

ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

DEPARTMENT
World Languages

COURSE TITLE
Chinese IV Honors

Board of Education

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BOARD OF EDUCATION INITIAL ADOPTION DATE:

Course Philosophy

Students enrolled in Robbinsville High School's Chinese language courses will be provided many different opportunities to use and experience the Chinese language and Chinese culture. A variety of materials will be used to allow the students to learn the many facets and nuances of the Chinese language, both written and spoken. The goal is to immerse the student in the Chinese language appropriate for their level of competency, and challenge them to increase fluency with each class.

The curriculum is an exploration of 6 themes: Families and Communities, Science and Technology, Beauty and Aesthetics, Contemporary Life, Global Challenges, and Personal and Public Identities. This thematic approach provides the opportunity for students to explore language in the context of real life. Students are challenged to engage in the authentic use of language in writing, reading, listening and speaking. Always recycling what has already been learned, and developing higher order thinking skills along the way. Appropriate grammar and vocabulary will be taught within each theme, and then expanded as the theme is recycled in upper level courses. The Five C's of World Language (Communities, Comparisons, Culture, Communication, and Connections) are also included in each unit. All of the activities and difficulty of the courses are developed to meet the proficiency guidelines for World Languages outlined in the New Jersey Core Curriculum Standards.

Evaluation of the student's mastery of learned concepts will be done by speaking, reading and writing through various methods throughout the coursework.

Course Description

The themes addressed in Chinese IV are Contemporary Life, Science and Technology, and Global Challenges. The students will continue to be stimulated to think on a global level and recognize and appreciate differences in cultures as well as discuss issues that affect the US and China, such as economy, environment, health, and government. They will also be able to explore how different aspects of technology as they relate to medical research, ethics, new types of media, and possible future inventions affect our world. In addition, students will discuss their own culture in terms of education, interests, lifestyles, and holidays, and how these aspects of life are conducted in China. At an appropriate upper-beginner level, they will combine and recombine thoughts and simple Chinese phrases together in speech and in writing. They will comprehend appropriately leveled written and spoken Chinese material, based on these themes. Students will learn the necessary skills and strategies for successful expressions in the interpersonal, intrapersonal, and presentational modes.

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
<ul style="list-style-type: none">● Intergrated Chinese	<ul style="list-style-type: none">● Huan Ying● Chinese Made Easy● Learn Chinese With Me● Zhen Bang● Authentic Resource Materials● Teacher-made Materials

Integration of 21st Century Themes and Skills

Educational Technology
Standards: (8.1.12.A.2, 8.1.A, 8.1.C)
<ul style="list-style-type: none">● <u>Technology Operations and Concepts:</u> Students can create a document using one or more digital applications to be critiqued by professionals for usability. Example: A word processing program can be used to submit the final writing task for the IFL Unit, The Creative Brain. Creativity and Innovation Synthesize and publish information about a local or global issue or event. <u>Example:</u> Students can electronically submit a draft of an article for the school paper about how to enhance creativity as part of the culminating assignment for the IFL Unit, The Creative Brain.● <u>Technology Operations and Concepts:</u> Students demonstrate a sound understanding of technology concepts, systems and operations. Students can select and use applications effectively and productively. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. Students can use basic technology terms in the proper context in conversation with peers and teachers (e.g., iPhone, tablet, Internet, mouse, and keyboard). <u>Example:</u> With Pinyin or handwritten input methods, students can type anything they can say and read. This can be used when students

need to electronically submit Do-Now, Exit Slips, pop quizzes, 2 minute readings/writings, projects, etc. But, remembering how to write things by hand requires consistent commitment to studying characters, preferably on a daily basis. If you don't write, you will forget.

- **Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others. Students can develop cultural understanding and global awareness by engaging with learners of other cultures.

Example: Students can collaborate to develop and communicate Chinese with other students. There are numerous high-quality free language exchange programs and apps the students can download and use with ease. Students can use WeChat to text messages, share videos and various other features for contacting a pen pal in China. Students can use Yola to design their own website for projects. Students can use Perapera (Chinese popup dictionary) to read and write. Students can use chrome extension like Zhongwen, to link to Chinese Grammar Wikis. Online video sites- YouTube, Baidu, and Youku videos are perfect for practising Chinese. These sites have lots of video-series that guide you through the basics. Students can share with the class their own website created on Yola.

