

West Windsor-Plainsboro High School World Language Program

New Jersey Core Curriculum Content Standards (2009):

World Languages Education in the 21st Century

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas *across geographical, cultural, and linguistic borders*. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are *globally literate* and possess the attributes reflected in the mission and vision for world languages education that follow:

Mission: *The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.*

Vision: An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

AP Chinese

The AP Chinese course provides students with a variety of opportunities to immerse themselves into the language and culture of the Chinese-speaking world. Students are expected to further advance their proficiencies based on the expectations for the AP Chinese course set forth by the College Board. Throughout the course, language skills and cultural understanding complement each other. Students develop their language skills as they explore both contemporary and historical China, compare the Chinese culture with their own, making connections with other subjects and using the language beyond the school setting. Upon completion of the AP course, the students are prepared for success on the AP Chinese Language and Culture Exam.

Resources:

- Authentic reading materials from China and Taiwan, including reading from the Internet, essays, short stories, comic books, magazines, Chinese movies, and newspapers.
- *The Undergraduate Series for Chinese as a Foreign Language, Level 2 Book 1 and Book 2*
- *The Undergraduate Series for Chinese as a Foreign Language, Level 3 Book 1 and Book 2*
- Teacher-developed instructional materials

Language Expectations/Proficiency Targets

Throughout the course of the year, students will be expected to

- understand contextualized language excerpted or adapted from oral texts, ranging from the formal language heard in news broadcasts to colloquial language in movies
- identify main ideas and important details in and make inferences from written materials such as advertisements, signs, and written texts excerpted or adapted from newspapers, contemporary literature, letters, and essays
- initiate and sustain conversation on topics covered in culturally appropriate ways
- comprehend and compose e-mail or personal letters as part of back-and-forth communication with other Chinese speakers
- create a level-appropriate speech or report, produce a newscast or video, and narrate personal experiences and current events in a coherent fashion
- use a variety of written discourse styles, including descriptive, narrative, expository, and persuasive, that are appropriate to their writing purposes

Students will be able to perform tasks such as:

- discussing why the Chinese people view the development of Chinese paintings and calligraphy works as a process of self-cultivation
- reading Confucius' sayings and talking about their influence on people today
- e-mail to the admissions office at Beijing University inquiring about an individualized curriculum
- fill in an application form in Chinese for a summer school
- searching movie/video clips that show Chinese etiquette and presenting findings to the class
- write to report on a social problem

Assessments of Student Proficiency will include the following:

- Tests and quizzes
- Projects
- E-mail writing
- Class discussions
- Role-plays and presentations
- Surveys and debates
- Integrated Performance Assessments
- Practice exams and tests that are similar to the AP Exam

Student Responsibility:

It is the responsibility of the student to share the above information with his/her parents and/or guardians.

September 2012

World Languages Education in the 21st Century

New Jersey Core Curriculum Content Standards (2009)

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas *across geographical, cultural, and linguistic borders*. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are *globally literate* and possess the attributes reflected in the mission and vision for world languages education that follow:

Mission: *The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.*

Vision: An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

Chinese One

Description: Chinese One is a beginning language course for students to learn Mandarin Chinese. The learning will be organized around thematic units for everyday communication. While the emphasis is on listening and speaking, the basic elements of the pinyin system (a transcription system for Chinese pronunciation) will be introduced and commonly used characters will be taught for reading and writing. Games, songs, and language activities simulating daily life situations will be conducted to enhance learning interest and encourage application. Along with the learning, students will develop a desire for further exploring the Chinese language, and also an appreciative acquaintance with Chinese culture.

Textbook: *Chinese for Youth--Student Textbook, Level One*, (revised edition) Wei-ling Wu, Hai-lan Tsai
Chinese for Youth--Workbook, Level One, (revised edition) Wei-ling Wu, Hai-lan Tsai
Chinese for Youth--Character Book, Level One, (revised edition) Wei-ling Wu, Hai-lan Tsai
Chinese for Youth--Teacher's Manual, Level One, (revised edition) Wei-ling Wu, Hai-lan Tsai
Taiwan: Far East Book Company, New York: U.S. International Publishing INC., 2006

Measurable Proficiencies: At the successful completion of this course the student will be able to:

- comprehend directions and commands related to classroom tasks
- demonstrate rudimentary correctness in pronouncing Chinese sounds and tones
- ask questions, and carry on simple conversations about such topics as family, school, and the calendar
- share likes and dislikes regarding animals, food, and fruit
- give brief oral messages and presentations about people, family, and school
- comprehend readings of simple sentences and short paragraphs containing the characters required in the book
- obtain partial information from such authentic materials as calendars and advertisements
- write simple sentences in Chinese characters regarding the topics covered.
- use verbal and nonverbal communication for culturally appropriate social behaviors in everyday Chinese life
- make connections between Chinese and other subjects such as math, social studies, and the fine arts

Expectation Students: The students enrolled in this course will be expected to participate in varied activities in order to for attain level one proficiency as measured by mid-year and final cumulative evaluations.

