ICANADAPT Three Unit Sample

Chinese

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Novice Mid

School and Education

Novice High

Intermediate Low

Intermediate Mid

Intermediate High

Advanced

Stage 1: What are the Desired Results?

Culture

Using a variety of culturally authentic materials and transfer tasks, students will understand the perspective of collectivism by learning about school daily life, the learning environment, and values of the Chinese education system.

Enduring Understandings	Essential Questions	Intercultural Transfer Targets	Mediation for Transfer
* Education is the key channel	? How do we define success	I can identify some elements	Bridge and exchange ideas
to personal success in China.	and plan for it?	of a school schedule,	and concepts of schooling
* Intense study for a good	? What matters in our	learning environment, and	and education between
grade in the college exam	schools?	how they reflect the culture.	cultures.
can lead to a bright future.	? What do priorities in	 I can compare school and 	Clarify typical visuals, signs,
* Chinese families make every	educational systems tell us	curricula to determine what	materials in schools.
effort to send the children to	about our own culture?	is valued now and then in my	Explain features of school
a good college or to study	? To what extent does family	ownand other cultures.	procedures to others.
abroad.	play a role in education?		

* Chinese school curriculum	? What do students learn and	Share expectations of school
and school life reflects the	do in the school?	here and abroad.
culture of collectivism.		

Stage 2: Determine Acceptable Evidence: Communication Nov. High, Int. Mid, Int. High

Context for the Summative Performance Assessment

Summative Performance Assessment Task

A Chinese high school is developing an international exchange student program with a U.S. high school. They need your help for presenting to Chinese families about school and education between two countries. The program wants to combine the advantage of both Chinese and American education and meet the need of both Chinese and American students. You are presenting to the Chinese audience the best school schedule, a day in a high school campus, and comparison of educational system and benefits of studying abroad.

Interpretive (IN)	Interpersonal (IP)	Presentational (PR)
NH: Students will read an authentic school	NH: Students will discuss with their partners	NH: Students will create a best school daily
schedule and answer the questions.	and post their comments about different	schedule which fits the needs of Chinese and
IM: Students will watch a vlog about a day in	school subjects on the schedule.	American students.
Chinese high school and ask and pose	IM: Students will discuss with the partners	IM: Students will create a vlog to present
questions about the video.	about similarities and differences between	about what is the best school and learning
IH: Students will read an article about the road	Chinese and American school schedules and	environment.
to college, taking the Chinese college	learning environments.	IH: Students will write and post a blog about

examination, or studying abroad. They will	IH: With a partner, Students will interact with	their viewpoints on eastern and western
pose and answer questions.	each other and talk about the different	education and present their ideal school
	product, perspective and practice between	system.
	Chinese and American school culture.	
Interpretive Can Dos	Interpersonal Can Dos	Presentational Can Dos
NH: I can understand questions about a school	NH: I can exchange information about which	NH: In my own and other cultures, I can
schedule.	classes are harder or easier than others and	identify some elements of a school schedule,
	why.	and how they reflect the culture.
IM: I can understand live or recorded		
introductions and descriptions by students	IL: I can exchange opinions about the length of	IL: I can create a video to describe my ideal
from a partner school.	the school day and the learning environment	school day and learning environment.
	between different cultures.	
IH: I can understand the main idea of the		IM: I can compare school and
article about the goal of high school in various	IM: I can compare and exchange opinions	curricula to determine what is valued now and
time frames.	about education in different cultures.	then in my own and other cultures.

Stage 3: Learning Experiences and Instruction: Connections-Comparisons-Communities

Formative Assessments during lessons	Mode	Performance Assessment Specific Statements	Vocabulary and Grammar Review (R) same year Spiral (S) previous	Intercultural Transfer Targets I can
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		I can	year New (N) for this unit.	
https://www.162.com/du/orticlo/FD7F1	CUMOF1CFFOD by	NOVICE HIGH		
https://www.163.com/dy/article/FP7F1 Students will read a schedule about a	Interpretive	I can understand class	中文(S) "Chinese"	I can identify some
Chinese school and answer the questions.	·	schedules of a day at a Chinese school.	老师(R) "teacher" 学生(R) "student"	elements of a school schedule, or levels of
With a partner, students will interact and come to a consensus on the type of subject schedule that fits their needs.	Interpersonal	I can interact and exchange information to select the type of subjects that best fits my needs.	课 (S) "class" 英文 (N) "English" 数学(N) "Math" 体育(N) "Physical eduation" 音乐(N) "Music"	schooling in my own and other cultures.
Students will develop a survey for their peers about school subjects and their needs for the China high school.	Presentational	I can develop a simple survey about school subjects and schedules.	喜欢 (S) "like"	