Career Ready Practices

Standards: (CRP1, CRP2, CRP12)

CRP1. Act as a responsible and contributing citizen and employee Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

Example: Students will demonstrate the responsibilities associated with being a member of a community when engaging collaboratively during sharing in pairs/trios, and participating in whole group discussions. Examples may include jigsaw puzzle and fishbowl activities.

CRP2. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make

correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

Example: Students will learn about the four great inventions of China (paper, gunpower, printing and compass), which are significant contributions of the Chinese nation to world civilization. China has had a strong impact on the world over a long period of time. These inventions will guide the students to use their creative thoughts in the most productive manner and make their mark in every field across the globe in the future. These creative concepts will guide the students within their future creativity and imagination, and problem-solving situations as they continue their journey into the workplace.

CPR12. Work productively in teams while using cultural global competence. Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Example: Students will demonstrate the responsibilities of working productively in groups and use cultural competence to complete assignments. Examples may include collaborating to create a timeline mural of Chinese ancient inventions. Each group will be assigned one of the inventions, to research and then present to the whole class their research findings.

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, “Life doesn’t get easier or more forgiving, we get stronger and more resilient.” Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

**Robbinsville Public Schools
Scope, Sequence, Pacing and Assessment**

**Course Name
Chinese IV**

Unit Title	Unit Understandings and Goals	Recommended Duration/ Pacing	Assessments			
			Formative	Summative	Common Benchmark Assessments (mid-course and end of course <u>only</u>)	Alternative Assessments (projects, etc. when appropriate)
Contemporary Life	<p>Students will have a deeper understanding of who they are and where they are headed by comparing their projected contemporary life in Robbinsville/post-Rville with that of contemporary life in different parts of China.</p> <p>Hobbies and pastimes that change throughout life and their effects on an individual and group basis.</p> <p>Students will gain cultural awareness and appreciation of others by listing commodities of contemporary life and factors influencing the list (culture, tradition, ethnicity, socio-economic status). What happens if one element changes?</p> <p>How do societies and individuals define quality of life?</p> <p>What are the challenges of contemporary life?</p> <p>How does China affect the US economy? What percent of goods are imported from China?</p>	Sept-Nov	<p>Quizzes/Tests</p> <p>Written and oral responses to questions and discussions in class</p> <p>Current Events</p> <p>Video Clips</p> <p>reading/writing/discussions/analysis</p> <p>Homework</p> <p>Oral Presentations</p> <p>Participatory</p>	<p>In My Life</p> <p>RAFT Projects: (Role, Audience, Format, Topic): Reality show</p> <p>Final Exam</p>	<p>mid-course or final conversations (spontaneous speaking rubric)</p>	<p>Presentation or project in groups, pairs, or individual. Students can pick a topic from the unit or teacher can assign.</p> <p>RAFT Projects presented in Gallery format</p>

	<p>Why do we need tariffs?</p> <p>Human rights and perspectives vary from country to country. What determines attitudes toward human rights? Do you think China is capitalist or socialist? What differences/similarities are there among the US and China with regard to this system?</p>		<p>Dialogues</p> <p>Research Assignments</p> <p>Think/Pair/Share</p> <p>Jigsaw activities</p> <p>Peer Review</p> <p>The Most Important and Useful Word</p> <p>Venn diagrams with a partner</p> <p>Show and tell</p>			
Global Challenges	<p>Environmental challenges are global in scope and the impact of these challenges differs from country to country.</p> <p>Students will explore today's most pressing global environmental issues.</p> <p>The goal is for students to identify initiatives that could offer solutions to these global environmental challenges.</p> <p>Students will gain cultural awareness and understand that China's pollution problems can be addressed at the local, international and global levels. Students will trace recent crises in both countries.</p> <p>Students will have a deeper understanding of who they are by investigating their personal views on local and global environmental</p>	Dec - mid-March	<p>Current Events</p> <p>Close readings (vocabulary, questions, summary sentences, analysis)</p> <p>Think/Pair/Share</p> <p>Quizzes/Tests</p> <p>Written and oral responses to questions and discussions in class</p>	<p>Research papers on Chinese organizations with a mission</p> <p>Spontaneous Speaking: Post-Student Survey of global challenges (in order of importance and why)</p> <p>One minute written reflection</p> <p>Research papers on the topics using articles and "news in slow</p>	mid-course or final conversations (spontaneous speaking rubric)	<p>Presentation or project in groups, pairs, or individual. Students can pick a topic from the unit or teacher can assign.</p> <p>RAFT Projects presented in Gallery format</p>