They will:

- maintain a passing grade average on all quizzes, tests, and assignments;
- participate in class discussions and activities;
- complete (homework) assignments promptly and thoroughly;
- make up work due to absence from class promptly, according to the policy of the teacher;
- maintain a three-ring binder for the textbook and work sheets;
- maintain a notebook for written work such as character copying and sentences making;
- achieve a passing grade on mid-year and final cumulative evaluations of listening, speaking, reading and writing skills.

Evaluation: The student will be considered to have achieved a minimum proficiency in the course by earning an average grade of "D," denoting at least sixty percent competency as measured by all evaluative instruments; a minimum of seventy percent competency will result in a grade of "C;" a minimum of eighty percent in a grade of "B;" and ninety percent or better in a grade of "A."

Student Responsibility: It is the responsibility of the student to share the above information with his/her parents or guardians.

September 2012

West Windsor-Plainsboro High School World Language Program

New Jersey Core Curriculum Content Standards (2009):

World Languages Education in the 21st Century

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas *across geographical, cultural, and linguistic borders*. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are *globally literate* and possess the attributes reflected in the mission and vision for world languages education that follow:

Mission: *The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.*

Vision: An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

Chinese 2

Chinese 2 is a communicative course for students continuing their Chinese language studies. The three modes of communication (Interpretive, Interpersonal, Presentational) and the study of the cultures of Chinese-speaking people are integral parts of the course. The course curriculum reflects both State and National Standards for World Language Learning.

Resources:

- *Chinese for Youth Level 2: Revised Edition*: Wu, WL, et al; NY: Far East Book Company, 2007.
- *Authentic readings from the Internet and Chinese newspapers*
- *Teacher-developed instructional materials*

Language Expectations/Proficiency Targets

Throughout the course of the year, students will be expected to:

- communicate effectively, but may have some patterns of error in the use of sentence structures that indicate the present time frame.

- use and understand learned expressions, sentences, and strings of sentences when speaking and listening in face-to-face conversations
- ask a variety of questions to obtain simple information to satisfy basic needs
- create with the language in straightforward social situations
- have conversations concerning concrete exchanges and predictable topics necessary for survival
- understand and retain most key ideas and some supporting detail when reading and listening
- create simple paragraphs when writing
- generally use culturally appropriate behavior in social situations

Students will be able to perform tasks such as:

- exchanging information and expressing opinions about such topics as weather, transportation, location, and daily activities
- expressing preferences in clothing, food, and sports
- giving brief oral messages and presentations about topics such as school and daily life activities
- telling stories based on pictures that reflect familiar daily contexts
- comprehending short paragraphs containing the characters required for the course
- writing cards and notes for daily situations
- writing messages to respond to e-mail in Chinese characters regarding familiar contexts
- comparing Chinese and American cultures on various topics such as festivals, street markets, students' playground activities, fine arts, and values and morals embedded in proverbs

Assessments of Student Proficiency will include the following:

- Tests
- Quizzes
- Projects
- Written papers
- Class discussions
- Role-plays and presentations
- Information Gap activities
- Integrated Performance Assessments

Student Responsibility:

It is the responsibility of the student to share the above information with his/her parents and/or guardians.

September 2012

West Windsor-Plainsboro High School World Language Program

New Jersey Core Curriculum Content Standards (2009):

World Languages Education in the 21st Century

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas *across geographical, cultural, and linguistic borders*. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are *globally literate* and possess the attributes reflected in the mission and vision for world languages education that follow:

Mission: *The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.*

Vision: An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

Chinese 3

Chinese 3 is a communicative course for students continuing their Chinese language studies. The three modes of communication (interpretive, interpersonal, presentational) and the study of the cultures of Chinese-speaking people are integral parts of the course. The course curriculum reflects both state and national standards for world language learning.

Resources:

- *Chinese for Youth Level 3: Revised Edition*: Wu, WL, et al; NY: Far East Book Company, 2008.
- *Authentic readings from the Internet and Chinese newspapers*
- *Teacher-developed instructional materials*

Language Expectations/Proficiency Targets

Throughout the course of the year, students will be expected to

- communicate effectively, though they may have some patterns of error in the use of sentence structures that indicate the present, future, and past time frames;

- use and understand learned expressions, sentences, and strings of sentences when speaking and listening in face-to-face conversations;
- ask a variety of questions to obtain information to satisfy basic daily needs;
- create with the language to express personal feelings and opinions;
- have conversations concerning concrete exchanges and familiar topics necessary for social interaction;
- understand and retain most key ideas and some supporting details when reading and listening;
- create simple paragraphs when writing;
- generally use culturally appropriate behavior in social situations.

Students will be able to perform tasks such as:

- exchanging information and expressing opinions about such topics as school subjects, school schedules, communities, and geographic environment
- giving directions for getting around in a city
- expressing preferences in colleges, dwellings, and places in China
- giving brief oral descriptions and presentations about topics such as major cities and scenic spots
- telling stories based on pictures that reflect daily contexts
- comprehending simple public announcements and straightforward instruction dealing with recipes
- obtain main ideas and some details of descriptions of places and travel itineraries
- writing cards and notes for basic social needs
- writing messages to respond to e-mail in Chinese characters regarding familiar contexts
- comparing Chinese and American cultures on various topics such as festivals, dwellings, cooking, table etiquette, and values and morals embedded in proverbs

Assessments of Student Proficiency will include the following:

- Tests
- Quizzes
- Projects
- Written papers
- Class discussions
- Role-plays
- Information Gap activities
- Presentations
- Integrated Performance Assessments

Student Responsibility:

It is the responsibility of the student to share the above information with his/her parents and/or guardians.

