



West Windsor-Plainsboro Regional School District

Chinese 1

Unit 1: Introduction to the Chinese Language

Content Area: World Language

Course & Grade Level: Chinese 1, 9-12

Summary and Rationale

Learning a world language such as Chinese will enable students to communicate with the people of the world's Chinese-speaking communities. The correct pronunciation of the tones is crucial to avoid misunderstandings. Knowledge of the Chinese language, as well as the culture, is important for today's global society.

Recommended Pacing

45 days

New Jersey Student Learning Standards for World Language

Standard 7.1 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 studied with their own, and participate in home and global communities.

Standard: Interpretive Mode

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

CPI #	Cumulative Progress Indicator (CPI)
Strand A	Interpretive Mode
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.

7.1.NH.IPRET.8:	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
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Standard: Interpersonal Mode

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.

CPI #	Cumulative Progress Indicator (CPI)
Strand B	Interpersonal Mode
7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

Standard: Presentational Mode

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences.

Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CPI #	Cumulative Progress Indicator (CPI)
Strand C	Presentational Mode
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

New Jersey Student Learning Standards for English Language Arts ELA Companion Standards	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.2.12.NT.1	Explain how different groups can contribute to the overall design of a product.
Interdisciplinary Standards Social Studies	
6.1.12.EconNE.3.a	Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • The Chinese language has a long history. • The Chinese language with its tones and characters is very different from the English language. • Mispronouncing the tone will cause the hearer to misunderstand the meaning. • Learning Chinese is one way to prepare for global challenges. • Learning a foreign language such as Chinese will enable them to communicate with the people of the world's Chinese-speaking communities. • School practices on a daily basis may be similar or different across cultures. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How are oral and written Chinese similar and different from oral and written English? • How do I learn the Chinese tones effectively? • What strategies should I use for learning Chinese characters? • How do I act politely in my Chinese class? • How do I take the initiative to be a practical problem solver? • How do our actions affect our environment? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • Different Chinese dialects in China. • Basic components of the oral and written Chinese. • How Chinese characters have evolved from pictures to today's characters. • Stroke orders in writing characters. • How to use greeting and leave-taking for everyday class. • How to ask for permission to use the facilities "keyi bu keyi..." • How to ask for permission to fill a water bottle "keyi bu keyi zhuang shui?" • How to reduce waste by reminding one another "bu yao langfei...+object" • How to recommend alternative usage of drinking water by saying "shao yong pingzhuang shui" <p>Students will be able to:</p> <ul style="list-style-type: none"> • initiate and respond to classroom commands and phrases commonly used in a classroom setting • recognize a few common gestures and practices associated with the classroom culture • identify language items associated with where waste products should be placed • exchange basic information regarding how to reduce and recycle waste products • identify and ask for classroom supplies 	

- express a classroom need
- utilize communicative strategies to express selves and interact with one another
- locate China on a map of the world.
- differentiate the four tones in Chinese.
- identify the basic pinyin symbols.
- present simple Chinese rhymes that embed the pronunciation practice in context.
- identify strategies for learning oral and written Chinese.
- describe reasons for learning Chinese.

Evidence of Learning

Assessment

Throughout each unit and lesson, students are continuously self-assessing and reflecting with the use of formative assessments. By the end of each unit an Integrated Performance Based Assessment (IPA) or Common Assessment is used to assess student proficiency in the target language using the 3 Modes of Communication; Interpretive, Interpersonal and Presentational. The data used in these assessments are utilized as a tool to help set individual benchmarks for improved instruction, feedback and self-reflection.

Resources

Suggested Resources:

- Authentic materials
- Online Resources
- Role Plays Text, Audio, Visual
- Teacher Created Materials, Teacher prepared powerpoint presentations, activities and worksheets

Unit 2: Who am I?

Content Area: World Language

Course & Grade Level: Chinese 1, 9-12

Summary and Rationale

Learning a world language such as Chinese will enable students to communicate with the people of the world's Chinese-speaking communities. The correct pronunciation of the tones is crucial to avoid misunderstandings. Knowledge of the Chinese language, as well as the culture, is important for today's global society.

Recommended Pacing

60 days

Module 1: I am an American.

Module 2: What's your name?

Module 3: I am a student.

New Jersey Student Learning Standards for World Language

Standard 7.1 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 studied with their own, and participate in home and global communities.

Standard: Interpretive Mode

Novice High learners sometimes understand information from sentence-length speech in basic personal and social contexts where there is contextual support, though comprehension may often be very uneven. They are able to understand speech and writing dealing with areas of practical need such as highly standardized messages, phrases, or instructions, if the vocabulary has been learned.

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

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7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).

7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8:	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

Standard: Interpersonal Mode

Novice High learners understand and communicate at the phrase and sentence level and can use words, lists, and simple sentences independently when talking about everyday life. They can handle a few uncomplicated communicative tasks when the situations are straightforward and the contexts familiar. Conversation is limited to basic personal information, basic objects, and a limited number of activities, preferences, and needs. Novice High learners understand and respond to simple direct questions and requests and can independently ask a few formulaic questions. They rely on learned language that they begin to recombine to express their own ideas and needs. Novice High learners use sentence-level speech but often revert to words and phrases.

