

READINGTON PUBLIC SCHOOL DISTRICT

Chinese Grade 6 Curriculum

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World Language – Chinese Grade 6 Curriculum 2018

The Readington School District world language program provides a balanced instructional approach which includes common beliefs. The Chinese curriculum identifies the essential knowledge and skills that prepare students to communicate in Chinese, gain knowledge and understanding of other cultures, connect with other disciplines and acquire information, develop insight into the nature of the Chinese language and culture, and participate in multilingual communities at home and around the world. Authentic practice of these skills enables students to realize their potential as global citizens who think critically and solve problems using the communication and collaboration skills gained from learning world languages and cultures. In the Chinese World Language classroom, Readington Township students have the opportunity to:

- Be immersed in the target language.
- Communicate effectively and with appropriate cultural sensitivity with others verbally and in writing.
- Use interpretative and interpersonal modes to communicate.
- Be participating members of a global society.

The goal of world language instruction is to prepare learners to apply their skills and understandings measured by the standards and to bring a global competence to students' future careers and experiences. The 6th-8th grade curriculum is designed to build on the curriculum from previous grades, standing on the shoulders of the instruction that occurs in each previous grade. Our curriculum is designed to be responsive to the developmental stages of learners.

In grades six through eight, students will focus on verbally communicating at the novice and novice-mid levels, as defined by the American Council of Teachers of Foreign Languages. Students will use three modes of communication when in the World Language classrooms; interpretive, interpersonal, and presentational. The goal of this language program is for students to meet daily for at least 40 minutes of instruction in Chinese. Typically students remain in the same world language throughout the middle school grades to build proficiency in the study of world language and prepare them for high school and beyond. Native language speakers (those raised in an environment using mainly a language other than English) are supported so that they are able to continue to develop their heritage linguistic and cultural skills in order to become fully bilingual and biliterate in today's global environment. Native speakers may select to develop their native language while enrolled in the middle school grades. Native language speakers will refine pronunciation, develop their writing skills, and advance reading proficiency in the native language.

II. COMPONENTS OF EFFECTIVE WORLD LANGUAGE CURRICULUM

The components of a successful world language curriculum identify with the 5 "C" goal areas (Communication, Cultures, Connections, Comparisons, and Communities) and the details of the standards for world language learning. Language and communication are at the heart of the human experience. Readington Township strives to educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. Our curriculum lays the foundation for students in grades 6-8 so that ALL students will develop and maintain proficiency in English and at least one other language.

Communication

Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

Cultures

Interact with cultural competence and understanding

Connections

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

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Comparison

Develop insight into the nature of language and culture in order to interact with cultural competence

Communities

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

III. RESOURCES

<http://www.state.nj.us/education/modelcurriculum/wl/>

ACTFL Standards

National Standards for Foreign Language Learning in the 21st Century

Krashen, Steven. Second Language Acquisition and Second Language Learning. New York. Prentice Hall. 1981. This work is available on-line at <http://www.sdkrashen.com/>

Krashen, Stephen D. and Tracy D. Terrell. The natural approach: Language acquisition in the classroom. Hayward, CA: Alemany Press. 1983.

Asher, James T. Learning Another Language Through Actions, Sixth Edition. Los Gatos, CA. Sky Oaks Publishing. 2003.

Ray and Seely. Fluency Through TPR Storytelling: Achieving Real Language Acquisition in School Fourth Edition. CA. Command Performance Language Institute. 2004.

Gardner, Howard. Frames of Mind. The theory of multiple intelligences. New York. Basic Books. 1993.

IV. GOALS (The goals of the curriculum include language to reflect the current educational landscape, including:

- The 2014 New Jersey Student Learning Standards
- College and Career Readiness Standards
- 21st Century Skills

Our curriculum is guided by the World-Readiness Standards for Learning Languages and provides students with the opportunity to:

- Communicate in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace
- Exhibit attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication
- Value language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world

Students will:

COMMUNICATE EFFECTIVELY IN MORE THAN ONE LANGUAGE IN ORDER TO FUNCTION IN A VARIETY OF SITUATIONS AND FOR MULTIPLE PURPOSES

- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

INTERACT WITH CULTURAL COMPETENCE AND UNDERSTANDING

- **Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- **Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

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CONNECT WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION AND DIVERSE PERSPECTIVES IN ORDER TO USE THE LANGUAGE TO FUNCTION IN ACADEMIC AND CAREER-RELATED SITUATIONS

- **Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- **Acquiring Information and Diverse Perspectives:** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

DEVELOP INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE IN ORDER TO INTERACT WITH CULTURAL COMPETENCE

- **Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- **Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

COMMUNICATE AND INTERACT WITH CULTURAL COMPETENCE IN ORDER TO PARTICIPATE IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD

- **School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world
- **Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advance

V. Scope and Sequence

Grade Level: 6
Proficiency level: Novice-Mid

First Marking Period	Unit 1 Introduction to China	Unit 2 Calendar
Second Marking Period	Unit 3 Age	Unit 4 Phone numbers
Third Marking Period	Unit 5 Family	Unit 6 Self - Introduction
Fourth Marking Period	Unit 7 Daily Routine	Unit 8 Transportation

6th Grade Mandarin		
Unit 1	Unit Name: Introduction to China	Proficiency Level: Novice - Mid
Enduring Understandings:		Essential Questions:

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<p>Geography, history, phonetic systems, and writing systems impact a country's culture. An understanding of these items is important to communicating formally and informally.</p>	<p>Where is China? How old is China? What is Pinyin? What are Chinese Characters? How can Pinyin and Chinese Characters assist us in learning Chinese?</p>
<p>NJSLS: 21st Century Theme: Global Awareness 21st Century Skills: Communication and Collaboration</p> <p>Interpretive Mode: 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 theme.</p> <p>7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>Interpersonal Mode: 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</p> <p>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.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions</p> <p>Presentational Mode: 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	<p>Can Do Statements: I can...</p> <p>Language Content</p> <ul style="list-style-type: none"> Follow daily classroom expressions in Chinese, such as "Please sit down.", "Please be quiet", etc. Greet each other in Mandarin. Ask and respond for a name. <p>Cultural Content</p> <ul style="list-style-type: none"> Locate China, capital city, and some neighbor countries on a world map. Name the landforms of China and population distribution. Name the food and holiday name for Mid-Autumn Festival. <p>Grammatical & Phonetic Content</p> <ul style="list-style-type: none"> Pronounce Pinyin initials, finals, and tones. Pronounce any given full Pinyin with tones.

