

Chinese 1B Curriculum Guide

National Standards	Thematic Concepts	Student Evidence	Resources		
<p>Interpersonal & Interpretive Mode</p> <p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics</p> <p>Standard 2.1: Students demonstrate an understanding of the relationship</p>	<ul style="list-style-type: none"> • Greetings • Question words • Interrogative particle • What’s your name? • Culture: <ul style="list-style-type: none"> ○ Names ○ Courtesies in introduction • Greeting classmates • Introducing someone • Chinese characters: vocabulary building 	<p>1.1</p> <ul style="list-style-type: none"> • Students introduce themselves and others in written and spoken dialogues and phrases. • Students role play introductions in different situations. • Students match thematic concepts with others to create full conversations and dialogues. • Students demonstrate their knowledge of thematic concepts by participating in games and other engaging activities that allow the teacher to see what they understand. • Students demonstrate understanding of written and spoken thematic concepts in a variety of ways: actions, reflections, matching, true/false, discussions, etc. <p>•</p> <p>1.2</p> <ul style="list-style-type: none"> • Students identify word order in sentence and question creation. • Students write Chinese with correct stroke order. • Students demonstrate their understanding of thematic concepts they hear and read by identifying them through pictures and images. <p>2.1</p> <ul style="list-style-type: none"> • Students demonstrate courtesies in introduction by correct physical movement. 	<p>EMC Publishing, <i>Zhen Bang!</i> Chinese 1, Unit 1, Lesson A (2.5 weeks)</p> <p style="text-align: center;">Differentiation for Zhen Bang!</p> <p><i>For struggling students:</i></p> <p>1. www.quizlet.com to practice spelling and recognizing vocabulary. Create your own set or browse to find others.</p> <p>2. Check with the reference pages available for the text Internet Resource Center at www.emcschools.net/zhenbang</p> <p><i>Extending the lessons for students who are ready to move on:</i></p> <p>1. Have your students do work that corresponds to what you’re teaching from a pre AP book. This is more challenging.</p> <p>2. Have your students do work online, recording their voices to submit to you.</p>		
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<p>between the practices and perspectives of the culture studied</p>			<ul style="list-style-type: none"> ▪ Combine technologies to create and share products from different content areas. ▪ Create digital products for culminating projects or inclusion in portfolios. 	
		CCSS Rdg 2 Key Ideas & Details	<i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>	
		CCSS Rdg 4 Craft & Structure	<i>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</i>	
		CCSS W4 Production & Distribution of Writing	<i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>	
<p>Interpersonal, Interpretive & Presentational Mode</p> <p>Standard 2.1: Students demonstrate an understanding of the relationship between the</p>	<ul style="list-style-type: none"> • Telling time • Question words • Responses to greetings • Questions • How are you? • Auxiliary verb -dei • Culture: <ul style="list-style-type: none"> ○ Bowing ○ Taboos when saying goodbye • Greeting classmates 	<p>1.1</p> <ul style="list-style-type: none"> • Students identify time of day when greeting others. • Students respond orally to questions. • Students react and respond to oral greetings. • Students match thematic concepts with others to create full conversations and dialogues. <p>•</p> <p>1.2</p> <ul style="list-style-type: none"> • Students question appropriately with correct question words. • Students identify if statements are true or false. • Students utilize the auxiliary verb • Students demonstrate their understanding of 	<p>EMC Publishing, <i>Zhen Bang!</i> Chinese 1, Unit 1, Lesson B (2.5 weeks)</p> <p style="text-align: center;">Differentiation for Zhen Bang!</p> <p>For struggling students:</p> <p>1. www.quizlet.com to practice spelling and recognizing vocabulary. Create your own set or browse to find others.</p>	