	<p>challenges, global health and healthcare, political conflicts, catastrophic weather brought on by societies' habits, and environmental topics.</p> <p>Perspectives differ on who needs saving and in what order—how do we decide?</p> <p>Some problems are interconnected or similar between countries due to the same causes and effects, while others are regional due to cultural or environmental issues.</p> <p>What are some shared problems among the US and China? Are the problems interconnected or are the problems regional? How can these problems be resolved?</p>		<p>Video Clips</p> <p>Homework</p> <p>Oral Presentations</p> <p>Participatory</p> <p>Rubrics</p> <p>Research Assignments</p> <p>Meteorologist for a minute Predictions</p> <p>Peer Review</p> <p>The Most Important Words</p> <p>Venn diagrams with a partner</p> <p>Campaign for a global issue</p> <p>All hands on deck: food experience; pollution, global warming</p> <p>K-W-L Chart</p>	<p>Chinese”</p> <p>Debates</p> <p>Presentation (possibly spontaneous) relating to different issues happening in China, Taiwan and Hong Kong</p> <p>Unit test/project</p> <p>Final Exam</p>		
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<p>Science and Technology</p>	<p>From prehistoric times to today, every era is profoundly influenced by inventions that change society and our daily lives.</p> <p>Students will identify inventions that have changed our world.</p> <p>The goal is for students to reflect upon the societal conditions that encourage or discourage invention.</p> <p>Science and technology can both save and destroy the world. Who's winning recently? Thinking globally allows countries to collaborate in order to solve major problems.</p> <p>What factors have driven innovation and discovery in the fields of science and technology?</p> <p>What role do ethics play in scientific advancement?</p> <p>How do developments in science and technology affect our lives in the past, present, and future?</p>	<p>Mid-March-June</p>	<p>Quizzes/Tests</p> <p>Written and oral responses to questions and discussions in class</p> <p>Current Events</p> <p>Video Clips</p> <p>Interviews</p> <p>Written Assignments</p> <p>Oral Presentations</p> <p>Participatory</p> <p>Rubrics</p> <p>Dialogues</p> <p>Research Assignments</p> <p>The Most Important Word</p> <p>Graphic web organizer.</p> <p>Student-create website using Yola</p> <p>Debate</p>	<p>Presentation or project in groups, pairs, or alone (have students pick their topic or have teacher pick)</p> <p>Student created choice boards: On the cutting edge. conversations (spontaneous speaking rubric)</p> <p>Research BAT (Baidu, Alibaba and Tengxun)</p> <p>Comparing WeChat, Weibo and Douyin with Facebook, Instagram, and Twitter.</p> <p>Final Exam</p>	<p>mid-course or final conversations (spontaneous speaking rubric)</p>	<p>Presentation or project in groups, pairs, or individual. Students can pick a topic from the unit or teacher can assign.</p> <p>RAFT Projects presented in Gallery format</p>
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Unit # 1: Contemporary Life

Enduring Understandings:

- **Communication:**

Students initiate and sustain simple conversations based on previous and new vocabulary about self, activities, friends, community, routines, likes and dislikes.

- **Culture:**

Students make observations about themselves and understand relationships in different cultural contexts. There are differences within each culture based on various factors. Headlines and media can create stereotypes, either positive or negative and impact a culture. Different cultural perspectives and practices influence the world now.

- **Comparisons:**

Cultures can best be understood when compared with our own. There are differences within each culture based on various factors. Hobbies and pastimes that change throughout life and their effects on an individual and group.

