



# Chinese Dual Language Middle School Program



To affirm and inspire each and every student to learn and thrive as creators of their future world.



# Chinese DL Pathway

## K-5

- 90/10 and 50/50
- Thematic
- Jing Mei Elementary

## 6-8

- CLA and SS (80-100 min)
- Thematic
- Program within school

## 9-12

- AP Language / Culture (50 min)
- Honors Chinese 6
- TBD: Film Studies or Community Partnership



# Assessment

## District Required

- Social Studies Common Assessment (3 times/ year)
- iChineseReader Text Reading Comprehension ( 3 times/year)

## Program Required

- STAMP 4S (6<sup>th</sup> pilot and 8<sup>th</sup> )



# Curriculum

- Common Core and ACTFL Standards
- District Social Studies curriculum
- Follows English Language Arts pacing of the different writing modes (narrative, expository, argumentative, performance/poetry)
- Cross subject integration—texts tying CLA and SS



# Curriculum

Be	Academic vocabulary	District Assessment	Lessons (district assessment in bold)	Corresponding Textbook Section	Unit Compelling Questions & Writing Prompts
<b>Ess</b>	争议 Controversy		<b>-Socratic seminar/literature circle</b>	-人类可以没有战争吗?	
1.	论据 Argument		-Teach how to question using Bloom's Taxonomy, how to grade each other, how to identify grading traits, practice questions and answers, produce a written report.	-什么是真正的自由?	
2.	Claim			-为什么会有死亡?	
Lit	原因 Reasons				
□	证据 Evidence				
□	研究 Research				
□	引文 Citation				
□	剽窃 Plagiarism				
□	可信的 Credible				
□	相关性 Relevant		-Examining current ads using pathos, ethos, logos (research persuasive letters on social matters as model texts, identify pathos, ethos, logos, and any other persuasive strategies, then produce their own)		
□	足够 Sufficient				
□	社论 Editorial				
□	正式的				
□	Formal style				
□	修辞上				
□	Rhetorical appeals				
□	喻德 Logos				-Prompts open to both social matters, school level, individual level, etc.

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# Differentiation

- **Tasks:** For students of approaching levels, they will be assigned tasks with more scaffolding supports. For students of at or beyond grade level, they will have more challenging tasks when they complete the required ones.
- **Differentiated Reading Groups:** At the beginning of the school year, students are grouped into different reading groups based on their reading levels with TRC data and my observation. Students of different reading groups will read books of different levels.
- **Collaboration Groups:** In terms of group work in classes, students are grouped according to their proficiency levels. In each group, there are students who are beyond grade level, at grade level, and approaching level.
- **Multiple Intelligent Instructional Activities:** different students have different learning styles; for instance, some are more visual learners while some are more logical learners. In my Chinese Language Arts and Social studies classes, I use multiple intelligent instructional activities to help each and every student achieve the learning goals.



# Support

## **Teacher—**

- 160+ hours of curriculum release and planning in addition to contract planning
- Instructional mentor, Chinese DL developer, WL developer, building admins, ITCL, Jing Mei teachers
- 1 hour per day Mandarin speaking teacher assistant

## **Students—**

- 1 hour per day Mandarin speaking teacher assistant
- In-class differentiation
- Classroom library
- Ongoing teacher training on Chinese DL best practices

## **Library—**

- BDML and WL donation



# Contact

- For questions regarding curriculum, assessment, and pathway, please e-mail Monica Lo at [chinesedlp@bsd405.org](mailto:chinesedlp@bsd405.org)
- For questions regarding schedules and building-specific support or hiring, please e-mail James Peterson, the principal at Tillicum Middle School, at [petersonj@bsd405.org](mailto:petersonj@bsd405.org)