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<p>practices and perspectives of the culture studied</p> <p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics</p> <p>Standard 1.3: Students present information, concepts, and ideas to an audience of</p>	<p>and friends</p> <ul style="list-style-type: none"> Chinese characters: vocabulary building 	<p>questions by identifying them through pictures and images.</p> <ul style="list-style-type: none"> Students write characters with correct stroke order <p>1.3</p> <ul style="list-style-type: none"> Students demonstrate understanding by role playing dialogues with classmates. <p>2.1</p> <ul style="list-style-type: none"> Students respect culture with bowing and saying goodbye properly. Students greet one another with appropriate language. Students utilize chat room conversations. <table border="1" data-bbox="779 638 1480 1377"> <tr> <td data-bbox="779 638 909 987" style="background-color: yellow;"> <p>Ed. Tech 1.2.1</p> </td> <td data-bbox="909 638 1480 987"> <p>Communicate and collaborate to learn with others.</p> <ul style="list-style-type: none"> Interact and collaborate with others using a variety of digital tools. Communicate information and ideas effectively to multiple audiences using a variety of media and formats. </td> </tr> <tr> <td data-bbox="779 987 909 1377" style="background-color: yellow;"> <p>Ed. Tech 1.3.1</p> </td> <td data-bbox="909 987 1480 1377"> <p>Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.</p> <ul style="list-style-type: none"> Explore possible topics and available information on current issues using databases and digital resources to organize a project or solve a problem. </td> </tr> <tr> <td data-bbox="779 1377 909 1404" style="background-color: red;"> <p>CCSS Rdg</p> </td> <td data-bbox="909 1377 1480 1404"> <p><i>Read closely to determine what the text says</i></p> </td> </tr> </table>	<p>Ed. Tech 1.2.1</p>	<p>Communicate and collaborate to learn with others.</p> <ul style="list-style-type: none"> Interact and collaborate with others using a variety of digital tools. Communicate information and ideas effectively to multiple audiences using a variety of media and formats. 	<p>Ed. Tech 1.3.1</p>	<p>Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.</p> <ul style="list-style-type: none"> Explore possible topics and available information on current issues using databases and digital resources to organize a project or solve a problem. 	<p>CCSS Rdg</p>	<p><i>Read closely to determine what the text says</i></p>	<p>2. Check with the reference pages available for the text Internet Resource Center at www.emcschools.net/zhenbang</p> <p><i>Extending the lessons for students who are ready to move on:</i></p> <p>1. Have your students do work that corresponds to what you're teaching from a pre AP book. This is more challenging.</p> <p>2. Have your students do work online, recording their voices to submit to you.</p>
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listeners or readers on a variety of topics.		1 Key Ideas & Details	<i>explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i>	
		CCSS Rdg 4 Craft & Structure	<i>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</i>	
		CCSS W2 Text Types & Purposes	<i>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i>	
		CCSS W4 Production & Distribution of Writing	<i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>	
		CCSS W5 Production & Distribution of Writing	<i>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i>	
Interpersonal, Interpretive & Presentational Mode Standard 1.1: Students engage in	<ul style="list-style-type: none"> • Countries • Question words • Particles • Adverbs and negative adverbs • The foreign exchange student 	1.1 <ul style="list-style-type: none"> • Students describe nationalities around the world. • Students role play as exchange students to China. • Students question orally and written using correct word order. • Students communicate with adverbs and negative adverbs. 	EMC Publishing, <i>Zhen Bang!</i> Chinese 1, Unit 1, Lesson C (2.5 weeks) Differentiation for Zhen Bang!	

