

**HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT
HILLSBOROUGH TOWNSHIP ELEMENTARY SCHOOLS
WORLD LANGUAGES CURRICULUM
MANDARIN CHINESE
AUGUST 2021
GRADES K-4**

Course Overview

The K-4 World Languages program offers all students exposure to Chinese and Spanish. Every year students will receive Chinese in the first or second half of the year. Students in kindergarten are instructed for 20 minutes once every 6-day cycle, and students in 1-4 grades are instructed for 40 minutes once every 6-day cycle.

At this level, teachers implement a *natural approach* to second language acquisition where they address the development of all domains of language, but focus on the development of communicative proficiency and oral production. Singing, chanting, dancing, engaging in short dialogues, answering simple questions, and following directions in the target language are some of the typical instructional practices in the K-4 language classroom. Students are also exposed to basic vocabulary and grammatical structures which are taught through content. This curriculum facilitates the development of authentic, meaningful educational experiences; it also allows for teachers to integrate various subject areas' content while infusing linguistic and cultural awareness on a daily basis.

World Languages Department
K- 4 Chinese Curriculum Map

Unit	Topic(s)	Strand	CPIs	Learning Targets	Assessment	Interdisciplinary Connections *see thematic units for standards
All About Me	Greeting	Interpretive Interpersonal	7.1.NL.IPRET.3 7.1.NL.IPERS.5	Recognize and imitate appropriate gestures and intonation of the target culture(s)/language during greetings and leave-takings.	(formative) Teacher Observation	Social Studies Music
	Personal Information	Interpretive Interpersonal	7.1.NL.IPRET.1 7.1.NL.IPERS.1	Ask and give personal information such as their name, age, and nationality.	(formative) Teacher Observation Teacher Ask Questions (summative) Common Assessment CH2CA	Music Math
	Family and Friends	presentational	7.1.NL.PRSNT.1	Use multimedia presentation to present members of their family or their friends to the class.	(formative) Teacher Observation	Technology Art
	Body pArts physical appearance	interpretive	7.1.NL.IPRET.2	Identify body parts through physical response.	(formative) Teacher Observation (summative) Common Assessment CH1CA	Social Studies
	My Favorite Color	interpersonal	7.1.NL.IPERS.1 7.1.NL.IPERS.3	Ask and respond to memorized questions about likes and dislikes using digital tools or face to face communication through the target language.	(formative) Teacher Observation Teacher Ask Questions (summative) Common Assessment CH4CA	Art Science
Food, Glorious Food	Fruit	interpretive	7.1.NL.IPRET.1	Identify the type of fruit described based on simple oral and/or written descriptions.	(formative) Teacher Observation	Social Studies Art
	Meals of the Day	Interpersonal	7.1.NL.IPERS.2	Exchange information using words, phrases, and short sentences practiced in class on meals of the day.	(formative) Teacher Observation Teacher Ask Questions	Social Studies
	Name of the food, beverage	presentational	7.1.NL.PRSNT.1 7.1.NL.PRSNT.2	Present cultural products and imitate cultural practices related to food as found in age- and level-appropriate, culturally	(formative) Teacher Observation (summative) Common Assessment	Social Studies Music

