



# West Windsor-Plainsboro Regional School District

## Chinese 2

## Unit 1: My Role in my Family and Community

**Content Area: World Language**

**Course & Grade Level: Chinese 2, Grade 9-12**

### Summary and Rationale

As students transition in high school, responsibilities begin to shape and mold them into young adults. In this unit, students will begin to reflect and think about how one's actions can affect one's ability to contribute to the family, community, society and environment. Cultural observations may impact one's perspective and help students to make cultural comparisons when it comes to making contributions.

### Recommended Pacing

45 days

### New Jersey Student Learning Standards for World Language

**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

#### Standard: Interpretive Mode

**Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.**

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

CPI #	Cumulative Progress Indicator (CPI)
<b>Strand A</b>	<b>Interpretive</b>
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community

#### Standard: Interpersonal Mode

**Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle**

simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

CPI #	Cumulative Progress Indicator (CPI)
<b>Strand B</b>	<b>Interpersonal Mode</b>
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions

**Standard: Presentational Mode**

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

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<b>Strand C</b>	<b>Presentational Mode</b>
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

**New Jersey Student Learning Standards for English Language Arts  
Companion Standards**

CPI #	Cumulative Progress Indicator (CPI)
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NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.1.12.CFR.1	Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
<b>Interdisciplinary Standards: Social Studies</b>	
6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• My actions affect my family and community members no matter how big or small.</li> <li>• My choices and actions affect the world around me.</li> <li>• Me and my community are all Interrelated.</li> <li>• Saving the planet begins with me.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>• To what extent does my role as a citizen affect my family and my community?</li> <li>• How do my daily choices impact my community?</li> <li>• How do I share my responsibility with my family and my community?</li> <li>• How do I take care of myself and my environment?</li> </ul>	
<b>Objectives</b>	
<b>Students will know:</b> <ul style="list-style-type: none"> <li>• How to name house chores “dasao fangjian 打扫房间”, “xichen”, “saodi”, “xi...” “liugou / weigou”</li> <li>• How to use the structure “haohao + verb + object” to command someone to complete a task well</li> <li>• How to use “weile 为了...” to indicate for the purpose of</li> <li>• How to use “zuobuwande.. 做不完的.” to express an infinite amount of tasks to complete</li> <li>• How to use “yaoshi wo ..., ni jiu... 要是我...你就” to negotiate</li> <li>• How to use “ruguo... 如果” to indicate ‘what if’ situations.</li> <li>• How to use “dui...shuo.. 对...说.” to indicate who the speaker is talking to.</li> <li>• How to use “yue...yue.. 越...越...” to express the more, the more.</li> <li>• How to use the structure “zhiyao..., ...jiu...le 只要...就...了.” to express the result of a certain situation using</li> <li>• How to use “A...zhixiwangwo...” to express expectations of you from A.</li> <li>• How to use “...zai...” to indicate an action in progress.</li> <li>• How to use “...budan...ergie...” to indicate “not only... but also...”</li> <li>• How to use “rang...ba!” to suggest to someone to let someone else do something.</li> <li>• How to use “ba...V + ganjing” to command that something be clean.</li> <li>• How to use a final complement, “ba...V + hao/wan” to command something to be completed or to be finished.</li> <li>• How to use “ba + object + Vzai + location” to command something to be moved to a certain location.</li> <li>• How to use frequency words “meitian,” “changchang,” “you shi hou,” “henshao,” “conglai bu.” to show how frequently a task is completed.</li> <li>• How to apply proper word order using “subject-time-place-action”</li> <li>• How to Indicate simultaneous action “yibian... yibian...”</li> <li>• How to express excessive usage of by using “verb-object-verb+de”</li> </ul>	

- How to recommend an alternative to wasting items using “shao yong...” “langfei + object”
- How to recommend an alternative to wasting time using “langfei shijian”
- How to use “canjia” to express involvement in a club or volunteer group
- How to use “ziyuan zhe” / “yigong” to express volunteerism