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<p>conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics</p> <p>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied</p>	<ul style="list-style-type: none"> • Culture: <ul style="list-style-type: none"> ○ Importance of titles ○ Chinese meaning of China ○ Neighboring countries • Meeting new friends • Chinese characters: vocabulary building 	<ul style="list-style-type: none"> • Students participate in dialogs with other students and listen to authentic speakers. • Students form sentences to show peoples relationships at school. • Students create dialogues with peers <p style="text-align: center;">1.2</p> <ul style="list-style-type: none"> • Students locate different countries in Chinese. • Students identify flags and countries. • Students recognize the importance of titles. • Students write characters with correct stroke order. <p style="text-align: center;">2.1</p> <ul style="list-style-type: none"> • Students analyze the meaning of China in Chinese. • Students interpret the relationships to neighboring countries based on readings and podcasts or news broadcasts. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: yellow; width: 15%; padding: 5px;">Ed. Tech 1.1.1</td> <td style="padding: 5px;"> <p>Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <ul style="list-style-type: none"> ▪ Combine technologies to create and share products from different content areas. ▪ Create digital products for culminating projects or inclusion in portfolios. </td> </tr> <tr> <td style="background-color: yellow; padding: 5px;">Ed. Tech 1.2.1</td> <td style="padding: 5px;"> <p>Communicate and collaborate to learn with others.</p> <ul style="list-style-type: none"> ▪ Interact and collaborate with others using a variety of digital tools. ▪ Communicate information and ideas effectively to multiple audiences </td> </tr> </table>	Ed. Tech 1.1.1	<p>Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <ul style="list-style-type: none"> ▪ Combine technologies to create and share products from different content areas. ▪ Create digital products for culminating projects or inclusion in portfolios. 	Ed. Tech 1.2.1	<p>Communicate and collaborate to learn with others.</p> <ul style="list-style-type: none"> ▪ Interact and collaborate with others using a variety of digital tools. ▪ Communicate information and ideas effectively to multiple audiences 	<p><i>For struggling students:</i></p> <ol style="list-style-type: none"> 1. www.quizlet.com to practice spelling and recognizing vocabulary. Create your own set or browse to find others. 2. Check with the reference pages available for the text Internet Resource Center at www.emcschools.net/zhenbang <p><i>Extending the lessons for students who are ready to move on:</i></p> <ol style="list-style-type: none"> 1. Have your students do work that corresponds to what you're teaching from a pre AP book. This is more challenging. 2. Have your students do work online, recording their voices to submit to you.
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			using a variety of media and formats.	
		Ed. Tech 1.2.2	<p>Develop cultural understanding and global awareness by engaging with learners of many cultures.</p> <ul style="list-style-type: none"> ▪ Build empathy by learning about many cultures through digital content from around the world. ▪ Participate in an online community dedicated to understanding or solving a local or global issue. 	
		CCSS Rdg 1 Key Ideas & Details	<i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i>	
		CCSS Rdg 4 Craft & Structure	<i>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</i>	
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<p>Interpretive & Presentational Mode</p> <p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics</p> <p>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures</p>	<ul style="list-style-type: none"> • Question words • Confirm something by using • Looking for the classroom • Culture: <ul style="list-style-type: none"> ○ Grade levels in Chinese schools ○ Transportation to school ○ Foreign language instruction in China • Meeting a classmate • Chinese characters: vocabulary building 	<ul style="list-style-type: none"> • Students answer questions with each other. • Students listen to dialogues and show understanding through a variety of ways, with picture, writing, oral response. • Students count and tell ages of people. • Students discuss classroom similarities and differences. <p>1.2</p> <ul style="list-style-type: none"> • Students pronounce new sounds. • Students read and write questions and answers about school topics in Chinese. • Students comprehend word order in sentences and questions. • Students demonstrate their understanding of questions by identifying them through pictures and images. • Students complete surveys about foreign languages and numbers. • Students write characters with correct stroke order. <p>4.2</p> <ul style="list-style-type: none"> • Students compare and contrast schools systems and schedules in China and USA. 	<p>Chinese 1, Unit 1, Lesson D (2.5 weeks)</p> <p style="text-align: center;">Differentiation for Zhen Bang!</p> <p>For struggling students:</p> <ol style="list-style-type: none"> 1. www.quizlet.com to practice spelling and recognizing vocabulary. Create your own set or browse to find others. 2. Check with the reference pages available for the text Internet Resource Center at www.emcschools.net/zhenbang <p>Extending the lessons for students who are ready to move on:</p> <ol style="list-style-type: none"> 1. Have your students do work that corresponds to what you're teaching from a pre AP book. This is more challenging. 2. Have your students do work online, recording their voices to submit to you.
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studied and their own.	Ed. Tech 1.1.2	culminating projects or inclusion in portfolios.	
	Ed. Tech 1.1.2	<p>Use models and simulations to explore systems, identify trends and forecast possibilities.</p> <ul style="list-style-type: none"> ▪ Analyze survey data, report information and display the data in a variety of ways to support conclusions. ▪ Identify patterns and correlations of data to build understanding and recognize relationships between common and uncommon elements. ▪ Determine and explore cause and effect using virtual simulations in different contexts. 	
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Interpersonal, Interpretive & Presentational Mode	<ul style="list-style-type: none"> • Family Members • Omitting • Demonstratives • Question words • Who is that? • Culture: <ul style="list-style-type: none"> ○ Pets • Favorite relative • Chinese characters: vocabulary building 	<p>1.1</p> <ul style="list-style-type: none"> • Students participate in dialogues about family and pets with classmates. • Students tell ages and ask how old people are. • Students use demonstratives zhe and na. <p>1.2</p> <ul style="list-style-type: none"> • Students identify family members from photographs. • Students identify family pets. • Students answer questions about dialogues they read and hear. • Students summarize the significance of pets in China. 	<p>EMC Publishing, <i>Zhen Bang!</i> Chinese 1, Unit 2, Lesson A (2.5 weeks)</p> <p style="text-align: center;">Differentiation for Zhen Bang!</p> <p><i>For struggling students:</i></p> <p>1. www.quizlet.com to practice spelling and recognizing vocabulary. Create your own set or browse to find others.</p>	