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7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
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7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

Standard: Presentational Mode

Novice High learners present information using words, phrases, and some sentences to talk about themselves, their interests, their preferences, and other topics of interest. They begin to speak and write at the sentence level on familiar topics, yet their communication is often a mixture of words, phrases, and simple sentences. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

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Strand C	Presentational Mode
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
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7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● A foreigner’s nationality and heritage are often topics of interest for small talk in China. ● Chinese names given to children typically have significant meaning to the region, to the village, to the family, or to the individual. ● Honorific titles are honored in China's social circles and in the school setting. ● Proper expressions, responses, and gestures are used in daily greetings according to who is being acknowledged, and these expressions may alter due to trends. ● In China, honor and respect for one’s family are more important than an individual member. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● Where do I fit in a multicultural classroom? ● How do names differ between Chinese culture and American culture? ● How do we greet and identify people at different ages with different social status in the school setting? ● How do social and global trends impact the way people greet each other? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ● How to use basic vocabulary, sentences, and questions for identifying nationality, age, name, and social status. ● How to use daily expressions for greetings, introducing people, expressing thanks, and making apologies. ● How to identify the cultural differences between greetings in China and in the United States. ● How to use polite, culturally appropriate gestures and body language. <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify countries on a map of the world. ● Identify the country of origin for products labeled in Chinese. ● Greet one another using appropriate titles, idiomatic expressions, gestures, and body language. ● Ask and respond to questions about someone’s nationality. ● Introduce people in the school setting. ● Interpret Chinese names on name cards. ● Respond to classroom commands for daily classroom procedures. ● Role play and improvise scenarios on the topics in this unit.. 	
Evidence of Learning	
Assessment	
<p>Throughout each unit and lesson, students are continuously self-assessing and reflecting with the use of formative assessments. By the end of each unit an Integrated Performance Based Assessment (IPA) or Common Assessment is used to assess student proficiency in the target language using the 3 Modes of Communication; Interpretive, Interpersonal and Presentational. The data used in these assessments are utilized as a tool to help set individual benchmarks for improved instruction, feedback and self-reflection.</p>	
Resources	
<p>Suggested Resources:</p> <ul style="list-style-type: none"> ● Authentic materials ● Online Resources ● Role Plays Text, Audio,Visual ● Teacher Created Materials, Teacher prepared powerpoint presentations, activities and worksheets 	

Unit 3: My Family

Content Area: World Language

Course & Grade Level: Chinese 1, 9-12

Summary and Rationale

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Recommended Pacing

75 days

Module 1: I love my family.

Module 2: My brother is cute.

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Standard: Presentational Mode

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7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Instructional Focus
<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● In China honor and respect for one’s family is more important than the self. ● Honorific titles are important signs of respect when addressing extended family members. ● Chinese people do not address their siblings by name; rather, they use the term for the sibling relationship. ● Chinese people describe people basically the same way Americans do.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● Who am I at home? ● How do I tell others about my family members? ● How do I provide Chinese-speaking people with descriptive information about people? ● What does a Chinese family look like? ● How do family members in China address each other? ● How do society and global trends impact the way family members are acknowledged and greeted today?
<p>Objectives</p> <p>Students will know:</p> <ul style="list-style-type: none"> ● How to use the numbers 1-100. ● How to use vocabulary, sentences, and questions to identify and describe family members. ● How to use the measure word ge for siblings. ● How to use adjectives for describing people without the verb to be. ● How to use everyday expressions for surprise. ● How to use question words: how old, what grade, how many, etc. ● How to use comparison to describe people. ● How to identify cultural differences between greeting family members and a friend's family members in China and in the United States. <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Express quantities by using the numbers from 1 to 100. ● Ask and respond to questions about one’s family. ● Ask about and compare people’s ages and heights. ● Identify and ask about the grade a student is in. ● Identify basic Chinese family structures and values. ● Refer to a family member in Chinese (family members in Chinese “chengwei”). ● Understand the schooling system in China.
Evidence of Learning
<p>Assessment</p> <p>Throughout each unit and lesson, students are continuously self-assessing and reflecting with the use of formative assessments. By the end of each unit an Integrated Performance Based Assessment (IPA) or Common Assessment is used to assess student proficiency in the target language using the 3 Modes of Communication; Interpretive, Interpersonal and Presentational. The data used in these assessments are utilized as a tool to help set individual benchmarks for improved instruction, feedback and self-reflection.</p>
Resources
<p>Suggested Resources:</p> <ul style="list-style-type: none"> ● Authentic materials ● Online Resources ● Role Plays Text, Audio, Visual ● Teacher Created Materials, Teacher prepared powerpoint presentations, activities and worksheets