruction. Newly developed or revised versions of textbooks usually have web sites and accompanied CD-ROMs.

Tools for Chinese Learning

Wenlin Software

<http://www.wenlin.com>

Is a powerful text reader/editor in all formats that are linked to a large database of vocabulary to assist in learning characters. It also includes advanced level texts.

Clavis Sinica

<http://www.clavisinica.com/index.html>

helps intermediate and advanced learners of written Chinese improve their literacy skills in reading unfamiliar texts and memorizing new characters. It combines a Chinese text reader with a comprehensive and cross-referenced Chinese dictionary.

ChiNews

<http://chinews.hawaii.edu>

bases its collected materials on audio and video segments of authentic news broadcasts in Chinese. It is a self-study and self-evaluation program that assists students in their development of intermediate and advanced Chinese language listening and reading comprehension skills.

Chinese Annotation Tool

<http://www-rohan.sdsu.edu/~chinese/annotate.html>

makes learning to read Chinese easier by automatically marking up the words in a simplified Chinese text that go with their pronunciations and on-line dictionary definitions.

Chinese-Tools.com

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<http://www.chinese-tools.com>

is a multi-functioned learning tool that teaches you Chinese or build Chinese websites. Including annotation tools, dictionaries, and converters for pinyin, Unicode, traditional and simplified Chinese.

Chengo Chinese (乘风汉语)

<http://elanguage.cn/whychengo/whychengo.php>

presents vivid interactive situations to unfold Chinese customs and cultures through advanced speech recognition, handwriting recognition technology, and intelligent feedback system.

The On-line Chinese Tools

<http://www.mandarintools.com>

provides multi functions to the following links to reading, character flashcards, Chinese-English dictionary, Chinese names, and western/Chinese calendar converter.

Chinese-English Dictionary

<http://www.chinaw.com/chinese/c-edict.htm>

allows the user to search Pinyin. Characters, and English in all directions.

On-line Texts

Archive of Chinese Teaching Materials at Harvard University

<http://www.fas.harvard.edu/~clp/China>

contains drama, essays, novels, and prose.

Chinese Reading World

<http://www.uiowa.edu/~chnsrng>

collects readings from elementary to advanced levels along with accompanying audio.

On-line Reading

<http://www.mypcera.com>

has a magazine-style format, including topics of current interest such as literature, political, history, technology, etc.