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			<i>analysis of content.</i>	
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<p>Interpersonal, Interpretive & Presentational Mode</p> <p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics</p>	<ul style="list-style-type: none"> • Siblings • Question word • Verbs • Measurement words • Family photo • Culture: <ul style="list-style-type: none"> ○ Names for family members • Family • Chinese characters: vocabulary building 	<p>1.1</p> <ul style="list-style-type: none"> • Students discuss siblings and family relationships. • Students utilize conjunctions. • Students shop for school items in role play, dialogue, pictures, story boards or similar manner. • Students discuss classmates' siblings, in conversations <p>1.2</p> <ul style="list-style-type: none"> • Students recognize family words and categorize by gender. • Students identify language patterns with verbs and measuring words. • Students describe the emphasis on relationships within large families. • Students utilize graphic organizers to show relationships. • Students write characters with correct stroke order. 	<p>EMC Publishing, <i>Zhen Bang!</i> Chinese 1, Unit 2, Lesson B (2.5 weeks)</p> <p style="text-align: center;">Differentiation for Zhen Bang!</p> <p>For struggling students:</p> <p>1. www.quizlet.com to practice spelling and recognizing vocabulary. Create your own set or browse to find others.</p> <p>2. Check with the reference pages available for the text Internet Resource Center at www.emcschools.net/zhenbang</p> <p>Extending the lessons for students who are ready to move on:</p> <p>1. Have your students do work that corresponds to what you're teaching from a pre AP book. This is more challenging.</p> <p>2. Have your students do work online, recording their voices to</p>	
		Ed. Tech 1.1.2	<p>Use models and simulations to explore systems, identify trends and forecast possibilities.</p> <ul style="list-style-type: none"> ▪ Analyze survey data, report information and display the data in a variety of ways to support 	

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			<p>conclusions.</p> <ul style="list-style-type: none"> ▪ Identify patterns and correlations of data to build understanding and recognize relationships between common and uncommon elements. ▪ Determine and explore cause and effect using virtual simulations in different contexts. 	submit to you.
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		Purposes	<i>information clearly and accurately through the effective selection, organization, and analysis of content.</i>	
		CCSS W4 Production & Distribution of Writing	<i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>	
<p>Interpersonal, Interpretive & Presentational Mode</p> <p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics</p>	<ul style="list-style-type: none"> • Months • Saying the date • Question words • What’s your phone number? • Culture: <ul style="list-style-type: none"> ○ birthdays ○ cell phones • Chinese holidays • Dates and numbers • Chinese characters: vocabulary building 	<p>1.1</p> <ul style="list-style-type: none"> • Students can articulate and ask about dates and months • Students can count and use numbers. • Students answer questions about and wish happy birthday. • Students answer personal questions orally and written. • Students ask and tell phone numbers. • Students will create dialogues revolving around Chinese holidays. <p>1.2</p> <ul style="list-style-type: none"> • Students identify dates based on pictures or what they hear. • Students recognize numbers they hear. • Students can articulate times and dates in regards to local and international events. • Students write characters with correct stroke order. <p>4.2</p> <ul style="list-style-type: none"> • Students compare birthday celebrations between the USA and China. • Students compare cell phone usage in the two countries. 		<p>EMC Publishing, <i>Zhen Bang!</i> Chinese 1, Unit 2, Lesson C (2.5 weeks)</p> <p style="text-align: center;">Differentiation for Zhen Bang!</p> <p>For struggling students:</p> <ol style="list-style-type: none"> 1. www.quizlet.com to practice spelling and recognizing vocabulary. Create your own set or browse to find others. 2. Check with the reference pages available for the text Internet Resource Center at www.emcschools.net/zhenbang <p>Extending the lessons for students who are ready to move on:</p> <ol style="list-style-type: none"> 1. Have your students do work that corresponds to what you’re teaching from a pre AP book. This is more challenging.