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<p><i>Students will know/learn...</i></p> <p>Language Items:</p> <ul style="list-style-type: none"> Vocabulary: you, I, hello, what, name, goodbye, very, yes/no question words, classroom expressions by the teacher, and students' Chinese names. Structures for speaking: <ol style="list-style-type: none"> Hello! How are you doing? I am doing well. 你好！你好吗？我很好。 What's your name? My name is... 你叫什么名字？我叫... Goodbye. 再见！ Pinyin phonetic blending. Structures for listening: <ol style="list-style-type: none"> Classroom expressions in Chinese: Please sit down. Please raise your hand. Please repeat after me. Please speak louder. Please be quiet. Open the book. Take the notebook out. Say again. Listening recognition in Pinyin. Listening comprehension in simple greetings. <p>Culture/Comparison</p> <ul style="list-style-type: none"> Pinyin and English letters English letters and Chinese characters Chinese names vs. American names Ethnic groups, dialect languages, and national language. Compare formal and informal greetings between China and America. Panda habitat facts <p>Differentiated Instruction:</p> <ul style="list-style-type: none"> Differentiate content, process, or product to make learning experiences engaging and rigorous for all students. <ul style="list-style-type: none"> Additional time Reduced volume of writing 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Understand character formation, recognize radicals and follow stroke order rules to write simple characters. Illustrate a pictograph with a combination of drawing and writing for a chosen Chinese character. Write/copy a greeting dialogue for a page of a comic book. Research the facts of panda habitats. Install a Chinese typing keyboard. Type the lyrics for the Greeting Song. Sing the Greeting and Two Tigers Songs.
Learning Activities	
<ul style="list-style-type: none"> TRP to introduce tones. Use websites to introduce Pinyin and characters. Use online audio and video resources to enhance Pinyin learning. Sing the Greeting, Two Tigers, and Pinyin songs (<i>Rhythms and Tones</i>) TPR for classroom expressions and greetings. Use online videos and DVDs to introduce China, Mid-Autumn Festival, and panda habitats. Research the facts of panda habitats through online resources. Teach each student's name Chinese in pronunciation, writing, and meaning. Use PPT slides and online resources to teach vocabulary and dialogue. Play individual and group games for vocabulary and dialogue. 	

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- Role play with dialogue for greeting and asking for a name.
- Project: Research and present panda habitats including the drawing of a comic book.
- Write/copy song lyrics.
- Typing with Chinese contents.

Assessment Evidence

Performance Tasks:

Interpersonal

- Role play scenario: On the first day of school, two new students greet to each other, ask and respond to name, and say good-bye.
- The interpersonal speaking performance will be assessed in the criteria of comprehensibility, language control, vocabulary usage, and content.

Presentational

- Students sing the Greeting Song and Pinyin Song.
- The presentational speaking performance will be assessed in the criteria of comprehensibility, language control, vocabulary usage, content, and cultural awareness.

Interpretive

- Pronounce the given pinyin and identify the order of stroke for given Chinese characters.
- Recognize the vocabulary and sentences for greeting and asking name.
- Mark the required strokes for writing characters.
- Basic Chinese cultural knowledge and locate China and the capital city from a world map.

Other Evidence:

- Quizzes, tests
- Learning tasks
- Classwork
- Projects
- Teacher observation
- Student self-assessment
- Evaluation checklist

Suggested Resources:

- *Easy Steps to Chinese Textbook 1, Simplified Characters Version*, Published by Beijing Language & Culture University Press, www.blcup.com
- Teacher created worksheets
- DVD series: A Kaleidoscope of Chinese Culture
- DVD: Exploring Chinese Culture Volume 1 & 2

Introduction to China: <http://www.youtube.com/watch?v=2IqdV5EfByg>

Tongue twister for Pinyin: <http://www.youtube.com/watch?v=egvi5qDiICE>

<http://www.youtube.com/watch?v=x4IYHLib-aU&feature=relmfu>

Pinyin Learning And Practice:

- <https://www.youtube.com/watch?v=F-GwKvHGILw>
- http://www.youtube.com/watch?v=GL7x_9HJYGk&feature=related
- <http://pinyinpractice.com/wangzhi/>
- <https://chinese.yabla.com/chinese-pinyin-chart.php>

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Chinese Characters:

- <https://www.youtube.com/watch?v=ozepUu47Xsg>
- <https://www.youtube.com/watch?v=s0h18Rdzb44>

Learning Apps: <http://www.yes-chinese.com>

Songs: <https://www.youtube.com/watch?v=rshEld2RrPg>

6th Grade Mandarin		
Unit 2	Unit Name: Calendar	Proficiency Level: Novice - Mid
Enduring Understandings: Counting and writing numbers 0 to 30 and beyond, asking and expressing the day and date, and having a basic understanding of the lunar calendar is essential to communication.		Essential Questions: What's your lucky number? Why was the opening ceremony of 2008 Beijing Olympic on August 8, 2008? How do you express the date to make an event appointment with your friends? When is Chinese New Year this year and next year? Why Chinese New Year is on a different day every year?
NJSLS: 21st Century Theme: Global Awareness 21st Century Skills: Communication and Collaboration Interpretive Mode: 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 theme. 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 Mode: 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized		Can Do Statements: I can... Language Content <ul style="list-style-type: none"> • Orally count numbers 0 to 30 and beyond. • Orally count numbers 10 to 0. • Write numbers 0 to 30 and beyond. • Tell the day of the week and the date from a monthly calendar. • Ask and respond for the date of today/yesterday/tomorrow. • Write the dates for U.S. holidays. • Make and write a monthly birthday calendar for Mandarin students in grade 6, 7, and 8. Cultural Content <ul style="list-style-type: none"> • Identify the Chinese lucky number and the cultural practices for selection of numbers in daily life. • Identify the uses for the lunar calendar in China. Grammatical & Phonetic Content

