

When East Meets West

World Language

Grade 1 and 2

Students will learn common phrases and expressions through story- telling and Chinese cultural projects. During this class students will also create picture books and tell their stories in Mandarin. Students will introduce themselves to their peers and talk about famous places in China such as the great wall of China in Mandarin. Students will do various projects related to Chinese festivals, costumes and art.

Revised: July 2019

Approved by the Montclair Board of Education: August 2019



Montclair Public School Elective Overview

Instructional Plan

Course: When East Meets West

Marking Period or Trimester: One Trimester

Pacing: 9 weeks (meeting twice a week)

NJSLS

Anchor Standard

Strand 1: World Language Novice -Low 7.1NM.A.1

Strand 2: World Language Novice -Low 7.1 NM A5

Strand 3: World Language Novice-Low 7.1 NM B4

Framing the Learning

Timeframe	Big Ideas	Essential Questions	Enduring Understandings
Weeks One to Three	Chinese culture and products shape the world I live in.	How do Chinese products and culture help me learn and make sense of my world?	Authentic Chinese New Year products and culture can shape my understanding of the world in which I live.
Weeks four to six	Understanding Chinese New Year products and Culture can shape my educational experience.	How does identifying Chinese New Year products and culture help me learn?	Authentic Chinese New Year products and culture can shape my educational experience and how I use this information.
Weeks seven to nine	Chinese culture celebrates Chinese New Year with different products and traditions.	How does the Chinese culture use products and tradition in their celebration of Chinese New Year?	Authentic Chinese products and traditions can be identified to explain the celebration of Chinese New Year.

Evidence of Learning

Students will answer questions asked by a peer and asked by the instructor. Instructor will keep check list to record data as questions are asked and answered. Children will complete several projects: Panda Project, Dumpling Project, China Map, and Dragon Project.

Activities

Students will: find China on a Map, identify themselves name and age, identify why they want to visit China, create China map, create a dumpling, and create a paper dragon.

DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> ● Modify and accommodate as listed in student's IEP or 504 plan ● Prioritize instruction ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading and tutoring ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently ● Utilize flexible/cooperative grouping based on instructional goals ● Prioritize and chunk lengthy assignments ● Utilize assistive technology, when appropriate ● Provide ongoing, effective, specific feedback ● Model/Utilize graphic organizers ● Provide leveled reading materials ● Utilize visual aids and props (flashcards, pictures, symbols) when possible ● Utilize a multi-sensory approach to new topics 	<ul style="list-style-type: none"> ● Get to know student ● Set high expectations ● Learn/Utilize/Display some words in student's heritage language ● Allow electronic translator ● Reword, repeat, and clarify directions ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● Refer to NJDOE Resources: https://www.state.nj.us/education/bilingual/resources/ ● NJDOE ELL Support Descriptions: https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf <p>*Review Special Education list for additional recommendations.*</p>	<ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank ● Foundations Double-Dose (Tier II) ● LLI (Tier III) ● FFI Skill Report: DRA On-Line ● enVision intervention supports ● NJDOE resources 	<ul style="list-style-type: none"> ● Process should be modified: higher order thinking skills, open-ended thinking, discovery ● Utilize project-based learning for greater depth of knowledge ● Utilize exploratory connections to higher grade concepts ● Contents should be modified: abstraction, complexity, variety, organization ● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations ● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