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<p>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>Ed. Tech 1.1.1</p>	<p>Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <ul style="list-style-type: none"> ▪ Combine technologies to create and share products from different content areas. ▪ Create digital products for culminating projects or inclusion in portfolios. 	<p>2. Have your students do work online, recording their voices to submit to you.</p>
	<p>Ed. Tech 1.1.2</p>	<p>Use models and simulations to explore systems, identify trends and forecast possibilities.</p> <ul style="list-style-type: none"> ▪ Analyze survey data, report information and display the data in a variety of ways to support conclusions. ▪ Identify patterns and correlations of data to build understanding and recognize relationships between common and uncommon elements. ▪ Determine and explore cause and effect using virtual simulations in different contexts. 	
	<p>Ed. Tech 1.2.1</p>	<p>Communicate and collaborate to learn with others.</p> <ul style="list-style-type: none"> ▪ Interact and collaborate with others using a variety of digital tools. 	

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			<ul style="list-style-type: none"> ▪ Communicate information and ideas effectively to multiple audiences using a variety of media and formats. 	
		CCSS Rdg 1 Key Ideas & Details	<i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i>	
		CCSS Rdg 2 Key Ideas & Details	<i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>	
		CCSS Rdg 4 Craft & Structure	<i>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</i>	
		CCSS W4 Production & Distribution of Writing	<i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>	
		CCSS W5 Production & Distribution of Writing	<i>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i>	
Interpersonal, Interpretive & Presentational Mode	<ul style="list-style-type: none"> • Leisure activities • Verb object pronoun • Questions 	1.1	<ul style="list-style-type: none"> • Students converse about leisure activities with one another and teacher. • Students tell preference with sports. 	EMC Publishing, <i>Zhen Bang!</i> Chinese 1, Unit 2, Lesson D (2.5 weeks)

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<p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics</p> <p>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>Standard 4.2:</p>	<ul style="list-style-type: none"> • Suggestive particle • New friends • Culture: <ul style="list-style-type: none"> ○ Basketball in China • Pastime favorites • Chinese characters: vocabulary building 	<ul style="list-style-type: none"> • Students invite peers in dialogues/skits/role plays. • Students discover preferences of classmates using only Chinese. • Students utilize questions and answers to discover pastimes <p>1.2</p> <ul style="list-style-type: none"> • Students recognize and identify leisure activities/sports from pictures and write in Chinese. • Students demonstrate their understanding of questions by identifying them through pictures and images. • Students complete graphic organizers and surveys. • Students identify language patterns written and orally. • Students demonstrate their understanding of questions by identifying them through pictures and images. <p>4.2</p> <ul style="list-style-type: none"> • Students discover global preferences with sports and leisure activities. • Students translate emails and use Venn diagrams to compare pastimes. 	<p>Differentiation for Zhen Bang!</p> <p><i>For struggling students:</i></p> <p>1. www.quizlet.com to practice spelling and recognizing vocabulary. Create your own set or browse to find others.</p> <p>2. Check with the reference pages available for the text Internet Resource Center at www.emcschools.net/zhenbang</p> <p><i>Extending the lessons for students who are ready to move on:</i></p> <p>1. Have your students do work that corresponds to what you're teaching from a pre AP book. This is more challenging.</p> <p>2. Have your students do work online, recording their voices to submit to you.</p>
		<p>Ed. Tech 1.1.1</p>	<p>Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <ul style="list-style-type: none"> ▪ Combine technologies to create and share products from different content areas. ▪ Create digital products for

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<p>Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>Ed. Tech 1.1.2</p>	<p>culminating projects or inclusion in portfolios.</p> <p>Use models and simulations to explore systems, identify trends and forecast possibilities.</p> <ul style="list-style-type: none"> ▪ Analyze survey data, report information and display the data in a variety of ways to support conclusions. ▪ Identify patterns and correlations of data to build understanding and recognize relationships between common and uncommon elements. ▪ Determine and explore cause and effect using virtual simulations in different contexts.
	<p>Ed. Tech 1.2.2</p>	<p>Develop cultural understanding and global awareness by engaging with learners of many cultures.</p> <ul style="list-style-type: none"> ▪ Build empathy by learning about many cultures through digital content from around the world. ▪ Participate in an online community dedicated to understanding or solving a local or global issue.
	<p>CCSS Rdg 1 Key Ideas & Details</p>	<p><i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i></p>

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		CCSS Rdg 4 Craft & Structure	<i>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</i>	
		CCSS W4 Productio n & Distributi on of Writing	<i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>	
		CCSS W6 Productio n & Distributi on	<i>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i>	