**Students will be able to:**

- Identify and list house chores
- Ask and respond to questions regarding language items used to talk about household chores.
- Describe preferences for household tasks.
- Explain reasons or causes for uncompleted tasks
- Defend why home chores are not completed
- Compare and contrast personalities
- Compare and contrast cultural differences between how chores are divided.
- Request that a task be completed a certain way
- Ask for advice
- Create a plan on how often a home chore should be completed
- Analyze how well a chore and task is completed
- Identify volunteering opportunities
- Explain how one's home experiences can apply to community volunteer work.
- Explain how skills learned in the home can apply to helping the environment
- Analyze how volunteer work impacts one's social life.
- Synthesize how providing for one's family and community develop live-long benefits

**Evidence of Learning**

**Assessment**

Throughout each unit and lesson, students are continuously self-assessing and reflecting with the use of formative assessments. By the end of each unit an Integrated Performance Based Assessment (IPA) or Common Assessment is used to assess student proficiency in the target language using the 3 Modes of Communication; Interpretive, Interpersonal and Presentational. The data used in these assessments are utilized as a tool to help set individual benchmarks for improved instruction, feedback and self-reflection.

**Resources**

**Suggested Resources:**

- Authentic materials
- Online Resources
- Role Plays Text, Audio, Visual
- Teacher Created Materials, Teacher prepared powerpoint presentations, activities and worksheets

## Unit 2: Choices in Leisure Activities Broadens my Social Circle

**Content Area: World Language**

**Course & Grade Level: Chinese 2, Grades 9-12**

### Summary and Rationale

With increased responsibilities at the high school level, students will begin to find ways to relax and seek out leisure activities that best fit their personalities and preferences. The hobbies, extracurricular activities, and clubs they become involved in will influence their lives socially, emotionally, and may be influenced by one's culture, peers and friends. These choices may broaden one's horizon, affect one's social circle and impact one's future career choices.

### Recommended Pacing

45 days

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7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Leisure activities reflect peoples' personality and interests.</li> <li>● Leisure activities are often influenced by culture and by social norms of the region.</li> <li>● Pursuing leisure activities help increase social circles.</li> <li>● Current choices in leisure activities influence future career choices.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How does my choice in leisure activities reflect me and my values?</li> <li>● Are my leisure activities a product of my personal preference or is it influenced by my culture and community?</li> <li>● How do my choices or preferences in leisure activities affect my friendships?</li> <li>● How will my leisure activities now influence my career choices in the future?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● How to use appropriate verbs for activities.</li> <li>● How to use frequency vocabulary to express how frequent an activity is performed.</li> <li>● How to use “youxie... youxie...” to compare and contrast.</li> <li>● How to use “yixie” to mention a few (groups of, people, events)</li> <li>● How to use “suiran..., danshi” to describe although... however... situations.</li> <li>● How to use “hua” to indicate spending time on something.</li> <li>● How to differentiate “huozhe” and “haishi” in pivotal situations.</li> <li>● How to use “you de... geng duode...” to compare that some...more...</li> <li>● How to use “gezhong geyang” to indicate a variety of.</li> <li>● How to use “guofen” to indicate something is overly done.</li> <li>● How to use “qidelai, qibulai, qilai” to describe their ability to get up and get motivated.</li> <li>● How to use the proposition “weile” to indicate that there is a reason for their actions.</li> <li>● How to use “kanqilai” to express an observation.</li> <li>● How to use “...dui...youxingqu” to express interest in something.</li> <li>● How to use “...huidao... yihou,...jiu...” to indicate that the second action occurred immediately after the first....</li> <li>● How to use “...shiyigeaihao...deren” to describe one’s interest.</li> <li>● How to use “cong xiaojiu...” indicates that this has had an extended history in the speaker’s life.</li> <li>● How to use “lianle lainggexingqi yihou... jiu...” express that outcome after 2 weeks of practice.</li> <li>● How to use “paileyige..fangdao...shang” to describe how to upload something.</li> <li>● How to use “meici...deshihou...” to indicate a result of a certain event.</li> <li>● How to use “A... ba... songgei...B” to express person A giving something to person B.</li> <li>● How to use “zaiwosuokanguode...zhong...” to indicate that “among all that has been read/seen....”</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Identify leisure activities</li> <li>● Describe what one does on the weekend.</li> <li>● Comment on and defend one’s interests and hobbies.</li> <li>● Compare and contrast activities of their peers and themselves.</li> <li>● Compare and contrast activities of Chinese students and themselves.</li> <li>● Summarize using transitions.</li> </ul>	



- Summarize the meaning of a song.
- Identify music and movie genres.
- Identify both western and authentic Chinese instruments.
- Present about one's favorite movie, music, or person.
- Initiate and respond to questions and sustain a conversation.