Students watch an interview video	Interpretive	I can listen and interpret	Numbers (R)	In my own and other
and fill out the chart about the typical		the information in the	点(N) "O'clock"	cultures, I can compare
Chinese student daily schedule.		video.	M(14) C CIOCK	school routine and
Pair with partner, the students ask	Interpersonal	I can compare the daily	分(N) "Minute"	curricula to determine
questions and create Venn diagram to	interpersonal	school schedule at my	刻(N) "Quarter"	how they reflect the
		,	Mility Quarter	culture.
illustrate similarities and differences		school and in China.	几 (N)	
between their daily schedules at their			早上(R) "Morning"	
school and in China.			平工(K) Morning	
Students will present the Venn	Presentational	I can present and	中午(R) "Noon"	
Diagram and talk about the similarities		compare the daily	下午(R) "Afternoon"	
and differences between Chinese and		schedule between	1 1 (ii) Aitemoon	
American school schedule.		Chinese and American	晚上(R) "Evening"	
		school.	忙 (N) "busy"	
https://www.linstitute.net/archives/135	5 <u>610</u>			
Students will read about the courses	Interpretive	I can understand the	选 (S) choose	I can answer simple
which Chinese international high		descriptions about high	去亲田(G):	questions about my study
school program offers, answer and		school courses.	有意思(S) interesting	abroad plans.
pose the questions.			有趣 (N) interesting	
			简单 (N) easy	
	Laborate		1.4 1 (1.1) 5001	
With a partner, students will discuss	Interpersonal	I can exchange	容易 (N)easy	

different subjects and come to a		information about	难 (N) difficult	
consensus the best subjects based on		which classes are	为什么(N) why	
their preferences and needs.		harder or easier than	/サイト な(N) Wily	
		others and why.	因为(N) because	
	Presentational			
Students will write an email to the		I can describe what I		
school counselor to indicate which		plan to do learn and the		
subjects they want to choose and		type of subject schedule		
why.		next year.		

Formative Assessments during lessons	Mode	Performance Assessment Specific Statements I can	Vocabulary and Grammar Review (R) same year Spiral (S) previous year New (N) for this unit.	Intercultural Transfer Targets I can	
	IN	TERMEDIATE LOW	/-MID		
https://www.zhihu.com/question/26963812					
Students will read an article about the	Interpretive	I can understand the	科目(N) subject	I can meet with an advisor	
major differences between American		description about class		in the target culture to	

	subjects and school	门(N) mw for subjects	select courses that match
	curriculum.	 除了 以外。	my preferences and
1.1	I can interact and		academic goals.
Interpersonal	exchange information	Apart from,	
	to select the type of	课 (S) Class	
	subjects that best fits	选 (S) choose	
	my needs.		
		生物 (N) biology	
Presentatonal		化学 (N) chemistry	
)	
	subjects and schedules.	汉语 (R) mandarin	
		汉字(N) Chinese characters	
		比如 (N) such as	
		对…好 (N) treat…well	
		大概 (N) about	
		准备 (N) prepare	
		或者 (N) or (in a statement)	
		学习 (R) study	
		curriculum. I can interact and exchange information to select the type of subjects that best fits my needs.	Curriculum. I can interact and exchange information to select the type of subjects that best fits my needs. Presentatonal I can develop a simple survey about school subjects and schedules. I can develop a simple for survey about school subjects and schedules. I can develop a simple for survey about school subjects and schedules. I can develop a simple for survey about school subjects and schedules. I can interact and for survey. I can interact and Apart from, I (S) Class I (S) choose I (N) chemistry I (R) mandarin I (P) (N) such as I (N) such as I (N) prepare I (N) prepare I (N) prepare I (N) or (in a statement) I (P) (R) study

https://www.youtube.com/watch?v=xL2cMsQAxvU

Students will watch a video about a	Interpretive	I can understand live or	校园(N) campus	In my own and other
high school introduction, then answer		recorded introductions	 教室 (R)classroom	cultures, I can compare
and pose questions.		and descriptions by	秋主 (N/Classicom	school/learning
		students from other	教学楼 (N) school building	environments to
		schools.	运动场(N) sports field	determine what is valued
With a partner, students will discuss	Intornoranal	I can compare and	 停车场(N) parking lot	
their school and learning environment	Interpersonal	contrast different school		
and compare it with the school facility		maps with partners.	体育馆 (R) gym 	
in the video.			图书馆 (R) library	
Students will draw a school map with	Presentational	I can create a video to	 实验室 (N) lab	
directions and describe the school		introduce and describe		
environment in the video.		my school.	办公室 (N) office	
			礼堂 (N) auditorium	
			餐厅 (S) cafeteria	
			游泳池 (S) swimming pool	
			校长 (R) principal	
			 环境	