- **Connections:**

- Global connections are critical to cultural understanding. Local connections impact us, too.

- **Community:**

Individuals make up a community. Growing up in America/China/Chinese-speaking countries is not the same for all. Parents and community members will be invited to share their experiences via email or in person. Students will have a deeper understanding of who they are and where they are headed by comparing their projected contemporary life in Robbinsville/post-Rville with that of contemporary life in different parts of Chinese speaking countries.

Essential Questions:

- What are my positive and negative attributes?
- What role does culture play in my life?
- How will my life change in the coming years?
- What outside and inside influences help define me?
- What basic necessities do I require? How do they differ from other people?
- How do family, education and cultural values influence career choices?
- How do career opportunities differ in the US and in China?
- What does a country's career opportunities tell us about its culture?

Interdisciplinary Connection

The relevant standard: 21st Century Life and Careers CPR5: Consider the environmental, social and economic impacts of decisions.

Create and role-play college and/or job interviews for experiences in Chinese-speaking countries ties 21st Century Life and Careers. Make a Venn diagram for what specific jobs are like in China and the US. Discuss similarities and differences to social studies-Active Citizenship in the 21st Century. Students will gain skills of Career-ready interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. Students will be able to utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

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Guiding / Topical Questions with Specific Standards	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
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7.1	What are my positive and negative attributes? How will my life change in the coming years?	Create and role-play college and/or job interviews for experiences in Chinese-speaking countries. Make a Venn diagram for what specific jobs are like in China and the US. Discuss similarities and differences.	Evoke student experiences and vocabulary using a short video clip All About Me project	recycled and enhanced vocabulary:	Daily Homework Worksheets RAFT Projects: (Role, Audience, Format, Topic): Reality show
7.2	What role does culture play in my life?	Plan and carry out a cultural Chinese holiday celebration, including all aspects (food, dress, music, etc.)	Recall Oral Questions/ Small Group and Class Discussion	regional map of China/ Chinese-speaking countries	RAFT Projects presented in Gallery format
7.1	What outside and inside influences help define me? What basic necessities do I require? How do they differ from other people?	Class watch a video clip and discussion A Day in the Life: comparison of adolescence v. adult, geography v. economic class Interviews of family, teachers, peers, and Chinese college students	Anticipatory Set Questions Team Colors/board Dialogues Jie Long (connecting dragon) game (use of Interrogatives) Sing it Character Writing	Film/Video segments Regional identity songs, clothing, customs review formal vs. informal interrogatives lyrics (for content)	In My Life Presentation or project in groups, pairs, or individual. Students can pick a topic from the unit or teacher can assign.
7.2	How do family, education and cultural values influence career choices?	Create dialogues between different generations explaining how life is similar and different (holiday traditions and celebrations etc.)	Class readings and discussion A Day in the Life: comparison of adolescence v. adult, geography v. economic class	Internet, WeChat, Weibo, Douyin	Draw It! (based on what is described)
7.1	How do career opportunities differ in the US and in China?	Make a Venn diagram for what specific jobs are like in China and the US. Discuss similarities and differences.	Graphic organizers to compare and contrast K-L-W Chart	Baidu/Alibaba/Tengxun	Written and verbal quizzes Class participation
7.2	What does a country's career opportunities tell us about its culture?	Read Chinese magazine and identify cultural differences in news stories, dress, lifestyle, etc.	Dialogues Show and Tell Close reading	Magazine and Newspaper headlines	Responses to discussion questions In class assignments and presentations Unit Exam