World Languages Department
K- 4 Chinese Curriculum Map

				authentic materials orally or in writing.	CH3CA	
	Ordering food	interpretive interpersonal	7.1.NL.IPRET.1 7.1.NL.IPERS.3	Ask and respond to simple questions regarding culturally authentic materials on food using memorized words and phrases.	(formative) Teacher Observation Teacher Ask Questions	Social Studies Art
	Favorite Food	interpersonal	7.1.NL.IPERS.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to food preferences.	(formative) Teacher Observation Teacher Ask Questions	Social Studies
	Cooking Utensils/ Tableware	Interpretive Interpersonal	7.1.NL.IPRET.2 7.1.NL.IPERS.4	Give and follow simple oral and written directions, commands, and requests through physical response as they relate to table settings and cultural practices.	(formative) Teacher Observation Teacher Ask Questions	Social Studies
	Thank you chef	interpretive	7.1.NL.IPRET.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to expressions related to food.	(formative) Teacher Observation Teacher Ask Questions	Social Studies
CNY	Chinese Calendar	presentational	7.1.NL.PRSNT.1	Copy/write the Chinese characters related to the calendar.	(formative) Teacher Observation	Social Studies Math
	Chinese Zodiac Animals	interpretive interpersonal	7.1.NL.IPRET.1 7.1.NL.PRSNT.1	Identify and recite the names of the Chinese zodiac animals through song.	(formative) Teacher Observation Teacher Ask Questions	Social Studies Science Music
	Food on CNY	interpersonal	7.1.NL.IPERS.3	Ask and respond to simple questions and express preferences using memorized words and phrases on food.	(formative) Teacher Observation Teacher Ask Questions	Social Studies
	Activities during CNY	interpersonal	7.1.NL.IPERS.4	Follow simple oral and written directions, commands, and requests when participating in	(formative) Teacher Observation Teacher Ask Questions	Social Studies

World Languages Department
K- 4 Chinese Curriculum Map

				age-appropriate classroom and cultural activities.		
	New year in different countries	interpersonal	7.1.NL.IPERS.1	Use digital tools to exchange basic information at the word and memorized-phrase level related to new year celebration in different countries.	(formative) Teacher Observation Teacher Ask Questions	Social Studies Technology

THEME	PROFICIENCY	GRADE(S)
All About Me	Novice-Low	K- 4

Topics :	<ul style="list-style-type: none"> ● Greeting ● Personal information(Name/Age/Number/Birthday/Nationality) ● Family and Friends ● Body parts/physical appearance ● My Favorite Color
Unit Description	<i>Students learn to ask and respond to questions related to self using memorized phrases (i.e. name, age, and numbers)</i>
Interpretive	<i>They interpret authentic written and audio/video texts such as educational sites, stories and short clips from movies or televisions that focus on first introduction and personal information.</i>
Interpersonal	<i>They engage in short unrehearsed/unscripted conversations with classmates, teachers, and members of the target language community, in which they ask and answer questions related to personal information using memorized phrases.</i>
Presentational	<i>They use memorized phrases and chunks of language to introduce and describe themselves or others while using culturally appropriate gestures and intonation.</i>

CONCEPTS	SKILLS
<ul style="list-style-type: none"> ■ greetings and leave taking ■ numbers 1-100 ■ body parts ■ structures necessary express age, emotions, and preference ■ memorized questions related to name, age, nationality, appearances, and likes and dislikes 	<ul style="list-style-type: none"> ■ using appropriate greetings and leave taking from the target culture. ■ ask and respond to memorized questions related to personal and physical characteristics. ■ express likes and dislikes related to colors,

World Languages Standard/Proficiency Level/Cumulative Progress Indicators	
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPRET.3	Recognize a few common gestures associated with the target culture(s).
7.1.NL.IPRET.4	Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.
7.1.NL.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures
7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
7.1.NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting others and during leave takings.

7.1.NL.PRSNT.4	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures
----------------	-----------------------------------------------------------------------------------------------------------------------------------------------------

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Recognize and imitate appropriate gestures and intonation of the target culture(s)/language during greetings and leave-takings	7.1.NL.IPRET.3 7.1.NL.IPERS.5
2	Ask and give personal information such as their name, age, and nationality.	7.1.NL.IPRET.2 7.1.NL.IPERS.1
3	Use multimedia presentation to present members of their family or their friends to the class.	7.1.NL.PRSNT.1
4	Identify body parts through physical response.	7.1.NL.IPRET.2
5	Ask and respond to memorized questions about likes and dislikes using digital tools or face to face communication through the target language.	7.1.NL.IPERS.3
6	Demonstrate understanding of classroom commands through physical response.	7.1.NL.IPRET.2
7	Recognize, state and share a few memorized and practiced words and phrases related to weather and climate change in Spanish-speaking countries.	7.1.NL.PRET.4 7.1.NL.IPERS.6 7.1.NL.PRSNT.4

