

ICANADAPT Three Unit Sample

School and Education



Chinese

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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
<ul style="list-style-type: none"> * Education is the key channel to personal success in China. * Intense study for a good grade in the college exam can lead to a bright future. * Chinese families make every effort to send the children to a good college or to study abroad. 	<ul style="list-style-type: none"> ? How do we define success and plan for it? ? What matters in our schools? ? What do priorities in educational systems tell us about our own culture? ? To what extent does family play a role in education? 	<ul style="list-style-type: none"> • I can identify some elements of a school schedule, learning environment, and how they reflect the culture. • I can compare school and curricula to determine what is valued now and then in my own and other cultures. 	<ul style="list-style-type: none"> • Bridge and exchange ideas and concepts of schooling and education between cultures. • Clarify typical visuals, signs, materials in schools. • Explain features of school procedures to others.

* Chinese school curriculum and school life reflects the culture of collectivism.	? What do students learn and do in the school?		<ul style="list-style-type: none"> Share expectations of school here and abroad.
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Stage 2: Determine Acceptable Evidence: Communication Nov. High, Int. Mid, Int. High

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

examination, or studying abroad. They will pose and answer questions.	IH: With a partner, Students will interact with each other and talk about the different product, perspective and practice between Chinese and American school culture.	their viewpoints on eastern and western education and present their ideal school system.
Interpretive Can Dos	Interpersonal Can Dos	Presentational Can Dos
NH: I can understand questions about a school schedule. IM: I can understand live or recorded introductions and descriptions by students from a partner school. IH: I can understand the main idea of the article about the goal of high school in various time frames.	NH: I can exchange information about which classes are harder or easier than others and why. IL: I can exchange opinions about the length of the school day and the learning environment between different cultures. IM: I can compare and exchange opinions about education in different cultures.	NH: In my own and other cultures, I can identify some elements of a school schedule, and how they reflect the culture. IL: I can create a video to describe my ideal school day and learning environment. IM: I can compare school and curricula to determine what is valued now and 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.	
NOVICE HIGH				
https://www.163.com/dy/article/FP7F1SHM0516FF9P.html				
Students will read a schedule about a Chinese school and answer the questions.	Interpretive	I can understand class schedules of a day at a Chinese school.	中文(S) “Chinese” 老师(R) “teacher” 学生(R) “student”	I can identify some elements of a school schedule, or levels of schooling in my own and other cultures.
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 education” 音乐(N) “Music”	
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”	
https://www.youtube.com/watch?v=S6ITRyORsbQ				

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

<https://www.zhihu.com/question/26963812>

Students will read an article about the major differences between American	Interpretive	I can understand the description about class	科目(N) subject	I can meet with an advisor in the target culture to
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<p>and Chinese school curriculum, answer and pose the questions.</p> <p>With a partner, students will interact and come to a consensus on the type of subject schedule that fits their needs.</p> <p>Students will develop a survey for their peers about school subjects and their needs for the China high school.</p>	<p>Interpersonal</p> <p>Presentational</p>	<p>subjects and school curriculum.</p> <p>I can interact and exchange information to select the type of subjects that best fits my needs.</p> <p>I can develop a simple survey about school subjects and schedules.</p>	<p>门(N) mw for subjects</p> <p>除了...以外, ...</p> <p>Apart from..., ...</p> <p>课 (S) Class</p> <p>选 (S) choose</p> <p>生物 (N) biology</p> <p>化学 (N) chemistry</p> <p>汉语 (R) mandarin</p> <p>汉字(N) Chinese characters</p> <p>比如 (N) such as</p> <p>对...好 (N) treat...well</p> <p>大概 (N) about</p> <p>准备 (N) prepare</p> <p>或者 (N) or (in a statement)</p> <p>学习 (R) study</p>	<p>select courses that match my preferences and academic goals.</p>
<p>https://www.youtube.com/watch?v=xL2cMsQAxvU</p>				

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

			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 Chinese college entrance exam “Gaokao”, write down their thoughts and pose questions.	Interpretive	I can understand the video and identify the main description and emotions in the video.	高考(N) Chinese college exam 成绩 (R) grade, score 压力 (N) pressure	In my own and other cultures, I can identify some elements of a classroom, a school schedule, or levels of

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

<https://youtu.be/qz-e6bOVABs>

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

<p>With a partner, students will discuss the differences between Chinese and American educational system.</p> <p>Students will write a short report about what they have learned about educational systems.</p>	<p>Interpersonal</p> <p>Presentational</p>	<p>American education.</p> <p>I can have a conversation with my peer about Chinese and American education and make a comparison.</p> <p>I can research and write about the educational systems.</p>	<p>制度 (N) system</p> <p>选课 (S) course selection</p> <p>死记硬背 (N) to learn by note</p> <p>创造 (R) to create</p> <p>合作 (N) cooperation</p> <p>讨论 (R) discuss</p> <p>分析 (N) analyze</p> <p>课外活动 (S) Extracurricular activities</p>	
<p>http://www.gter.net/a-18766-1.html</p>				