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<p>words and phrases.</p> <p>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.</p> <p>Presentational Mode: 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<ul style="list-style-type: none"> Master the sentence structures for telling a day of the week and a date: Today is Monday. Tomorrow is October 10th. Thanksgiving is on November 24th. Master the question sentence structures for asking a day of the week and a date: What day of the week is today? What date was yesterday?
<p><i>Students will know/learn...</i></p> <p>Language Items:</p> <ul style="list-style-type: none"> Vocabulary: numbers zero to twenty, the seven days of the week, month, day, week, today, yesterday, tomorrow, this year, be (the linking verb), and what date. Sentence structures: <ol style="list-style-type: none"> What date is today? 今天是什么月几号? Today is October 1st. 今天是十月一日。 What was the day of the week yesterday? 昨天是星期几? Yesterday was Wednesday. 昨天是星期三 The rules of writing Chinese characters. Chinese number system. Chinese calendar system. <p>Cultural/Comparison/Connection</p> <ul style="list-style-type: none"> Lunar calendar. Lunar calendar vs. Gregorian calendar. Compare the word order of a date in Chinese and English. Chinese: year, month, day English: month, day, year Solve simple math problems in addition and subtraction with Chinese numbers. <p>Differentiated Instruction:</p> <ul style="list-style-type: none"> Differentiate content, process, or product to make learning experiences engaging and rigorous for all students. <ul style="list-style-type: none"> Additional time 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Chant a Number Cheer. Sing the song of “What date is today?”. Perform Chinese sign language for numbers. Use the app of VoiceThread to film and sing. Role play to ask/respond for an event date. Read unit vocabulary, phrases, and sentences.

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<ul style="list-style-type: none"> • Repeated directions 	
Learning Activities	
<ul style="list-style-type: none"> • Video clips. • Magic bag for vocabulary. • Individual and group games: board games, lottery games, Bingo games, writing games. • Use online apps EdPuzzle and Quizlet to enhance learning and assessing. • Use online app Yes-Chinese to enhance writing in stroke orders. • Oral presentation for class activities. • Film recording with online app VoiceThread. • Sing the song of “What date is today?”. • Chant the “Number Cheer”. • Character writing workshops. • Role play for dialogue. • Dictation. • Project: Make a monthly birthday calendar. • Daily Do Now activities. • Exit tickets. • Journal writing. 	
Assessment Evidence	
<p>Performance Tasks:</p> <p>Interpersonal</p> <ul style="list-style-type: none"> • Role play scenario: Two friends are making a plan to participate in a school food drive event. They need to know the day of the week and the date of the event. One student will orally ask the day and the date of tomorrow, while the other student will respond based on a given date from a monthly calendar. <ul style="list-style-type: none"> • The interpersonal speaking performance will be assessed with the criteria of comprehensibility, language control, vocabulary usage, and content. <p>Presentational</p> <ul style="list-style-type: none"> • Students will orally count numbers 0 to 30. • Project: Students will write a monthly birthday calendar poster. <ul style="list-style-type: none"> • The presentational speaking performance will be assessed with the criteria of comprehensibility, language control, vocabulary usage, content, and cultural awareness. • The presentational writing performance will be assessed with the criteria of accuracy of word writing, accuracy of calendar, neatness, and content. <p>Interpretive</p>	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Quizzes, tests • Learning tasks • Classwork • Projects • Teacher observation • Student self-assessment • Evaluation checklist • Reflect upon students’ self-assessments and evaluation checklists

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<ul style="list-style-type: none"> • Listening comprehension: to recognize spoken words and phrases for numbers and calendar by writing English and Pinyin. • Answer questions from a given monthly calendar by analyzing the provided notes. • Write numbers in Chinese characters and Pinyin from printed Chinese sign language. 	
Suggested Resources:	
<ul style="list-style-type: none"> • <i>Easy Steps to Chinese Textbook 1, Simplified Characters Version</i>, Published by Beijing Language & Culture University Press, www.blcup.com • Teacher created worksheets • Chinese numbers: https://www.youtube.com/watch?v=2eLP3FuuEVs • The counting down for Opening Ceremony of 2008 Beijing Olympics: https://www.youtube.com/watch?v=KGinR5W8CDs • www.edpuzzle.com • www.quizlet.com • www.voicethread.com • www.yes-chinese.com • Dialogues for calendar dates: https://www.youtube.com/watch?v=w4k_B0siwbo 	

6th Grade Mandarin		
Unit 3	Unit Name: Age	Proficiency Level: Novice-Mid
Enduring Understandings: Asking and telling someone's age and birthday are part of informal and formal conversations. Goals encourage motivation and effort.		Essential Questions: From your opinion, what is the best age in a lifetime, and why? What is the best age for achieving your goals? How do you find out someone's birthday in order to give a proper present?
NJSLS: 21st Century Theme: Global Awareness 21st Century Skills: Communication and Collaboration Interpretive Mode: 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 theme. 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.		Can Do Statements: I can... Language Content <ul style="list-style-type: none"> • Tell one's birth year. • Ask and respond about one's birthday. • Tell a date including a year. • Ask and respond about one's age. • Read and write one's birthday and age. Cultural Content <ul style="list-style-type: none"> • Tell the traditional usage of lunar calendar and birthday.

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<p>Interpersonal Mode: 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.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>Presentational Mode: 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</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<ul style="list-style-type: none"> • Tell how to calculate Chinese nominal age. (虚岁) <p>Grammatical & Phonetic Content</p> <ul style="list-style-type: none"> • Use the possessive particle 的. • Use the aspect suffix 了. • Use the preposition 在.
<p><i>Students will know/learn...</i></p> <p>Language Items:</p> <ul style="list-style-type: none"> • Vocabulary: on, be born, birthday, of, possessive particle, how old, how big, year (of age), he, she, and aspect suffix for change of status. • Sentence structures: <ol style="list-style-type: none"> 1. When is your birthday? 你的生日是几月几日? 2. My birthday is October 1st. 我的生日是十月一日。 3. She was born in 2006. 她在二〇〇六年出生。 4. September 1, 2018 二〇一八年九月一日 5. How old are you? 你几岁了? 你多大了? 6. I am 13 years old. 我十三岁了。 • The grammar of possessive particle 的, aspect suffix 了, and preposition 在 will be used with sentences. • The word order for sentences. • The word order for a series of time words. <p>Cultural/Comparison/Connection</p> <ul style="list-style-type: none"> • Chinese nominal age. (虚岁) • Compare the word order of a date in Chinese and English. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Sing the “Happy Birthday” song in Chinese. • Role play to ask/respond for one’s birthday. • Role play to ask/respond for one’s age. • Write a personal profile, including name, birthday, and age. • Read the personal profiles of peers. • Make an online birthday card with written and spoken birthday wishes that will be sent to the birthday person.