VOCABULARY: 你, 我, 他/她, 名字, 几岁, 你好吗, 谢谢, 很好, 中国, 美国, 人, 朋友, 数字: 1-31, 红, 橙, 黄, 绿, 黑, 白, 粉, 紫, 喜欢, 爸爸, 妈妈, 哥哥, 姐姐, 弟弟, 妹妹, 爷爷, 奶奶, 男生, 女生, 头, 头发, 肩膀, 膝盖, 脚, 眼睛, 耳朵, 嘴巴, 鼻子, 手, 今天, 生日快乐,

Suggested Activities

NAME	DESCRIPTION
Story telling	<ul style="list-style-type: none"> • Hello Panda • what is your name? • How old are you?
Stick Puppet: Hello, Panda!	Students use a panda sheet to complete simple sentences about themselves. Using the puppet, students can practice speaking in pairs, or in front of the class.
Greeting Game: Let's Play Catch	Use a beach ball for this activity. Throw the ball to a student and ask questions such as 'Ni hao ma? Ni jiao shenme mingzi?' After answering the question, that student asks another related question and throws the ball to another student. This continues until all students have asked/answered a question or time runs out.
Dice Toss	Paste the Chinese numbers or colors on the dice, have students to toss the dice and tell the numbers or the colors to the class.

Play Hopscotch	Throw a bean bag on the HopScotch board and tell the number in Chinese.
Back to Ancient China - Abacus	Students will use the abacus to show the number the teacher calls out in the target language. After they become comfortable using the abacus, they can use the abacus to do simple math.
Fly Swatter Game	Begin by dividing the class into two teams. Have each team form a line facing the board. Arrange vocabulary picture cards on the board and have the class read the words out loud to review one more time before playing. Give the first player on each team a fly swatter. When the teacher says a word or phrase, the players have to hit the correct corresponding card. The player who hits the correct word first gets a point for their team.
Chinese Chant	<ul style="list-style-type: none"> • I love my family • Find a friend • Ten little friends
Project: Making a house	Students will make origami house and draw her/his family members then do the presentation in front of the class. After the presentation the whole class will sing Chinese chant "I love my family"
Authentic video clips- 'How old are you'	Students will watch the authentic video clip from target culture and answer the teacher's questions according to the clip.
Role-play	<ul style="list-style-type: none"> • Seeing a doctor <p>Students will be assigned into small groups. One student will act as a patient to see a doctor who is acted by another student. A nurse (acted by a student) will take some information about the patient such as: What is your name? How old are you? Have a seat! Thank you/You are welcome!... The patient will tell the 'doctor' 'wo tou teng, wo tui teng...' And the 'doctor' tells the 'patient' 'ni hen hao, zaijian'</p>
Teacher Says...	Change the popular game 'Simon Says' to Chinese by using the term "Laoshi shuo" in place of 'Simon Says'. To play, students need to stand up and respond correctly to the command "Laoshi shuo, momo...(body parts)."
shuttlecock kicking	Students will be assigned into groups of three or four. Each group will come to the front and kick the shuttlecock. Other students will count the numbers 'yi, er, san...' Once the group finishes, other groups will take the turn.
What's your number	Have students write his/her phone number on 2 strips of paper. after collecting the paper strips, one student randomly picks a strip from the pile and reads the phone number out loud in Chinese. the student whose phone number is called will have a short conversation.

Extension Activities:

Cell Phone DIY - Students can make their own cell phone by following instructions from the teacher. Next, they can make up a phone number in Chinese and decorate their cell phone. Then the student can do role-play and converse with each other appropriately according to their roles.

Family Mini Book - Students can create their family mini book by creating a small booklet using a piece of paper. After the booklet is completed, the students will then fill in the blank "这是我的_____(this is my_____)". Then, above the sentence, students can either draw the object written in the blank or paste a photo of the object. When students have completed the project, they can read their book to a partner or to the class. the teacher will provide assistance if necessary.