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Unit 2:Global Challenges

<p>Enduring Understandings:</p> <ul style="list-style-type: none">● Communication: Students will engage in simple conversations with some details about their opinions of various global challenges, and defend their choices. They will answer the why for some issues. It is important to discuss and reflect on environmental concerns and challenges both locally and globally.● Cultures: Some global challenges/conflicts are based upon a group's culture and traditions. Resources differ from region to region and help create global challenges. Cultural values and societal conditions impact a country's response to environmental challenges and trade war.● Comparisons/Connections: Environmental issues and initiatives differ from country to country and community to community. Students will identify and explore the similarities and differences among problems in Chinese-speaking countries and the US (economic, health, pollution, etc.).● Communities: Each country has various organizations trying to solve global challenges, both local and world-wide. Technology helps make others aware of crisis abroad and offers more ways to assist. This helps expand the sense of community.● Community: Parents and community members involved in either environmental initiatives or trade war will be invited to discuss key issues with our class. Students will have the opportunity to hear speakers of Chinese on the radio and in the news discuss environmental issues, initiatives and tariffs.	<p>Essential Questions</p> <ul style="list-style-type: none">● What are the environmental issues?● Does your community have environmental issues?● What are some environmental challenges in China?● How can China's pollution problems can be addressed at the local, national and global level?● Can you identify initiatives that could offer solutions to these local/global environmental challenges?● What factors have helped China's economy to grow?● What does a trade war mean for you? How does China affect the US economy?● Organic, vegetarian, vegan, or old-fashioned regular—which are you and why?
<p style="text-align: center;">Interdisciplinary Connection</p> <p>The relevant standard: 6.3.4.B.1. plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions. Project of Campaign for a global issue ties to social studies-Active Citizenship in the 21st Century. Students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaborative to address the challenges that are inherent in living in an</p>	

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
7.1	Can you identify environmental challenges faced by the Robbinsville community and/or NJ ?	Recycle and expand vocabulary related to specific topics.	Student Survey of global challenges (in order of importance) Wheel of global issues Note taking	Student driven recycled and enhanced vocabulary	Daily homework Worksheets
7.2	What are some environmental challenges faced by China?	Prepare a lesson for your classmates where you present your vocabulary using images, then use it to describe your view on a global challenge	Oral Questions/ Discussion/Pulling of prior knowledge and vocabulary Partner turn and talks/share outs	Dictionaries	Pair round robin in-class presentations
7.2	What are the environmental issues in China?	Review weather vocabulary. Discuss air pollution, water problems, soil problems in China. Debate positions on these challenges.	Graphic web organizer. Venn diagrams with a partner. TPRS Debate preparation and implementation	Smartphones &/or Internet-based resources to build vocabulary Grammar review/expansion	Quizzes on vocabulary and grammar points Presentation or project in groups, pairs, or alone
7.1	What are the initiatives introduced to address these challenges? Are these challenges similar to ones faced by your community?	Resolve a global issue. Tell the government ways to fix these problems. Post on our discussion environmental challenges of which you are aware in the Robbinsville community and/or NJ. Comment on your classmates' posts.	Campaign for a global issue: what groups in China can be your resource? Quick research of basic questions/have students create questions about the topics	Integrated Chinese World Languages Standard in Action: Ecotourism & Going Green activities	Written and oral responses to questions and discussions in class. Current event article readings/writings/discussions/ analysis
7.2	Students will gain cultural awareness and appreciation of China and the US by its current trade war- keeping and assistance during times of crisis in the world. Students will trace recent crises in both countries. How are future crises avoided?	Read and listen to CCTV news reports in the target language. Students will paraphrase, summarize, and analyze what they understood. Expand vocabulary related to specific topics.	All hands on deck: food experience discussion Student created centers Writing journal: track your progress Meteorologist for a minute Close reading Student-created resource file and on-line link resource (linked to	Image prompts Vocabulary lists(prompts and student generated Reading Geography in China	Participatory Rubrics Role Play Dialogues Research Assignments