### **Evidence of Learning**

#### **Assessment**

Throughout each unit and lesson, students are continuously self-assessing and reflecting with the use of formative assessments. By the end of each unit an Integrated Performance Based Assessment (IPA) or Common Assessment is used to assess student proficiency in the target language using the 3 Modes of Communication; Interpretive, Interpersonal and Presentational. The data used in these assessments are utilized as a tool to help set individual benchmarks for improved instruction, feedback and self-reflection.

### **Resources**

#### **Suggested Resources:**

- Authentic materials
- Online Resources
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### Unit 3: My Home and My Neighborhood

**Content Area: World Language**

**Course & Grade Level: Chinese 2, Grade 9-12**

#### Summary and Rationale

With increased responsibilities at home high school students need to become more aware of their home life. In this unit students will be able to compare and contrast dwellings depending on differences in culture, terrain, environment and surroundings. Students will also be able to negotiate where furniture should be placed to maximize space and feng shui and give directions to friends to come and visit.

#### Recommended Pacing

45 days

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**Instructional Focus**

**Unit Enduring Understandings**

- Dwellings and homes differ depending on individual preferences
- Environmental surroundings influences choices in a home's location

- Geographical locations and surroundings influences a home’s architecture
- Culture plays an important role in home selection.

### Unit Essential Questions

- How does my choice in dwelling reflect my style?
- How do my values influence my environmental preferences for where I choose to find a home?
- How do geographical advantages and limitations impact dwelling styles?
- How does my culture influence my decision in choosing a home?

### Objectives

#### Students will know:

- How to identify common dwellings
- How to name the rooms, furniture and appliances in a home
- How to use “bijiao shi he” to state how a room fits my needs when selecting a room.
- How to use “...kanshangqu...” to make an assumption from observation.
- How to use “A meiyou B name ...” to compare things.
- How to use “bubi..., zhiyao... jixingle!” to express personal requirements for something.
- How to use “...fangzhe...” to describe something that is placed in a location.
- How to use “...guazhe...” to describe something hanging on a location.
- How to use “...tao...” as a measure word to describe a set of something.
- How to use “... rang... jue...” to indicate that something caused someone to feel a certain way.
- How to use, ask and respond to the quality of the surrounding location.
- How to use “(chule)...wang ... zou/guai” to give directions.
- How to use “shenme dou you” to indicate an expression that \_\_\_\_ has everything.
- How to use “... de liangbian you ...” to indicate what is on both sides of something.
- How to use “...de fujin you...” to indicate what is in the surrounding area.
- How to use “... de houmian you ...” to indicate what is located in the back of something.
- How to use “Ruguo..., dei...” to express what needs to be done in hypothetical situations.
- How to use “dui...laishuo ...” to express another party’s opinion about something.
- How to use “...ji...” to give an approximate number (jitianqian, zoujibu, jigeyueqian, zaiguojigexingqi).

#### Students will be able to:

- Identify parts of a home.
- Compare and contrast how homes differ architecturally in different regions
- Ask and respond to questions about a home property.
- Ask and respond to questions in regards to purchasing, renting or living in a hotel.
- Defend one’s opinion on home style and preference
- Give directions
- Ask and respond to questions regarding directions
- Describe a room in the home.
- Describe home vicinity to surrounding places.
- Interpret authentic text about homes around the world.
- Compare and contrast home styles that differ depending on environment and geographical locations.
- Negotiate terms of living when renting an apartment.
- Create an ideal home.

### Evidence of Learning

#### Assessment

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## Resources

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## Unit 4: What Community Suits Me

**Content Area: World Language**

**Course & Grade Level: Chinese 2, Grade 9-12**

### Summary and Rationale

With increased awareness of one's immediate environment and home life acquired from Unit 3, high school students will begin to formulate individual ideals of what type of community structure suits them best. In this unit students will explore different types of communities. As students begin to think about their future they can begin to think about what community structure will best foster their future education and preferred lifestyle.