Interdisciplinary Connections:

Math: Counting, Addition, subtraction

- K.CC
 - K.OA
- <https://www.state.nj.us/education/cccs/2016/math/standards.pdf>

Social Studies: Chinese and American Culture

- 6.1.P.A.1
- <https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Music: Songs, chants

- 1.3.P.B.1
 - 1.3.P.B.3
 - 1.3.P.B.4
 - 1.3.P.B.5
- <https://www.state.nj.us/education/cccs/2014/arts/standards.pdf>

Art: Cultural Arts, Crafts, Origami

- 1.3.P.D.4
- <https://www.state.nj.us/education/cccs/2014/arts/standards.pdf>

Technology: Interactive Games, Power Points,

- 8.1.2.A.4
 - 8.1.5.A.1
- <https://www.state.nj.us/education/cccs/2014/tech/8.pdf>

21st Century Life and Career Standards

- CRP12. Work productively in teams while using cultural global competence.
- <https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

Accommodations:

Refer to Accommodation Mandarin K-4 form

https://docs.google.com/spreadsheets/d/12Udo-ZCT1C-SwqB3r_SVHHTt3Yj-DKoMiB-q38oq56k/edit#gid=1426178898

Formative Assessment:

1. Teacher will walk around and observe the students while they are engaging in classroom activities to check for mastery of the content.

2. Towards the end of the class, the teacher will give a simple command, and the student can respond physically to demonstrate understanding of the content.

3. Teacher will ask the students simple questions related to the material they learned.

Summative Assessment:

Refer to common assessment CH1CA, CH2CA

Curriculum Map ([Google Doc Link](#))

THEME	PROFICIENCY	GRADE(S)
Food, Glorious Food	Novice-Low	K- 4

Topics :	<ol style="list-style-type: none"> 1. <i>Fruit</i> 2. <i>Meals of the day</i> 3. <i>Name of the food and drinks</i> 4. <i>Ordering food in Chinese Restaurant</i> 5. <i>Favorite Food</i> 6. <i>Thank you chef (haochi, bu haochi, haikeyi)</i>
Unit Description	Students compare and contrast eating food choices in the target culture and in the United States by examining cultural products and practices.
Interpretive	They interpret authentic written and audio/video texts such as supermarket advertisement, menu, recipes, and short video clips that focus on food in the target culture.
Interpersonal	They engaged in short unrehearsed/unscripted conversations with classmates, teachers, and members of the target language community, in which they ask and answer questions related to food in both the target culture and the U.S. (and other cultures if appropriate).
Presentational	They use memorized phrases and chunks of language to describe their food preferences and practice at home.

CONCEPTS	SKILLS
<ul style="list-style-type: none"> ■ Names of the common vegetables, fruit, dairy items ■ Traditional Chinese food. ■ Names of utensils (chopsticks and forks) ■ Expressions needed to order food in Chinese restaurant ■ Structures necessary express preference ■ Memorized questions related to ordering ■ Expressions of preference, like and dislike. 	<ul style="list-style-type: none"> ■ Identify main idea of an authentic text dealing with food products and practices. ■ Ask and respond to memorized questions related to food preferences, products, and practices. ■ Present information related to food preferences, products, and practices in target culture.

World Languages Standard/Proficiency Level/Cumulative Progress Indicators	
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as

	pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.
7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPRET.3	Recognize a few common gestures associated with the target culture(s).
7.1.NL.IPRET.4	Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.3	Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.
7.1.NL.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures
7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
7.1.NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting

	others and during leave takings.
7.1.NL.PRSNT.4	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Identify the type of fruit described based on simple oral and/or written descriptions.	7.1.NL.IPRET.1
2	Exchange information using words, phrases, and short sentences practiced in class on meals of the day.	7.1.NL.IPERS.2
3	Present cultural products and imitate cultural practices related to food as found in age- and level-appropriate, culturally authentic materials orally or in writing.	7.1.NL.PRSNT.1 7.1.NL.PRSNT.2
4	Ask and respond to simple questions regarding culturally authentic materials on food using memorized words and phrases.	7.1.NL.IPRET.1 7.1.NL.IPERS.1
5	Use digital tools to exchange basic information at the word and memorized-phrase level related to food preferences.	7.1.NL.IPERS.3
6	Give and follow simple oral and written directions, commands, and requests through physical response as they relate to table settings and cultural practices.	7.1.NL.IPRET.2 7.1.NL.IPERS.4
7	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to expressions related to food.	7.1.NL.IPRET.1