	1		ı		1
			树	(R) tree	
			草	(R) grass	
			草坪	(N) lawn	
			山	(R) mountain	
			对面	(S) opposite side	
			安全	(S) safe	
			干净	(s) clean	
			安静	(N) quiet	
			吵	(N) noisy	
			参观	(S) visit	
			欢迎	(S) welcome	
https://youtu.be/H6RIWqL2W8Y					
Students will watch a video about	Interpretive	I can understand the	高考(N	I) Chinese college exam	In my own and other
Chinese college entrance exam		video and identify the	武⁄主 //	D)d	cultures, I can identify
"Gaokao", write down their thoughts		main description and		R) grade, score	some elements of a
and pose questions.		emotions in the video.	压力	(N) pressure	classroom, a school
					schedule, or levels of

	Interpersonal		知识(N) knowledge	schooling and how they
With a partner, students will interact and discuss Gaokao, then compare with the American college exam.	Presentational	I can discuss and exchange opinions about the college exams in different cultures.	选择(N) choice, to choose 参加(S) to participate, to attend 准备(R) to prepare	reflect the culture.
Students will develop a survey for their peers about their opinions on both college exams, and their plan for their exam.		I can develop a simple survey about college exams and plans.	安排(N) to arrange 紧张 (N) nervous 家长(R) parents	

Formative Assessments during lessons	Mode	Performance Assessment Specific Statements I can	Vocabulary and Grammar Review (R) same year Spiral (S) previous year New (N) for this unit.	Intercultural Transfer Targets I can	
INTERMEDIATE HIGH					
https://youtu.be/qz-e6bOVABs					

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Students will watch a video about	Interpretive	I can understand the	高考(N) Chinese college exam	In my own and other	
Chinese college entrance exam		video and identify the	成绩 (R) grade, score	cultures, I can identify	
"Gaokao", write down their thoughts		main description and	成频 (N) grade, score	some elements of a	
and pose questions.		emotions in the video.	压力 (N) pressure	classroom, a school	
			知识(N) knowledge	schedule, or levels of	
			, y y y y y	schooling and how they	
With a partner, students will interact	Interpersonal	I can discuss and	选择(N) choice, to choose	reflect the culture.	
and discuss Gaokao, then compare		exchange opinions	参加(S) to participate, to		
with the American college exam.		about the college	, , , ,		
		exams in different	attend		
		cultures.	准备(R) to prepare		
			之世(N) to arrange		
Students will develop a survey for	Presentational	I can develop a simple	安排(N) to arrange		
their peers about their opinions on		survey about college	紧张 (N) nervous		
both college exams, and their plan for		exams and plans.	家长(R)parents		
their exam.			A C (N) parents		
https://www.guruin.com/articles/1383					
https://www.wenxuecity.com/blog/201610/66242/1410308.html					
Students will read an article about the	Interpretive	I can understand and	教育(N) education	In my own and other	
six differences between Chinse and		follow an author's	方式 (N) method	cultures, I can compare	
American education and write down		analysis of comparison	/J M (IV) IIIEUIOU	educational systems to	
their thoughts and questions.		on Chinese and	理念 (N) concept	determine what is valued.	

		American education.	制度 (N) system
With a partner, students will discuss the differences between Chinese and American educational system.	Interpersonal	I can have a	选课 (S) course selection
		conversation with my	死记硬背 (N) to learn by note
American educational system.		peer about Chinese and	创造 (R) to create
		American education and	in to create
		make a comparison.	合作 (N) cooperation
Students will write a short report	Presentational	I can research and write	讨论 (R) discuss
about what they have learned about educational systems.		about the educational systems.	分析 (N) analyze
			课外活动 (S) Extracurricular
			activities

http://www.gter.net/a-18766-1.html

Students will read an article about	Interpretive	I can understand an	留学 (N) study abroad	I can identify the
three students' study abroad		article about a student's	 有意义(S) meaningful	products, practices, and
experience and how they decide to		study abroad	· 自态文(3) meaningful	perspectives between
study abroad, answer and pose the		experience.	交流 (N) communication	Chinese and American
questions.			交换生 (R) exchange student	school culture.
	Interpersonal		 夏令营 (S) summer camp	
With a partner, students will discuss				
pros and cons of studying abroad and		I can discuss about the	经历 (N) experience	
come to a consensus on their options		pos and cons of	 独立 (N) independent	
to college.	Dungantational	studying abroad.	125.2. (N) macpendent	
	Presentational		申请 (N) apply	
Students will write a plan to tell their		I can present a plan	+++ (41)	
parents about their options and plans		about my options and	支持 (N) support	
to get to the college.		plans to the college.	费用 (N) expense	