### Recommended Pacing

45 days

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**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

#### **Standard: Interpretive Mode**

**Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.**

**Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.**

CPI #	Cumulative Progress Indicator (CPI)
<b>Strand A</b>	<b>Interpretive</b>
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community

#### **Standard: Interpersonal Mode**

**Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle**

simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

CPI #	Cumulative Progress Indicator (CPI)
<b>Strand B</b>	<b>Interpersonal Mode</b>
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions

**Standard: Presentational Mode**

Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

CPI #	Cumulative Progress Indicator (CPI)
<b>Strand C</b>	<b>Presentational Mode</b>
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

**Instructional Focus**

**Unit Enduring Understandings**

- Population and density affects accessibility to transportation, goods and a variety of stores and shops.

<ul style="list-style-type: none"> <li>● Community culture may determine where one may spend leisure time, study time and other activities.</li> </ul>
<b>Unit Essential Questions</b>
<ul style="list-style-type: none"> <li>● How does a city's or town's population and density affect daily routines?</li> <li>● How does community culture and living conditions affect one's choices in activities?</li> </ul>
<b>Objectives</b>
<b>Students will know:</b> <ul style="list-style-type: none"> <li>● Different types of housing situations, "chengshi", "xiang cun", "xiao zhen"</li> <li>● How to use "...shi...bu di... dade chengshi" to indicate that a city is the most extreme of a certain region.</li> <li>● How to use "...shi yige you... nian lishi de chengshi" to describe how many years of history of a city.</li> <li>● How to use "...weiyu... de...bu" to describe the location of something.</li> <li>● How to use "...yi...jiu..." to indicate the immediate result after something has happened.</li> <li>● How to use "bie wangle" to remind one to not forget to do something.</li> <li>● How to use "...zuihao..." to suggest the best plan of action.</li> <li>● How to use "zuihaode... shijianzai..." to indicate when it is the best time to go somewhere.</li> <li>● How to use "renkouyue... ren..." to describe to population of a place.</li> <li>● How to use "...li...hen jin/yuan" to tell about the relative distance between two places.</li> <li>● How to use "...buguo,..." as the sentence connector however.</li> <li>● How to use "yaoshi..., jiu..." to express hypothetical situations and the result.</li> <li>● How to use "jishi... yeshi..." to express "is both... and..."</li> <li>● How to interpret written language "wu" as "meiyou," to not have.</li> <li>● How to interpret written language "ke" as "keyi" to be able to.</li> </ul> <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Identify different types of houses.dwellings</li> <li>● Compare and contrast home layouts and how they differ depending on region</li> <li>● Express preferences for home styles</li> <li>● Compare and contrast the statistics and information of a community.</li> <li>● Ask and respond to questions in regards to a community.</li> <li>● Compare and contrast the effects of population around the world.</li> <li>● Compare and contrast historical places to modern places.</li> <li>● Identify pros and cons about different communities.</li> <li>● Interpret data about a city.</li> <li>● Describe how to go somewhere using public transportation.</li> <li>● Summarize information about a city.</li> <li>● Compare and contrast community lifestyles.</li> <li>● Summarize information about a preferred city of one's choice</li> </ul>
<b>Evidence of Learning</b>
<b>Assessment</b>
<p>Throughout each unit and lesson, students are continuously self-assessing and reflecting with the use of formative assessments. By the end of each unit an Integrated Performance Based Assessment (IPA) or Common Assessment is used to assess student proficiency in the target language using the 3 Modes of Communication; Interpretive, Interpersonal and Presentational. The data used in these assessments are utilized as a tool to help set individual benchmarks for improved instruction, feedback and self-reflection.</p>
<b>Resources</b>
<b>Suggested Resources:</b> <ul style="list-style-type: none"> <li>● Authentic materials</li> <li>● Online Resources</li> <li>● Role Plays Text, Audio,Visual</li> <li>● Teacher Created Materials, Teacher prepared powerpoint presentations, activities and worksheets</li> </ul>