VOCABULARY: 米饭, 面条, 饺子, 面包, 鱼, 牛奶, 蛋糕, 鸡蛋, 牛肉, 猪肉, 鸡肉, 好吃, 不好吃, 喜欢, 不喜欢, 还可以, 筷子, 叉子, 饮料, 汽水, 茶, 咖啡, 果汁, 早饭, 午饭, 晚饭, 水果, 苹果, 香蕉, 梨, 西瓜, 桃子, 桔子, 橙子, 葡萄, 草莓, 蓝莓

Suggested Activities

NAME	DESCRIPTION
Chinese Chant	<ul style="list-style-type: none"> I'm hungry. 1,2,3, I want to drink milk.
Fruit Stand	Student will role play a farmer and a customer. The customer will order different fruits from the fruit stand and the farmer will pack the items according to the customer's request and collect the money from the customer.
Fly Swatter Game	Begin by dividing the class into two teams. Have each team form a line facing the board. Arrange vocabulary picture cards on the board and have the class read the words out loud to review one more time before playing. Give the first player on each team a fly swatter. When the teacher says a word or phrase, the players have to hit the correct corresponding card. The player who hits the correct word first gets a point for their team.
Bingo game	Students will complete bingo sheets with names of food and utensils. The teacher will lead the game first, and have students take over the teacher's role.
Ordering Chinese food	Provide a simple menu with names of some popular food found on a Chinese menu, and some basic sentence patterns needed to ask for these foods in a Chinese restaurant. Have students do role play between a waiter and a customer. Prepare utensils(plates, chopsticks, etc) to make the role play more like a real restaurant

	situation.
Music chopsticks challenge	To set up for the chopstick challenge, request that each student ask for chopsticks in Chinese and practice holding them. Then hand out a plastic bowl filled with color beans/cotton ball with pictures. When music begins, students should pick up color beans/cotton balls according to teacher's requirements. When the music stops, students should count up the numbers of pieces that they have picked up.
Making a teapot	Help students to learn about the story of discovering tea, how tea are produced, and different kinds of tea. Then have students make a teapot by using paper sheets.
Big wind blow	Players sit in a circle, with one person in the center as "the big wind." This person calls out the name of the food(s) and then all players whose food name is called must find a new seat. The person who cannot find a seat will stand in the middle for the next round.

Extension Activities:

Dietary habits-Have student to role-play journalist and interview each other on their dietary habits(你喜欢____吗?). Then ask students to report the results.

Project:Making classroom menu-Assign students into groups, and have each group make a part of menu(appetizers, main courses, desserts and beverages). At the end of the project, the teacher will put all the parts together to create a classroom menu.

Interdisciplinary Connections:

Math: Counting, Addition, Subtraction

- K.CC
- K.OA

<https://www.state.nj.us/education/cccs/2016/math/standards.pdf>

Social Studies: Chinese and American Culture

- 6.1.P.A.1

<https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Music: Songs, chants

- 1.3.P.B.1
- 1.3.P.B.3
- 1.3.P.B.4
- 1.3.P.B.5

<https://www.state.nj.us/education/cccs/2014/arts/standards.pdf>

Art: Cultural Arts,Crafts

- 1.3.P.D.4

● <https://www.state.nj.us/education/cccs/2014/arts/standards.pdf>

●

Technology: Interactive Games,Power Points,

- 8.1.2.A.4

- 8.1.5.A.1

<https://www.state.nj.us/education/cccs/2014/tech/8.pdf>

21st Century Life and Career Standards

- **CRP12. Work productively in teams while using cultural global competence.**
<https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

Accommodations:

Refer to Accommodations Mandarin K-4 Form

https://docs.google.com/spreadsheets/d/12Udo-ZCT1C-SwqB3r_SVHHTt3Yj-DKoMiB-q38oq56k/edit#gid=1426178898

Formative Assessment:

1. Teacher will walk around and observe the students while they are engaging in simple conversation and/or group activities to check for mastery of the content.
2. Towards the end of the class, the teacher will give a simple command, and the student can respond physically to demonstrate understanding of the content.
3. Teacher will ask the students simple questions related to the material they learned.

