



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE

CONTENT AREA(S):	World Language
COURSE/GRADE LEVEL(S):	Chinese - Grade 6

I. Course Overview

Through the use of technology, authentic materials, and hands-on activities, this course is designed to provide students with an opportunity to develop their proficiency in Chinese and to expand their knowledge of the various cultures of the Chinese-speaking world. Students will listen to and comprehend spoken Chinese, begin to pronounce Chinese correctly and verbally express themselves in Chinese on a variety of age-appropriate subjects. Reading and writing skills will begin to be developed as well, along with related vocabulary relative to familiar topics.

The goals of this course, as aligned with the 2014 New Jersey Core Curriculum Content Standards, are to provide students an opportunity to:

- increase interest in the Chinese language and culture
- maintain a positive attitude toward learning a language
- build and continue the process of developing proficiency in a second language
- develop an awareness of the workings of language
- begin/continue to achieve proficiency at the Novice Mid level.

Consistent goals addressed in all our World Language education include:

- How does learning an additional language help you become a global citizen and enhance your own life?
- What are the skills (i.e. linguistic, social, technological, etc.) you need in order to understand or communicate comprehensibly in another language?
- How do the cultures of the world compare to those of the United States?
- How does the World Language studied compare to American English?
- How would your life be similar/different if you grew up in a country that spoke a language other than English?
- What does the study of an additional language and cultures teach me about myself and others?

II. Standards

Aligned with the 2014 New Jersey Core Curriculum Content Standard, 7.1 World Languages:

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studies with their own, and participate in home and global communities.

In keeping with the Novice-Mid proficiency range, students should begin to demonstrate the following in each of the three communication modes:

Interpretive:

- | | |
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| 7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. |
| 7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and |

- requests through appropriate physical response.
- 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).
- 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.
- 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.

Interpersonal:

- 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

Presentational:

- 7.1.NM.C.1 Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

III. Learning Objectives

The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

The Novice-Mid language learner can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.
- Make lists.
- State needs and preferences.
- Describe people, places, and things.

IV. Essential Questions

Unit 1: *Greetings! Express yourself!*

- How do different tones affect Chinese pronunciation and word meaning?
- Can I pronounce words by reading pinyin?
- How do cognates aid my comprehension of written and spoken Chinese?

- How do greetings reflect respect and politeness?
- Can I greet and answer greetings appropriately?
- Can I exchange names with others and express age?
- How do Chinese greetings change over time?
- Can I recognize/understand the geographic features of China?
- Can I participate in traditional holidays such as The Moon Festival and Chinese Teacher's Day?
- Can I tell quantities and count?
- Why are some numbers considered lucky/unlucky in China?

Unit 2: *Family and School*

- How do I appropriately ask about another's nationality and origin?
- How do the question words (what, where, how, etc.) help me to find out information in Chinese?
- Can I communicate information about my own family origins, school, grades also?
- Can I ask about, identify and introduce family members of an extended family?
- How do I take notes when others introduce their family?
- How does using the possessive forms clarify the identification of family members?
- Can I participate and explain celebration activities for Chinese New Year?

Unit 3: *Events and Celebrations: What, when and where?*

- What will help my classmates, my teacher and others better understand me?
- Can I pronounce words more clearly? Can I act things out?
- Why is sequencing directions correctly necessary when giving commands?
- How is time expressed differently by different cultures?
- Why is it important to understand and follow directions?
- Can I sequence directions and year/month/day correctly?
- How is time expressed in the present/past/future?
- What are the celebration activities for "Qing Min Festival"?
- How does the "Tree Planting Day" relate to the environmental issues in China?

Unit 4: *Belongings: preferences and choices*

- How can I identify my belongings vs. others' belongings?
- How does recognizing people's belongings help us respect others?
- Do I have similar preferences to others?
- How do cognates help us understand and use Chinese better?
- How does acting things out help us to communicate better?

V. Key Performance and Benchmark Tasks

Unit 1: *Greetings! Express yourself!*

- Use Total Physical Response to demonstrate understanding
- Complete map puzzles and vocabulary Bingo games
- Demonstrate listening and reading comprehension
- Perform skits and present authentic Chinese songs
- Respond to aural prompts from native speakers that have been digitally recorded
- Writing pinyin and characters in Character Workbook
- Paired activities and PowerPoint presentations
- Presentations using body gestures, pinyin notes
- Compare various countries
- Related IPAs

Unit 2: *Family and School*

- Role plays concerning situations of daily life focusing on family members, school, student counterparts in Chinese speaking countries
- Create skits to demonstrate their understanding and grasp of the use of possessive forms

- Sing "Gun Xi Fa Cai" with appropriate gestures
- Demonstrate ability to use cognates to interpret passages, completing both oral and written comprehension checks
- Student pairs to create and present phone conversation to demonstrate aural comprehension
- PowerPoint presentation and slide show
- Related IPAs