7.1	<p>Students will have a deeper understanding of who they are by investigating their personal views on various topics. What factors help shape this view? Why?</p>	<p>How big is the movement in China to be vegetarian, vegan, organic? How has it impacted the food industry? Where will it lead?</p>	<p>teacher page)</p> <p>K-W-L Chart</p> <p>Interviews: tape ball</p> <p>Fish bowl</p> <p>Around the table: skills set needed</p> <p>Draw it! (weather details)</p>	<p>Evoke food /drinks vocabulary</p> <p>Comparative sentence pattern</p> <p>food items -organic vs. non, vegetarian, vegan recipes</p>	<p>Interviews</p> <p>Think/Pair/Share</p> <p>Unit Exam</p>
7.1	<p>How do we react differently once we are negatively impacted first-hand by the list?</p>	<p>Related issues: trade war, health and healthcare, immigration, political conflicts, catastrophic weather brought on by people's habits, workplace issues, and environmental topics.</p>	<p>Fix it: Allot budget money to solve the issues</p> <p>Schoology discussion board</p>	<p>Asian Market Field Trip</p>	
7.1	<p>What are the initiatives introduced to address these challenges? Are these challenges similar to ones faced by your community?</p>	<p>Pick a Chinese-speaking countries and report the issues there, compare and contrast those issues to those of the US. (This could be displayed in the form of a skit such as a news report on TV or a written paper)</p>	<p>RQI</p> <p>Close reading</p> <p>Timed partner and group conversations</p>	<p>Cooking Authentic Chinese Food</p> <p>Online Chinese supermarket sites</p> <p>Schoology website</p> <p>Federal and State Aid budgets</p>	

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Unit 3: Science and Technology

Enduring Understandings:

● **Communication:**

It is important to discuss and reflect on how science and technology, throughout history, have changed our lives for better or for worse. Students will engage in simple conversations about the use/importance of technology in their lives, and upcoming inventions and their usefulness. They will question why situations exist.

Students will learn and use expressions of compassion and understanding when engaged in conversations expressing opinions on ethics and limits in the pursuit of science & technology.

● **Cultures:**

Students will understand the differences in cultural practices related to science and technology.

Cultural values and societal conditions encourage or discourage invention.

● **Comparisons:**

Human ingenuity is a global phenomenon with different countries taking the lead at different times for different reasons.

● **Connections:**

The study of the invention draws on students' knowledge of science and history and connects these subjects with their study of French in a real-life context.

● **Communities:**

Our communities have expanded ethnically to the point where we can find Chinese-speakers in every town in our country, and also geographically with the development of technology. Our personal opinions on ethics and limits in science are affected by our community perspective.

Essential Questions

- Why do people/groups exploit the advances of science and technology?
- Who are the world leaders in different technology and sciences?
- What is a 5G network? Which country/countries use 5G networks?
- How does 5G impact people's daily lives?
- Why is invention important? Who invents and why?
 - Science and technology can both save and destroy the world. Where are we headed currently? Why?
 - Progress is defined by cultural interpretation. How do the various levels of technological development affect different cultures? What factors play into this reasoning?
 - Are you in one of these Facebook groups Robbinsville Recreation, Save Robbinsville Open Space, Make Someone's Day Today, Robbinsville Twp PBA #344, Care Ten?

Interdisciplinary Connection

The relevant standard: 6.2.8.D.3.c. Evaluate the importance and enduring legacy of the major achievements of China over time. Project of China's four great inventions ties to social studies: Students will gain cultural awareness about the Chinese history and the impact to the world today. Paper had made a contribution to the modern world because it is still used today. The compass gives the sailors the directions on where to go. Gunpowder become the basis for almost every fireworks which we use for celebration of July 4th or any other celebrations today. Printing press helped create a wider literate public today.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
7.1	Science and technology can both save and destroy the world. Who's winning recently?	Discuss four great inventions in ancient China Describe inventions, inventors, and biography: What if...?	Evoke vocabulary Class readings and discussion	Student driven recycled and enhanced Vocabulary: science & technology, related occupations	Daily homework Pair round robin in-class presentations
7.1	What does BAT stand for?	Discuss with a partner the usefulness of inventions, progression of ideas.	Graphic organizers to compare and contrast	Notebook sharing	Quizzes on vocabulary and grammar points
7.2	What cultural differences are there in the use of science and technology between China and the USA?	Differences between Baidu, Alibaba and Tengxun. Pick one of the BAT to interview using grammar tenses from this unit. Ask questions about how their technological invention has impacted the world.	Four Corners T/P/S discussion and presentation Debate Interviews	descriptive adjectives Video segment Students teaching pertinent vocabulary	Presentation or project in groups, pairs, or alone RAFT Projects presented in Gallery format (inventions)
7.1	Who are famous inventors?	Research a Chinese inventor. Activist groups: Who are they? What do they do? Have students research a specific group and then present in a gallery walk/jig-saw activity.	Dialogues Show and Tell	Geography Practice worksheets	Written and oral responses to questions and discussions in class.
7.1	Why do people/groups exploit the advances of science and technology, such as 5G network?	Post on our discussion board your response to these questions. Comment on your classmates' posts.	Student created posters: technology in China: 5G network, cash free cities , Face recognition technology, food science, medicine, free communication websites	Current Text; Integrated Chinese Image prompts	Current event article readings/writings/discussions/analysis
7.2	China is credited with many important inventions, still useful today. Which inventions are next?	Referring to the images of inventions provided to you, in your group, develop 5 questions each about the image.	RQI Visual analysis K-L-W Chart	Vocabulary lists(prompts and student generated)	Participatory Rubrics
7.1	What inventions have impacted you personally? Have you ever had an idea for an invention?	Referencing the reading, develop vocabulary inquiry, evidence based summary sentences and evidence based questions.	Close reading		Dialogues
7.1	How do new technologies affect people's lives as well as their social lives? Is it always a positive change?	Show and tell: students can bring in an item (or picture) of science or technology that has	Student centers Timed partner and group conversations		Research Assignments