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<p>Chinese: year, month, day English: month, day, year</p> <p>Differentiated Instruction:</p> <ul style="list-style-type: none"> Differentiate content, process, or product to make learning experiences engaging and rigorous for all students. <ul style="list-style-type: none"> Repeated directions Small group reteaching 	
Learning Activities	
<ul style="list-style-type: none"> Video clips. Individual and group games: Bingo, race to read game, race to writing games, fly swatter, sentence puzzles game, sentence writing competition. Use online apps Kahoot and Quizlet to enhance learning and assessment. Use online app Yes-Chinese to enhance writing in stroke orders and practicing the word order in sentences. Oral presentation for class activities. Dialogue recording with online app VoiceThread. Character writing workshops. Online worksheets. Role play for dialogue. Project: Make an online birthday card with written and spoken birthday wishes. Project: Write/draw a personal profile. Daily Do Now activities. Exit tickets with Google Forms. Journal writing. 	
Assessment Evidence	
<p>Performance Tasks:</p> <p>Interpersonal</p> <ul style="list-style-type: none"> Role play scenario: A person visits a doctor's office for the first time. A nurse from the office is preparing the person's profile information. The nurse will ask the person's name, birthday, and age as the person responds accordingly. <ul style="list-style-type: none"> The interpersonal speaking performance will be assessed with the criteria of comprehensibility, language control, vocabulary usage, and content. <p>Presentational</p> <ul style="list-style-type: none"> Project: Students will write a personal profile, including name, birthday, and age. Project: Student will make an online birthday card with written and spoken birthday wishes. The following messages will be included: You were born in ____ (year). Your birthday is on _____. Happy birthday. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Quizzes Online learning tasks Online formative assessments Classwork Exit tickets Teacher observation Student self-assessment Evaluation checklist Reflect upon students' self-assessments and evaluation checklists

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<ul style="list-style-type: none"> The presentational writing performance will be assessed with the criteria of accuracy of word/sentence writing, neatness, and content. <p>Interpretive</p> <ul style="list-style-type: none"> Listening comprehension: to recognize spoken words/phrases/sentences by selecting the correct interpretation. Write dialogue to ask/respond for name, birthday, and age. 	
Suggested Resources:	
<ul style="list-style-type: none"> <i>Easy Steps to Chinese Textbook 1, Simplified Characters Version</i>, Published by Beijing Language & Culture University Press, www.blcup.com Teacher created worksheets Dialogue to ask/respond for age: https://www.youtube.com/watch?v=ngOM7skqjjo Dialogue to ask/respond for birthday: https://www.youtube.com/watch?v=w4k_B0siwbo www.kahoot.com www.quizlet.com www.voicethread.com www.yes-chinese.com www.classkick.com 	

6th Grade Mandarin		
Unit 4	Unit Name: Phone Numbers	Proficiency Level: Novice - Mid
<p>Enduring Understandings: Inquiring about and expressing personal information is part of general conversation in the target language.</p> <p>Knowledge about the facts of the Great Wall of China, as well as the major cities which speak Chinese, impact the culture of Chinese speaking places and people.</p>		<p>Essential Questions: What information would you like to inquire from your new friends in order to keep in contact? How would you use the inquired information to contact your new friends? From your awareness, what are the major cities in the world?</p>
<p>NJSLS: 21st Century Theme: Global Awareness 21st Century Skills: Communication and Collaboration</p> <p>Interpretive Mode: 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 theme.</p>		<p>Can Do Statements: I can...</p> <p>Language Content</p> <ul style="list-style-type: none"> Ask and respond about one's phone number. Ask and respond about one's place to live. Read and write the dialogues for one's phone numbers and place to live. Identify the world's major cities.

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<p>7.1.N.M.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>Interpersonal Mode: 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.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>Presentational Mode: 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	<p>Cultural Content</p> <ul style="list-style-type: none"> • Tell the basic facts about Great Wall of China. • Tell the number that Chinese try to avoid in their phone number. <p>Grammatical & Phonetic Content</p> <ul style="list-style-type: none"> • Use interrogative words of where 哪儿, and how much/how many 多少.
<p><i>Students will know/learn...</i></p> <p>Language Items:</p> <ul style="list-style-type: none"> • Vocabulary: phone, number, few, many, how much/how many, live, where, Beijing, Shanghai, Hong Kong, New York, Paris, London, and the Great Wall of China. • Sentence structures: <ol style="list-style-type: none"> 2. What is your phone number? 你的电话号码是多少? 2. My phone number is _____. 我的电话号码是_____。 3. Where does he live? 他住在哪儿? 4. He lives in Beijing. 他住在北京。 • The interrogative sentences with question words of where and how much/how many. • The use of possessive particle 的 and preposition 在 will be reinforced. • The linking verb, 是, is not conjugated in Chinese grammar. <p>Cultural/Comparison/Connection</p>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Sing the song of “What is your phone number?”. • Role play to ask/respond for one’s phone number. • Present phone numbers when inquired. • Role play to ask/respond for one’s place to live. • Survey and vote for the cities that three celebrities are suggested to live in. • Read and translate texts. • Write vocabulary in characters and Pinyin. • Write a simple biography for two Chinese celebrities. • Write and present a skit project. • Draw the contents of a story from listening to the storytelling contributed by all peers.