Summative Assessment:

Refer to common assessment CH3CA, CH4CA

Curriculum Map ([Google Doc Link](#))

THEME	PROFICIENCY	GRADE(S)
Chinese New Year	Novice-Low	K- 4

Topics :	<ol style="list-style-type: none"> 1. <i>Chinese Calendar</i> 2. <i>Chinese Zodiac Animals</i> 3. <i>Food on Chinese New Year</i> 4. <i>Activities during Chinese New Year</i> 5. <i>New year in different countries</i>
Unit Description	Students explore how holiday celebration is similar and different in the home and target culture (i.e. calendar dates, food, traditional activities).
Interpretive	They interpret authentic written and audio/video texts such as educational sites, stories and short clips from movies or televisions that focus on Chinese New Year in the target culture.
Interpersonal	They engaged in short unrehearsed/unscripted conversations with classmates, teachers, and members of the target language community, in which they ask and answer questions related to Chinese New Year.
Presentational	They use memorized phrases and chunks of language to introduce and describe cultural knowledge related to Chinese New Year.

CONCEPTS	SKILLS
<ul style="list-style-type: none"> ■ Calendar and dates ■ Chinese zodiac animals ■ Activities associated with Chinese New Year ■ Food from target culture ■ Memorized phrases commonly used during Chinese New Year ■ Celebration in different countries. 	<ul style="list-style-type: none"> ■ Describe the calendar. ■ Identify animals of the Chinese Zodiac. ■ Identify food related to the target culture and the holiday ■ Recognize and respond to phrases used during Chinese New Year. ■ Compare New Year celebration in target culture and the U.S (or another culture where the student is from).

World Languages Standard/Proficiency Level/Cumulative Progress Indicators	
7.1.NL.IPRET.1	Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.

7.1.NL.IPRET.2	Respond with physical actions and/or gestures to simple oral directions, commands, and requests.
7.1.NL.IPRET.3	Recognize a few common gestures associated with the target culture(s).
7.1.NL.IPRET.4	Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.
7.1.NL.IPERS.1	Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.2	With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.
7.1.NL.IPERS.3	.Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.
7.1.NL.IPERS.4	React to a few procedural instructions, directions, and commands in classroom situations.
7.1.NL.IPERS.5	Enact a few culturally authentic gestures when greeting others and during leave takings.
7.1.NL.IPERS.6	Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures
7.1.NL.PRSNT.1	Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.
7.1.NL.PRSNT.2	Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.
7.1.NL.PRSNT.3	Imitate a few culturally authentic gestures when greeting others and during leave takings.

7.1.NL.PRSNT.4	State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures
----------------	-----------------------------------------------------------------------------------------------------------------------------------------------------

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING STANDARD(S)
1	Recognize and imitate a few common gestures and phrases associated with Chinese New Year.	7.1.NL.IPRET.3 7.1.NL.IPERS.5
2	Copy/write the Chinese characters related to the calendar.	7.1.NL.PRSNT.1
3	Ask and respond to simple questions and express preferences using memorized words and phrases on food.	7.1.NL.IPERS.3
4	Identify and recite the names of the Chinese zodiac animals through song.	7.1.NL.IPRET.1 7.1.NL.PRSNT.1
5	Use digital tools to exchange basic information at the word and memorized-phrase level related to new year celebration in different countries.	7.1.NL.IPERS.1
6	Follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.	7.1.NL.IPERS.4

VOCABULARY: 鼠, 牛, 虎, 兔, 龙, 蛇, 马, 羊, 猴, 鸡, 狗, 猪, 年, 月, 日 (号), 新年快乐, 谢谢, 不客气, 红包, 饺子, 面条, 鱼, 米饭, 中国, 美国, 英国, 澳洲, 俄国, 葡萄牙, 一, 二, 三, 四, 五, 六, 七, 八, 九, 十

