



# SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



**CONTENT AREA(S): World Languages**

**COURSE/GRADE LEVEL(S): Chinese  
Grade 7**

## **I. Course Overview**

This course is designed to

- achieve proficiency at the ACTFL Novice Mid to Novice High level
- develop interest in the Chinese language and culture
- further the process of language acquisition by focusing on the skills of speaking, listening and reading
- develop proficiency in Chinese to function in daily life
- build language and communication skills in the interpretive, interpersonal, and presentational modes
- reinforce a positive attitude toward learning a language

## **II. Units of Study**

**Unit 1:** Describing people, things and places

**Unit 2:** Sports and Activities

**Unit 3:** Directions

**Unit 4:** Weather

## **III. Learning Objectives**

By the conclusion of this course, students should be able to:

### **7.1A: Interpretative Mode**

- Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- Demonstrate an understanding of spoken and written language, as expressed by speakers of the target language in formal and informal settings through appropriate responses.
- Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture in the use of features, intonation, and other visual and auditory clues.
- Identify people, places, objects, and activities in daily life based on oral, aural and written descriptions.
- Discuss people, places, objects, and daily activities based on oral, aural, and written descriptions.



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- Comprehend short conversations and brief written messages on familiar topics.
- Connect the learning of the target language to information studied in other core content areas.
- Apply knowledge and skills gained in other core content areas to the learning of the target language.
- Demonstrate comprehension of the main idea and identify the principal characters in readings from age-appropriate, culturally-authentic selections.
- Identify the main idea and theme, and describe the main characters and setting in readings from age-appropriate, culturally-authentic selections.
- Compare and contrast unique linguistic elements in English and the target language.
- Compare daily practices of people in the target culture(s) with those of their own culture.
- Identify basic geographical features and some common landmarks in countries where the target language is spoken.
- Identify aspects of culture presented in photographs, plays, artwork, songs or films.
- Examine tangible products of the target culture(s) and begin to infer why people produce and use them.

### **7.1B: Interpersonal Mode**

- Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.
- Give, respond, and ask for clarification on detailed oral and written directions, commands, and requests.
- Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations.
- Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and strings of sentences.
- Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
- Engage in short conversations about personal experiences or events, and/or topics in other core content areas
- Imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave-takings, and common social situations.
- Interact in a wide range of social and professional contexts that reflect both peer-group and adult activities within the culture studied, using appropriate etiquette in verbal or non-verbal communication.
- Discuss the characteristics of the school community in the target culture and compare with those in the U.S.
- Describe past and present issues, events, and/or trends from the target culture perspective and the U.S. Perspective.



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## **7.1C: Presentational Mode**

- Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.
- Use language creatively in writing for a variety of purposes.
- Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture with their own.
- Compare and contrast similarities and differences between tangible products of the target culture and their own.

## **IV. Essential Questions**

### **Unit 1: Describing People, Things, and Places**

Can I express in Pinyin the sound I heard?

Can I recognize and speak with accurate tones of words learned?

Can I name my favorite color and other common colors?

Can I understand and describe the color and size of people's clothes?

Can I communicate what I wear to school?

Can I color a picture according to directions given?

### **Unit 2: Sports and Activities**

Can I ask and answer questions about sports/activities I like and don't like?

Can I describe familiar places?

Can I tell what there is in my room, house, classroom, school?

Can I ask and answer questions about the common means of transportation to get to a destination?

Can I describe what means of transportation I use to go to school?

### **Unit 3: Directions**

Can I ask directions to get to a destination?

Can I understand simple directions to get to a destination?

Can I locate places using landmark references?

Can I ask and understand the price of goods while shopping?

Can I count money and determine the proper change?

Can I ask people what languages they speak and read?

### **Unit 4: Weather**

Can I ask and answer questions about weather?

Can I describe the climate in the place where I live?

Can I understand the local broadcast of the weather?



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- Can I suggest activities according to the weather?
- Can I compare the weather in different places/cities?
- Can I describe quantity and size using comparative descriptions?

### **V. Key Performance and Benchmark Tasks**

**Unit 1:** Paired conversations, unit test, TPR story-telling, making a class glossary of 50 vocabulary expression

**Unit 2:** Group conversation, catalog design & presentation, conversation practice, unit test, writing assignments, creation of class surveys

**Unit 3:** Pair/Group conversations, short Play, story-telling, writing assignments, lab (aural) activities

**Unit 4 :** Group conversation, weather forecast presentation, unit test, story-telling, writing assignments, email exchange

### **VI. Instructional Materials**

Textbook resources

Discovering Chinese Volume 1 (Simplified) by Better Chinese LLC

Workbook resources

Discovering Chinese Volume 1 (Simplified) by Better Chinese LLC

Online Lessons/Homework resources

Discovering Chinese Volume 1 (Simplified) by Better Chinese LLC

Websites

<http://www.instantspeakchinese.com/pinyin/index.cfm>

<http://www.yellowbridge.com/chinese/chinese-dictionary.php>

<http://www.apples4theteacher.com/holidays/chinese-new-year/games/concentration/>

<http://www.c-cc.org/chineseculture/festival/newyear/newyear.html>

<http://v.ku6.com/show/2kaRZ9oWId0075IH.html>

<http://www.chinese4kids.net/reading.php>

<http://kids.asiasociety.org/stories>

Teacher-designed culture, grammar and vocabulary units & assessments