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<ul style="list-style-type: none"> • The basic facts about the Great Wall of China: history, location, functions, and structures. • Compare the linking verb in English and Chinese. • Compare the prepositions of in, on, an at in English and Chinese. <p>Differentiated Instruction:</p> <ul style="list-style-type: none"> • Differentiate content, process, or product to make learning experiences engaging and rigorous for all students. <ul style="list-style-type: none"> • Extra time for verbal practice • Varied length of phone conversations • Leveled vocabulary 			
Learning Activities			
<ul style="list-style-type: none"> • Video clips. • Discussion and reflection on the video clips watched. • Write facts about the Great Wall of China. • Role play and interview for phone numbers. • Role play and survey for the places that three celebrities will be suggested to live. • Individual and group games: Bingo games, race to writing games, sentence puzzles games. • Use online app Quizlet to enhance learning and assessing. • Use online app Yes-Chinese to enhance writing in stroke orders and practicing the word order in sentences. • Oral presentation for class activities. • Storytelling: Each student contributes one or two sentences to tell a story. Students draw the story on a piece of paper as soon as they hear the sentence(s). • Retell a story: Students upload their drawing to online app VoiceThread and retell/record the story. • Character writing workshops. • Online worksheets. • Project: Skit writing and presentation.. • Project: Write a simple biography for Chinese celebrities Jacky Chen and Yao Ming. • Daily Do Now activities. • Exit tickets with Google Forms. • Journal writing. 			
Assessment Evidence			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Performance Tasks:</p> <p>Interpersonal</p> <ul style="list-style-type: none"> • Skit project: A group of three students will create and write a scenario that will fulfill the following tasks: greetings, asking for name, birthday, age, phone number, and place to live. Students will orally play the skit in front of class and be recorded online. </td><td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Other Evidence:</p> <ul style="list-style-type: none"> • Quizzes • Online learning tasks • Online formative assessments • Classwork • Exit tickets • Teacher observation • Student self-assessment • Evaluation checklist </td></tr> </table>		<p>Performance Tasks:</p> <p>Interpersonal</p> <ul style="list-style-type: none"> • Skit project: A group of three students will create and write a scenario that will fulfill the following tasks: greetings, asking for name, birthday, age, phone number, and place to live. Students will orally play the skit in front of class and be recorded online. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Quizzes • Online learning tasks • Online formative assessments • Classwork • Exit tickets • Teacher observation • Student self-assessment • Evaluation checklist
<p>Performance Tasks:</p> <p>Interpersonal</p> <ul style="list-style-type: none"> • Skit project: A group of three students will create and write a scenario that will fulfill the following tasks: greetings, asking for name, birthday, age, phone number, and place to live. Students will orally play the skit in front of class and be recorded online. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Quizzes • Online learning tasks • Online formative assessments • Classwork • Exit tickets • Teacher observation • Student self-assessment • Evaluation checklist 		

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<ul style="list-style-type: none"> The interpersonal speaking performance will be assessed with the criteria of comprehensibility, language control, vocabulary usage, and content. <p>Presentational</p> <ul style="list-style-type: none"> Project: Students will write a biography for two Chinese celebrities, Jacky Chen and Yao Ming. <ul style="list-style-type: none"> The presentational writing performance will be assessed with the criteria of accuracy of word/sentence writing, neatness, and content. <p>Interpretive</p> <ul style="list-style-type: none"> Listening comprehension: to recognize spoken words/phrases/sentences by selecting correct interpretation. Reading comprehension. Write dialogue to ask/respond for phone number and place to live. The facts of the Great Wall of China will be assessed. 	<ul style="list-style-type: none"> Reflect upon students' self-assessments and evaluation checklists
<p>Suggested Resources:</p> <ul style="list-style-type: none"> <i>Easy Steps to Chinese Textbook 1, Simplified Characters Version</i>, Published by Beijing Language & Culture University Press, www.blcup.com Teacher created worksheets The Great Wall of China: <ul style="list-style-type: none"> DVD: Exploring Chinese Culture - Volume 2 Dialogue to ask/respond for phone number: <ul style="list-style-type: none"> DVD: Chinese Language Video for the Classroom, level 1. www.quizlet.com www.voicethread.com www.yes-chinese.com www.classkick.com 	

6th Grade Mandarin		
Unit 5	Unit Name: Family	Proficiency Level: Novice - Mid
<p>Enduring Understandings: Introducing family members, asking/responding to the identity of a specific person, and describing parents' jobs are necessary conversational skills, especially when conversing with unfamiliar individuals.</p>		<p>Essential Questions: What makes a family? What is the Chinese family structure? What would you like to be when you grow up?</p>
NJSLs:		Can Do Statements:

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<p>21st Century Theme: Global Awareness 21st Century Skills: Communication and Collaboration</p> <p>Interpretive Mode: 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 theme.</p> <p>7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s).</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>Interpersonal Mode: 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.</p> <p>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.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>Presentation Mode: 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</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	<p>I can...</p> <p>Language Content</p> <ul style="list-style-type: none"> • Ask and tell one's family members. • Ask and tell to identify a person. • Ask about one's job. • Describe one's job. • Read and write simple stories about family. <p>Cultural Content</p> <ul style="list-style-type: none"> • Tell how Chinese name younger and older siblings differently. • Celebrate Chinese New Year. • Write Chinese calligraphy to celebrate Chinese New Year. <p>Grammatical & Phonetic Content</p> <ul style="list-style-type: none"> • Use interrogative words to ask for family members. • Use the pronoun of “this and that” to identify persons. • Use measure words for the quantity of an item.
<p><i>Students will know/learn...</i></p> <p>Language Items:</p>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Chant about family. • Tell a story from a picture.

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- Vocabulary: have/has, a measure word for family members, common measure words, people, dad, mom, older sister, older brother, younger sister, younger brother, sibling, and, this, that, who, work, also, plural suffix, teacher, lawyer, doctor, nurse, businessman, and do.
- Sentence structures:
 1. How many families do you have?
你家里有几口人？
 2. My family has ____ people.
我家有____口人。
 3. Who are in your family?
你家里有谁？
 4. My family has a dad, mom, older sister, and me.
我家有爸爸，妈妈，一个姐姐和我。
 5. Who is this person?
这个人是谁？
 6. She is my younger sister.
她是我妹妹。
 7. What job does your dad do?
你爸爸做什么工作？
 8. My dad is a teacher.
我爸爸是老师。
- Using “this and that” to identify persons.
- Use measure words to describe the quantity of an item.
- Use the question word who to ask questions.

Cultural/Comparison/Connection

- How Chinese celebrate Chinese New Year.
- The cultural products related to Chinese New Year.
- Chinese family structure.
- Chinese Zodiac.
- Compare the celebration of holiday between U.S. and China.
- Compare the expressions of an item with quantity in English and Chinese.