Suggested Activities

NAME	DESCRIPTION
Zodiac Song	Sing to the tune of "Mary had a little lamb", and the words "鼠牛虎兔龙蛇马, 龙蛇马, 龙蛇马, 鼠牛虎兔龙蛇马, 羊猴鸡狗猪"
Nationality Song	Learn the words of the countries through Chinese Buddy's song "你是哪国人"
Vocabulary Game: Three Strikes and You're out	Students play against the teacher. Show the class a picture card of one of the vocabulary items taught recently. Students get three chances to recall the item. If students can give the correct answer before getting three strikes, they get the point. If they cannot, the teacher gets the point.
Food Spin Wheel	The spin wheel will include different food items. The students will spin the wheel, and whichever object it lands on, students will have to say the item in the target language.
Bingo game	Students will complete bingo sheets with vocabulary related to Chinese New Year. The teacher will lead the game first, and have students take over the teacher's role.
Fly Swatter Game	Begin by dividing the class into two teams. Have each team form a line facing the board. Arrange vocabulary picture cards on the board and

	have the class read the words out loud to review one more time before playing. Give the first player on each team a fly swatter. When the teacher says a word or phrase, the players have to hit the correct corresponding card. The player who hits the correct word first gets a point for their team.
Quizlet Live	Students can play Quizlet Live on the website Quizlet.com. They will compete against other teams in the class to identify the Chinese characters or vocabulary related to the unit.
Art project: The clock on the Great Wall	Each student can make their own Great Wall Clock. Teacher can use this Clock on the Great Wall to practice with the pattern (现在是。。。点钟) Student can manipulate the clock hands and time strip to show the correct time on their clock. Beginner students will begin with telling time using only the hours; more advanced students can include the minutes.

Extension Activities:

New Year Celebration Around the World - Students can make a simple presentation using images and memorized phrases to introduce new year celebrations in the country of their choice.

Guess what it is- To play this guessing game, start by leading the class to review the target vocabulary with pictures. Then have a volunteer select a picture card and hide it in front of his/her chest. Students in the class will guess the hidden word by using the pattern '那是____吗?' The student holding the card will answer '是' or '不是.' The students who guess correctly can come up and choose the next word for the class to guess. The same activities will continue until all target vocabulary words are chosen.

Interdisciplinary Connections:

Math: Counting, Addition, Subtraction

- K.CC
- K.OA

<https://www.state.nj.us/education/cccs/2016/math/standards.pdf>

Social Studies: Chinese and American Culture

- 6.1.P.A.1

<https://www.state.nj.us/education/cccs/2014/ss/standards.pdf>

Music: Songs, chants

- 1.3.P.B.1
- 1.3.P.B.3
- 1.3.P.B.4
- 1.3.P.B.5

<https://www.state.nj.us/education/cccs/2014/arts/standards.pdf>

Art: Cultural Arts, Crafts

- 1.3.P.D.4

<https://www.state.nj.us/education/cccs/2014/arts/standards.pdf>

Technology: Interactive Games, Power Points,

- 8.1.2.A.4
- 8.1.5.A.1

<https://www.state.nj.us/education/cccs/2014/tech/8.pdf>

21st Century Life and Career Standards

- CRP12. Work productively in teams while using cultural global competence.

<https://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

Accommodations:

Refer to Accommodation Mandarin K-4 form

https://docs.google.com/spreadsheets/d/12Udo-ZCT1C-SwqB3r_SVHHTt3Yj-DKoMiB-q38oq56k/edit#gid=1426178898

Formative Assessment:

- 1. Teacher will walk around and observe the students while they are engaging in simple conversation and/or group activities to check for mastery of the content.**
- 2. Towards the end of the class, the teacher will give a simple command, and the student can respond physically to demonstrate understanding of the content.**
- 3. Teacher will ask the students simple questions related to the material they learned.**

Summative Assessment:

Refer to common assessment CH4CA1

Curriculum Map ([Google Doc Link](#))