September 2012

West Windsor-Plainsboro High School World Language Program

New Jersey Core Curriculum Content Standards (2009):

World Languages Education in the 21st Century

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas *across geographical, cultural, and linguistic borders*. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are *globally literate* and possess the attributes reflected in the mission and vision for world languages education that follow:

Mission: *The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.*

Vision: An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

Chinese 4 Honors

Chinese Four is for the student who has finished Chinese Three or its equivalent. The course will reinforce and supplement the student's oral and written language skills. The instruction will be organized around form-focused communicative activities which allow the student to gain fluency, accuracy and complexity of the language in performing different language functions such as requesting, complimenting, commanding, comparing, promising, advising, agreeing, describing, etc. He/She will also have opportunities to read authentic reading materials, write for social needs, and see some movies in Chinese. Cultural tasks will be incorporated into appropriate learning situations -- not limited to Chinese customs, but to include shared beliefs and patterns of behavior.

Resources:

- *Chinese for Youth Level 4: Revised Edition*: Wu, WL, et al; NY: Far East Book Company, 2009.
- *Authentic readings from the Internet and Chinese newspapers*
- *Teacher-developed instructional materials*

Language Expectations/Proficiency Targets

Throughout the course of the year, students will be expected to

- gain more confidence in speaking Chinese with the evidence of more details and self-expressions in their oral narratives, descriptions, or discussions;
- participate in expanded conversations under controlled and some non-controlled situations;
- understand expanded conversations, messages, descriptions, and narration spoken by native speakers, based on previously practiced materials;
- comprehend the main ideas and more details (than Chinese Three) of the selected authentic reading materials;
- write for social needs using word choices, syntax, and structures that are appropriate to the Chinese written language;
- recognize cultural values and beliefs embedded in Chinese advertisements and signs;
- see the links between Chinese and other subjects such as English literature and social studies.

Students will be able to perform tasks such as:

- report on their Chinese language proficiencies based on the self-evaluation
- engage in conversations using a variety of time frames to exchange information on learning experience
- search online to find culturally appropriate cards in Chinese for different occasions
- exchange information about universities in China
- interpret the meaning underlying the greeting words and symbolism of pictures on Chinese cards;
- present personal views on what they view as the most important thing in the world

Assessments of Student Proficiency will include the following:

- Tests and quizzes
- Projects
- E-mail writing
- Class discussions
- Role-plays and presentations
- Information Gap activities
- Surveys and debates
- Integrated Performance Assessments

Student Responsibility:

It is the responsibility of the student to share the above information with his/her parents and/or guardians.

September 2012

West Windsor-Plainsboro High School World Language Program

New Jersey Core Curriculum Content Standards (2009):

World Languages Education in the 21st Century

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas *across geographical, cultural, and linguistic borders*. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are *globally literate* and possess the attributes reflected in the mission and vision for world languages education that follow:

Mission: *The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.*

Vision: An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

Chinese 5 Honors

Chinese Five is for the student who has finished Chinese Four or its equivalent. Students have the opportunity to engage in classroom discussion and research projects, which allow them to use the language to explore in depth certain topics relating to Chinese literature, history, music, entertainment, education, student life, traveling, and technology in school. They develop language proficiency while broadening their worldview by comparing Chinese culture with that of their own.

Resources:

- *Chinese for Youth Level 4: Revised Edition*: Wu, WL, et al; NY: Far East Book Company, 2009.
- *Authentic readings from the Internet and Chinese newspapers*
- *Teacher-developed instructional materials*

Language Expectations/Proficiency Targets

Throughout the course of the year, students will be expected to

- understand expanded conversations, messages, descriptions, and narration spoken by native Chinese speakers concerning topics covered by the course
- participate in extended conversations under controlled and some non-controlled situations
- make oral presentations or write reports on the issues discussed during the course
- comprehend advertisements, signs, and posters in the contexts relating to the course topics
- understand short reading materials excerpted or adapted from simple Chinese literature and discuss the readings in Chinese
- write with appropriate detail and self-expressions

Students will be able to perform tasks such as:

- give, respond to, and ask for clarification on medical needs
- make media-rich presentations to compare Western medicine with Chinese medicine and explain cultural perspectives related to the Chinese medicine;
- write a letter to the principal or mayor giving suggestions on environmental protection
- search online to obtain information about International Car Free Day
- debate the pros and cons of computer games

Assessments of Student Proficiency will include the following:

- Tests and quizzes
- Projects
- Written essays
- Class discussions
- Role-plays and presentations
- Investigation and survey reports
- Surveys and debates
- Integrated Performance Assessments

Student Responsibility:

It is the responsibility of the student to share the above information with his/her parents and/or guardians.

September 2012