Unit 3: *Events and Celebrations: What, when and where?*

- Design a map with directions for peers to find their way around a zoo
- Find the way to Olympic Stadium on an online subway map of Beijing
- Present student-created skits based on written instruction
- Relate the "Tree Planting Day" to the environmental issues in China
- Participate and explain celebration activities for "Qing Min Festival"
- Related IPAs

Unit 4: *Belongings: preferences and choices*

- Interpretive: With new reading passages that incorporate the use of many cognates, students will demonstrate their ability to use the cognates in interpreting the passages by completing both oral and written questions.
- Interpersonal: Groups will follow instructions to make a fruit salad and state the differences after comparing each group's products.
- Presentational: Create an original menu of a healthy food restaurant incorporating your preferences.
- Presentational: Perform skits in which students go to a Chinese restaurant with friends.

Additional Tasks and informal assessments may include, but are not limited to:

- Partner activities, i.e. interviews, greetings, scripted dialogues and spontaneous conversations related to unit theme, etc.
- Participation, TPR actions, Flashcards
- Answer/ask oral questions related to the unit theme
- Responses to listening and reading comprehension activities
- Knowledge gap activities, drawing and/or matching pictures

Other:

- Quizzes
- On-line pronunciation and writing activities/practice
- Interactive maps and puzzle games
- Class discussions
- Writing practice
- Internet search about the change of common greetings over time
- Watch/interpret 2-minute situational video-Beijing Airport
- Participate and complete New Word games
- Reading online Confucius Quotes
- Drawing and/or matching pictures to descriptions of people and/or places and eliciting sentences from same
- On-line interactive practice for possessive forms
- Interactive maps and puzzle games
- Class discussions and character writing
- Internet research
- Watch/interpret situational videos (i.e. Nationality, Who is he?)
- Participate and complete New Word games
- Karaoke song participation
- Create authentic cultural decorations and describe traditional foods
- Slide Show - My School Website
- Follow teacher's directions
- Ask/Answer teacher's and students' questions

- Create/play with word cards related to Nations, Schools, Family
- Group/paired discussions
- Compare/Contrast selected Chinese-speaking countries and USA
- Student presentations and written responses
- On-line pronunciation practice
- Interactive maps and puzzle games
- Class/pair discussions, dialogues and communicative activities
- Internet search about the change of common greetings over time
- Watch/interpret situational videos (i.e. I Live, Panda Habitat)
- Participate and complete New Word games
- Guess zodiac animals based on teacher and peer riddles
- Interactive games to guess another's animal card by acting out the animal's habitat
- Give/follow simple oral and written directions, commands, and requests through appropriate physical response
- Calculate years by figuring out the animal year in which partner was born
- State activities of past and future using appropriate time reference and vocabulary
- Read/interpret authentic poems
- Complete a Venn Diagram with appropriate descriptions to demonstrate comparisons
- Students will participate in interactive activities in which they guess one another's fruit card by acting out the shape/taste
- Character workbook activities
- Students' expression of feelings using various levels of like/dislike
- Pairs record each other in order to develop aural comprehension

VI. Units of Study

Unit 1: Greetings! Express yourself!

Unit 2: Family and School

Unit 3: Events and Celebrations: What, when and where?

Unit 4: Belongings: preferences and choices

VII. Instructional Materials

- Discovering Chinese Volume 1 (Simplified): textbook, workbook, and online lessons/resources
- Smart Board with applications and lessons
- Teacher-generated Smart board and PowerPoint presentations
- Various teacher-created worksheets
- Flashcards/picture prompts
- Authentic readings, age- and level-appropriate from online resources
- Google Classroom and Chromebooks
- Google applications to create graphs, documents, slides, etc.
- Materials for demonstrations, i.e. manipulatives, games, toys, etc. related to thematic units
- Story books and Storyboards
- Graphic organizers, Venn diagrams, etc.
- Online websites for research
- Chromebook activities and labs; videos and online activities

Other:

- YouTube videos
- Counting games, map puzzles
- Memory Card and Bingo games
- Quizlet
- Authentic songs, dances, music
- Cultural decorations, foods
- Story books and storyboards

- Videos and online activities
- Websites and online resources related to unit theme
- Manipulatives, flashcards, toys, games, etc.
- Realia from texts and other resources

Adhering to the philosophy that students learn a language by using it, practice itself is a key instructional tool.

Additional materials may include but are not limited to:

1. Use of target language, minimal use of English
2. Use of objects, gestures and pictures to convey meaning
3. Thematic presentation of vocabulary and language
4. Varied activities to maintain student focus
5. TPR / TPRS; Storytelling
6. Role-Play and Cooperative Practice with two or more students
7. Use of CDs, videos, and realia
8. Spontaneous task-based communication, rehearsed dialogues, projects, and songs
9. Partner activities and dialogues
10. Teacher- and student-directed questions
11. Use of picture clues to elicit vocabulary, sentences, etc. in written and spoken form
12. Descriptions using picture prompts
13. Identification of specific items

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