Differentiated Instruction:

- Differentiate content, process, or product to make learning experiences engaging and rigorous for all students.
 - Extra time for verbal practice
 - Leveled vocabulary

- Write and present a speech to introduce family.
- Tell/draw a story made from all peers.
- Write vocabulary in stroke order.
- Write a picture book about a family.
- Draw/write jobs.
- Identify Chinese zodiac for family members.
- Write Spring Couplets with calligraphy.

Learning Activities

- Video clips.
- Individual and group games: Bingo games, race to read game, race to writing games, fly swatter, sentence puzzles game, sentence writing competition, vocabulary pinball game.
- Use online app Quizlet to enhance learning and assessment.

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- Use online app Yes-Chinese to enhance writing in stroke orders and practicing the word order in sentences.
- Oral presentation for class activities.
- Survey for family members.
- Character writing workshops.
- Online worksheets.
- Role play for dialogue.
- Storytelling and drawing. Retelling the story from their own drawing.
- Project: Write and present a speech.
- Grading peers' speeches with online rubrics.
- Listening comprehension: Listen to stories from a tap, and then answer questions on a Google Form.
- Reading comprehension.
- Sing the song of "What job does he do?"
- Writing and drawing for vocabulary about occupation.
- Daily Do Now activities.
- Exit tickets with Google Forms.
- Journal writing.
- Watch a Chinese movie.

Assessment Evidence

Performance Tasks:

Interpersonal

- Role play scenario: A group of two students will ask and respond to questions with the online app Voicethread. Students are expected to ask and respond about a family member, who the family members are, siblings' ages, and parents' jobs. The conversations will be recorded online for reflection and evaluation.
 - The interpersonal speaking performance will be assessed with the criteria of comprehensibility, language control, vocabulary usage, and content.

Presentational

- Project: Students will write and orally present a speech to introduce themselves. The information presented must be included, greetings, their name, age, birthday (not real), phone number (not real), family members, and parents' jobs.
- The presentational speaking performance will be assessed with the criteria of comprehensibility, language control, vocabulary usage, content, and cultural awareness.

Interpretive

- Listening comprehension: to recognize spoken sentences by selecting correct interpretations.
- Vocabulary matching.
- Sentence rearrangement.

Other Evidence:

- Quizzes
- Online learning tasks
- Online formative assessments
- Classwork
- Exit tickets
- Teacher observation
- Student self-assessment
- Evaluation checklist
- Reflect upon students' self-assessments and evaluation checklists

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<ul style="list-style-type: none"> • Write a simple story from pictures given. • Reading comprehension. • The basic knowledge about Chinese New Year, family tree, and values. 	
Suggested Resources:	
<ul style="list-style-type: none"> • <i>Easy Steps to Chinese Textbook 1, Simplified Characters Version</i>, Published by Beijing Language & Culture University Press, www.blcup.com • Teacher created worksheets • Chinese New Year: <ul style="list-style-type: none"> • DVD: Exploring the Chinese Culture, volume 1 • https://www.youtube.com/watch?v=f6mKuVuNc88 • https://www.youtube.com/watch?v=UFarioV_nto • Chinese family tree: <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=nCFRoILSIjY • Dialogues about family: <ul style="list-style-type: none"> • DVD: Chinese Language Video for Classrooms 2 • www.quizlet.com • www.voicethread.com • www.yes-chinese.com • www.classkick.comzzle.com • www.edpuzzle.com • Song: What job does he do? <ul style="list-style-type: none"> • https://classroom.google.com/c/NTExMDY3NjM1Mlpa 	

6th Grade Mandarin		
Unit 6	Unit Name: Self - Introduction	Proficiency Level: Novice - Mid
Enduring Understandings: Talking about the school type and grade students are attending, their nationality, and the number of siblings they have is necessary for authentic conversation.		Essential Questions: What information would you like to know about your new friends who you met from an international online class?
NJSLS: 21st Century Theme: Global Awareness 21st Century Skills: Communication and Collaboration Interpretive Mode: 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 theme.		Can Do Statements: I can... Language Content <ul style="list-style-type: none"> • Ask and respond for school type and grade attended. • Ask and respond about nationality. • Describe one's ethnicity. • Describe a family from a given family picture.

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<p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>Interpersonal Mode: 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>Presentation Mode: 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</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<ul style="list-style-type: none"> • Present a self-introduction speech. <p>Cultural Content</p> <ul style="list-style-type: none"> • Tell the grades in elementary, middle, and high schools in China. <p>Grammatical & Phonetic Content</p> <ul style="list-style-type: none"> • Use question particle 呢. • Use the negation 没有 for have/has.
<p><i>Students will know/learn...</i></p> <p>Language Items:</p> <ul style="list-style-type: none"> • Vocabulary: sibling, big, middle, small, student, attend (school grade), school grade, negation for have/has, half, China, Chinese, America, American, and question particle 呢. • Sentence structures: <ol style="list-style-type: none"> 1. Are you a middle school student? 你是中学生吗？ 2. No. I am elementary school student. 不是，我是小学生。 3. What grade are you in this year? 你今年上几年级？ 4. I am in sixth grade this year. 我今年上六年级。 5. What is your nationality? 你是哪国人？ 6. I am Chinese. What about you? 我是中国人。你呢？ 7. I am a half Chinese, and a half American. 我一半是中国人，一半是美国人。 • Chinese punctuation. • Word order for time words. • How to use question particle 呢. Compare the usage of 呢 and 吗。 <p>Cultural/Comparison/Connection</p> <ul style="list-style-type: none"> • Chinese school system. 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Use Chinese punctuations properly. • Use question particle 呢 instead of repeating same question. • Use question particle 吗 to create yes/no question sentences. • Made a video for a self-introduction speech. • Read peers' writing about self-introduction.