		impacted their life and explain why.			Interviews Unit Exam
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General Differentiated Instruction Strategies

<ul style="list-style-type: none"> ● Leveled texts ● Chunking texts ● Choice board ● Socratic Seminar ● Tiered Instruction ● Small group instruction ● Guided Reading ● Sentence starters/frames ● Writing scaffolds ● Tangible items/pictures ● Adjust length of assignment 	<ul style="list-style-type: none"> ● Repeat, reword directions ● Brain breaks and movement breaks ● Brief and concrete directions ● Checklists for tasks ● Graphic organizers ● Assistive technology (spell check, voice to type) ● Study guides ● Tiered learning stations ● Tiered questioning ● Data-driven student partnerships ● Extra time
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Possible Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)

Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> ● Extra time for assigned tasks ● Adjust length of assignment ● Timeline with due dates for reports and projects ● Communication system between home and school ● Provide lecture notes/outline 	<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Reading partners 	<ul style="list-style-type: none"> ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Small group instruction ● Emphasize multi-sensory learning 	<ul style="list-style-type: none"> ● Teacher-made checklist ● Use visual graphic organizers ● Reference resources to promote independence ● Visual and verbal reminders ● Graphic organizers
Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> ● Computer/whiteboard 	<ul style="list-style-type: none"> ● Extended time 	<ul style="list-style-type: none"> ● Consistent daily structured 	<ul style="list-style-type: none"> ● Individual daily planner

<ul style="list-style-type: none"> ● Tape recorder ● Spell-checker ● Audio-taped books 	<ul style="list-style-type: none"> ● Study guides ● Shortened tests ● Read directions aloud 	<ul style="list-style-type: none"> ● routine ● Simple and clear classroom rules ● Frequent feedback 	<ul style="list-style-type: none"> ● Display a written agenda ● Note-taking assistance ● Color code materials
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Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources

- Learning style quiz for students- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” from text that you provide-<http://www.wordle.net/>
- Bilingual website for students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for FREE-www.Duolingo.com
- Time on task for students-<http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile-www.Mobymax.com
- WIDA-<http://www.wida.us/>
- Everything ESL - <http://www.everythingESL.net>
- ELL Tool Box Suggestion Site [Http://www.wallwisher.com/wall/ell toolbox](http://www.wallwisher.com/wall/ell%20toolbox)
- Hope4Education - <http://www.hope4education.com>
- Learning the Language <http://blogs.edweek.org/edweek/learning-the-language/>
- FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki: <http://www.flenj.org/Publications/?page=135>
- OELA - <http://www.ed.gov/offices/OBEMLA>
- New Jersey Department of Education- Bilingual Education information <http://www.state.nj.us/education/bilingual/>

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>
- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12

education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>

- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embedded media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Paccar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>