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<ul style="list-style-type: none"> Compare the word order for time adverbs in Chinese and English. <p>Differentiated Instruction:</p> <ul style="list-style-type: none"> Differentiate content, process, or product to make learning experiences engaging and rigorous for all students. <ul style="list-style-type: none"> Volume and detail of descriptions Leveled vocabulary 	
Learning Activities	
<ul style="list-style-type: none"> Video clips. Individual and group games: Bingo games, race to read game, race to writing games, fly swatter, sentence puzzles game, sentence writing competition. Use online app Quizlet to enhance learning and assessing. Use online app Yes-Chinese to enhance writing in stroke orders and practicing the word order in sentences. Oral presentation for class activities. Dialogues recording with online app Voicethread. Character writing workshops. Online worksheets. Role play for dialogue. Project: Make a self-introduction video. Daily Do Now activities. Exit tickets with Google Forms. Journal writing. 	
Assessment Evidence	
<p>Performance Tasks:</p> <p>Interpersonal</p> <ul style="list-style-type: none"> Role play scenario: A pair of students will pick up their identity card that indicates the basic information about a person. Students will ask and respond to the basic information accordingly. <ul style="list-style-type: none"> The interpersonal speaking performance will be assessed with the criteria of comprehensibility, language control, vocabulary usage, and content. <p>Presentation</p> <ul style="list-style-type: none"> Project: Students will make a video speech to introduce themselves using Adobe Spark Video. The following information should be included: greeting, name, age, birthday, phone number, place to live, family members, siblings' ages, parents' job, school, grade attended, and nationality. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Quizzes Online learning tasks Online formative assessments Classwork Exit tickets Teacher observation Student self-assessment Evaluation checklist Reflect upon students' self-assessments and evaluation checklists

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<ul style="list-style-type: none"> The presentational writing performance will be assessed in the criteria of accuracy of word/sentence writing, neatness, and content. The presentational speaking performance will be assessed in the criteria of comprehensibility, language control, vocabulary usage, content, and cultural awareness. <p>Interpretive</p> <ul style="list-style-type: none"> Listening comprehension: to recognize spoken dialogues by selecting the correct interpretation. Vocabulary in Pinyin and writing. Authentic reading comprehension. Sentence rearrangement. 	
Suggested Resources:	
<ul style="list-style-type: none"> <i>Easy Steps to Chinese Textbook 1, Simplified Characters Version</i>, Published by Beijing Language & Culture University Press, www.blcup.com Teacher created worksheets Dialogue about nationality: <ul style="list-style-type: none"> DVD: Chinese Language Video for Classroom 2 https://spark.adobe.com/about/video www.quizlet.com www.voicethread.com www.yes-chinese.com www.classkick.com 	

6th Grade Mandarin		
Unit 7	Unit Name: Daily Routine	Proficiency Level: Novice - Mid
Enduring Understandings: Communicating about time is essential to telling the time of day and describe a daily routine.		Essential Questions: What moves us every day? How do you handle a big project due in three weeks? How does effective time management help succeed?
NJSLS: 21 st Century Theme: Global Awareness 21 st Century Skills: Communication and Collaboration Interpretive Mode: 7.1.NM.A.1 Recognize familiar spoken or written words		Can Do Statements: I can... Language Content <ul style="list-style-type: none"> Tell time with parts of the day (AM and PM). Ask and answer the current time.

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<p>and phrases contained in culturally authentic materials using electronic information and other sources related to targeted theme.</p> <p>7.1.N.M.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>Interpersonal Mode: 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.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>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.</p> <p>Presentation Mode: 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</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<ul style="list-style-type: none"> • Ask and respond regarding a routine schedule. • Orally present a daily routine. • Read and write about a daily routine schedule. <p>Cultural Content</p> <ul style="list-style-type: none"> • Tell the time differences between different time zones. • Tell the time difference between America and China. <p>Grammatical & Phonetic Content</p> <ul style="list-style-type: none"> • Tell parts of the day.
<p><i>Students will know/learn...</i></p> <p>Language Items:</p> <ul style="list-style-type: none"> • Vocabulary: o'clock, minute, quarter of an hour, now, what time, early morning, morning, noon, afternoon, night, wake up, eat, breakfast, lunch, dinner, go to school, go to class, dismissal from school, and sleep. • Sentence structures: <ol style="list-style-type: none"> 1. What time is it? 现在几点？ 2. It's ten o'clock. 现在十点。 3. I wake up at 6 o'clock in the morning everyday. 我每天早上六点起床。 4. What time do you go to bed? 你几点睡觉？ 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Tell a routine schedule from pictures given. • Type and present a routine schedule for a day. • Chat freely about a routine schedule. • Read a peers' routine schedule. • Sing the Time Song.

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<p>5. I go to bed at 9:30 at night every day. 我每天晚上九点半睡觉。</p> <ul style="list-style-type: none"> • The word order for time adverbs will be reinforced. • Time word order is from the longest time to the shortest time, such as every day, morning, and 9:30. • The word order for simple sentences: STA (Subject, Time, Action) • Military time. <p>Cultural/Comparison/Connection</p> <ul style="list-style-type: none"> • Compare time zones in China and America. • The time system used in China. <p>Differentiated Instruction:</p> <ul style="list-style-type: none"> • Differentiate content, process, or product to make learning experiences engaging and rigorous for all students. <ul style="list-style-type: none"> • Volume and detail of descriptions • Leveled vocabulary 	
Learning Activities	
<ul style="list-style-type: none"> • Video clips. • Individual and group games: Bingo games, race to writing games, sentence puzzles game, spinning time guess games, Simon says. • Use online app Quizlet to enhance learning and assessing. • Use online app Yes-Chinese to enhance writing in stroke orders and practicing the word order in sentences. • iSpy to find a correct routine schedule. • Oral presentation for class activities. • Recording free chat with online app Voicethread. • Character writing workshops. • Online worksheets. • Role play for dialogue. • Project: Type and present a routine schedule for a school day. • Daily Do Now activities. • Exit tickets with Google Forms. • Journal writing. 	
Assessment Evidence	
<p>Performance Tasks:</p> <p>Interpersonal</p> <ul style="list-style-type: none"> • Role play scenario: Two friends are chatting about their schedule. The following information will be included in the conversation: greeting, asking and responding about current time, asking and responding about two routine schedules on a specific day of the week. <ul style="list-style-type: none"> • The interpersonal speaking performance will be assessed with the criteria of comprehensibility, language control, vocabulary usage, and content. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Quizzes • Online learning tasks • Online formative assessments • Classwork • Exit tickets • Teacher observation • Student self-assessment • Evaluation checklist

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<p>Presentation</p> <ul style="list-style-type: none"> Project: Students will type and orally present for their daily routine schedule, including wake up, breakfast, go to school, go to Mandarin class, lunch, and dismissal from school, dinner, and bedtime. <ul style="list-style-type: none"> The presentational writing performance will be assessed with the criteria of accuracy of word/sentence/punctuation typing, neatness, and content. The presentational speaking performance will be assessed with the criteria of comprehensibility, language control, vocabulary usage, content, and cultural awareness. <p>Interpretive</p> <ul style="list-style-type: none"> Listening comprehension: Listen to dialogue and select a correct time. Write time from given clock pictures. Write routine schedules from given pictures. Reading comprehension. 	<ul style="list-style-type: none"> Reflect upon students' self-assessments and evaluation checklists
<p>Suggested Resources:</p>	
<ul style="list-style-type: none"> <i>Easy Steps to Chinese Textbook 1, Simplified Characters Version</i>, Published by Beijing Language & Culture University Press, www.blcup.com Teacher created worksheets Dialogue to ask/respond for time: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=KpfXt198pBI www.quizlet.com www.voicethread.com www.yes-chinese.com www.classkick.com Online teaching clock: <ul style="list-style-type: none"> http://www.visnos.com/demos/clock 	

6th Grade Mandarin		
Unit 8	Unit Name: Transportation/Final Project	Proficiency Level: Novice - Mid
<p>Enduring Understandings: Describing transportation taken to school or to work and asking/responding to how to go to places is essential for navigating in a country which speaks the target language.</p>		<p>Essential Questions: What type of things need to be transported? What transportation did you use to different places and why?</p>

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	<p>How do the transportation needs of today compare to the past? Will the transportation of the future be different? Why?</p>
<p>NJSLS: 21st Century Theme: Global Awareness 21st Century Skills: Communication and Collaboration</p> <p>Interpretive Mode: 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 theme.</p> <p>7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p> <p>7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> <p>Interpersonal Mode: 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.</p> <p>7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p>Presentation Mode: 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</p> <p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p> <p>7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<p>Can Do Statements: I can...</p> <p>Language Content</p> <ul style="list-style-type: none"> Identify and tell the names of transportation. Ask and answer about the transportation used to go places. Read about a routine schedule with transportation. Write some vocabulary from the unit. Present a self-introduction speech orally and in Google Slides with the topics learned in this school year. <p>Cultural Content</p> <ul style="list-style-type: none"> Describe the popular transportation in China. <p>Grammatical & Phonetic Content</p> <ul style="list-style-type: none"> Use the interrogative word, how 怎么, to create question sentences.
<p><i>Students will know/learn...</i></p> <p>Language Items:</p> <ul style="list-style-type: none"> Vocabulary: drive, car, walk, go to work, everyday, sit/take, school bus, train, plane, taxi, commercial bus, subway, and how. Sentence structures: <ol style="list-style-type: none"> How do you go to school everyday? 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Speak about and read about transportation. Speak about a daily routine with transportation. Role play to ask and respond about the transportation needed to go to places. Write/draw a story including transportation.

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<p>你每天怎么上学？</p> <ol style="list-style-type: none"> My dad drives to work on Fridays. 我爸爸星期五开车上班。 I take school bus to school at 7 am every day. 我每天早上七点坐校车上学。 My mom walks to work. 我妈妈走路上班。 <ul style="list-style-type: none"> The use of “everyday 每天” will be reinforced with the word order of time adverbs in a sentence. The sentence structure for “how 怎么” will be practiced. The word order for a series of time words will be reinforced. <p>Cultural/Comparison/Connection</p> <ul style="list-style-type: none"> The mass transportation during Chinese New Year in China will be addressed. Compare the use of interrogative words in Chinese and English. Compare the popular transportation in China and America. <p>Differentiated Instruction:</p> <ul style="list-style-type: none"> Differentiate content, process, or product to make learning experiences engaging and rigorous for all students. <ul style="list-style-type: none"> Volume and detail of descriptions Repeated directions Additional time 	<ul style="list-style-type: none"> Present a self-introduction speech orally and in Google Slides for a final project.
Learning Activities	
<ul style="list-style-type: none"> Video clips. Individual and group games: Bingo games, race to writing games, fly swatter, Quizlet Live game, pinball vocabulary game. Use online apps, Kahoot, and Quizlet to enhance learning and assessment. Use online app Yes-Chinese to enhance writing in stroke orders and practicing the word order in sentences. Oral presentation for class activities. Character writing workshops. Online worksheets. Role play for dialogue. Project: Present a self-introduction speech orally and in Google Slides. Project: Write/draw a story with transportation. Ask questions from a peer’s transportation story drawing. Daily Do Now activities. Exit tickets with Google Forms. Journal writing. 	
Assessment Evidence	

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<p>Performance Tasks:</p> <p>Interpersonal</p> <ul style="list-style-type: none"> • Role play scenario: A pair of students will take turns asking and responding to questions around transportation drawing/writing. Five questions will be asked/answered, including two questions about transportation. <ul style="list-style-type: none"> • The interpersonal speaking performance will be assessed with the criteria of comprehensibility, language control, vocabulary usage, and content. <p>Presentational</p> <ul style="list-style-type: none"> • Project: Students will write/draw a story centered around a transportation theme. • Project: Student will present a final speech for self-introduction orally and in Google Slides. Topics included are, greeting, name, age, birthday, phone number, place to live, school and grade attended, nationality, family, parents' jobs, daily routine schedule with transportation, and cultural awareness. <ul style="list-style-type: none"> • The presentational writing performance will be assessed with the criteria of accuracy of word/sentence writing, neatness, and content. • The presentational speaking performance will be assessed with the criteria of comprehensibility, language control, vocabulary usage, content, and cultural awareness. <p>Interpretive</p> <ul style="list-style-type: none"> • Listening and reading comprehension. • Write a paragraph to introduce yourself to apply to a free ping pong summer camp in China. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Quizzes • Online learning tasks • Online formative assessments • Classwork • Exit tickets • Teacher observation • Student self-assessment • Evaluation checklist • Reflect upon students' self-assessments and evaluation checklists
<p>Suggested Resources:</p>	
<ul style="list-style-type: none"> • <i>Easy Steps to Chinese Textbook 1, Simplified Characters Version</i>, Published by Beijing Language & Culture University Press, www.blcup.com • Teacher created worksheets • DVD: Chinese Language Video for the Classroom 3 • The future transportation: <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=6NS9Wa8Dj-A • Things that go: <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=KwNs8KSC328 • www.kahoot.com • www.quizlet.com • www.voicethread.com • www.yes-chinese.com • www.classkick.com 	