

Elementary
Chinese
Grade 3

June

2015

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The Elementary World Language courses are communicative based courses that were developed by the Fair Lawn World Language Department and aligned to the New Jersey World Language CCC Standard 7.1.

**Fair Lawn
Public Schools**

Fair Lawn, NJ
Fair Lawn School District

Committee Credits
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Elementary Chinese Grade 3

I. Course Synopsis

The Elementary World Language Grade 3 curriculum develops basic speaking, writing and listening skills aligned with the Grade-Specific (3) Common Core State Standards Initiative and the College and Career Readiness Anchor Standards for World Languages. Throughout the year, students will explore three thematic units which are each anchored by an essential question and a cumulative goal to benchmark the development of language proficiency. Students will engage in lessons that are differentiated, interactive, and characterized by authenticity. In addition, students will interact with a variety of informational texts, dialogues and electronic sources in the target language related to our three central themes, which enable us to provide a high level of comprehensible input, and thus a higher level of critical thinking. Assessment will be on-going and substantially performance-based.

II. Philosophy & Rationale

A. Modes of Communication:

The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of communication. The three modes are:

The interpretive mode: Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of one way reading or listening includes but are not limited to the cultural interpretation of texts, movies, radio and television broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to listen “between the lines.”

The interpersonal mode: Students engage in direct oral and/or written communication. Examples involving two way interactive communication are conversing face-to-face or exchanging personal letters or email messages.

The presentational mode: Students present through oral and/or written communications information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this “one to many” mode of communication are making a presentation to a group or writing an article for the school newspaper.

B. “Can Do” statements

The NCSSFL-ACTFL Can-Do Statements are self-assessment checklists used by language learners to assess what they “can do” with language in the Interpersonal, Interpretive, and Presentational modes of communication. The checklists are best used by learners and learning facilitators as part of an overall reflective learning process that includes:

- setting goals
- selecting strategies
- self-assessing

- providing evidence
- reflecting before setting new goals

C. Proficiency vs. Performance

The American Council of Teachers of Foreign Languages (ACTFL) advises us to measure students' learning in terms of *proficiency* rather than performance. Language proficiency refers to a student's ability to communicate spontaneously in a language in a non-rehearsed context. It also refers to the degree of skill with which a student uses culturally appropriate language to read, write, listen and interpret the target language in real-world scenarios. ACTFL has identified eleven different levels of language proficiency.

D. Integrated Performance Assessment

The Integrated Performance Assessment (IPA) is a cluster assessment featuring three tasks, each of which reflects one of the three modes of communication--Interpretive, Interpersonal and Presentational. The three tasks are aligned within a single theme or content area, reflecting the manner in which students naturally acquire and use the language in the real world or the classroom. Each task provides the information and elicits the linguistic interaction that is necessary for students to complete the subsequent task. They are standards-based, performance-based, developmental in nature, integrative. IPAs are designed to be used with scoring rubrics to show expectations.

E. Differentiated Instruction

Differentiated instruction for students at different levels of achievement and specific learning needs (e.g. special education, English language learners, at-risk and Gifted and Talented) is embedded in targeted scaffolding based on a knowledge of each student's interests and assessment data.

III. Scope & Sequence

There are three thematic units (Units 1-3); the goal is to study each unit within one marking period. Vocabulary, Language Functions, and Culture are embedded in each unit.

Unit 1: A New Adventure: Bilingual Beginnings (10-12 weeks):

How do we make friends?

Unit 2: All About Me (10-12 weeks):

How does the world see me and my family?

Unit 3: Out on the Town (10-12 weeks):

How do we navigate the world around us?

IV. Unit Descriptions

Unit 1: A New Adventure: Bilingual Beginnings

Enduring Understanding:

Different cultures have a different sense of time and methods of describing the world around them. In this unit, students will be introduced to the basic essentials of language learning. Students will explore the differences between the American calendar and events as compared to the target cultures.

Essential Questions:

- Why is it important to identify the calendar in the target language?
- What are some important dates/events that we need to express?
- How can students utilize colors to describe the world around them?

Student Learning Objectives:

Students will be able to

- Recognize basic Chinese characters (numbers)
- Utilize and identify days of the week, months of the year and numbers 1-31.
- Recognize a wide variety of colors in the target language.

Can Do Statements:

- I can write some Chinese numbers in characters.
- I can express dates in the target language such as my birthday and cultural holidays.
- I can recognize and utilize colors to describe things around me.

Language Functions:

- Asking for/giving information
- Counting
- Explaining
- Identifying
- Turn taking

Suggested Vocabulary:

- Days of the Week
- Months of the year
- Numbers (1-31)
- Colors

Suggested Activities and Benchmark Assessments:

- Student self-evaluation checklist.
- Dialogue (eating in a restaurant/ordering food/grocery shopping).
- Listening activities (identify food, utensils, other related terms) .
- Vocabulary building games (back to back, Simon says, word search, hot potato, flyswatter, Four Corners).
- Matching activities.
- Magic bag activities (students pull unknown objects out of bag).
- PowerPoint/Internet access to related vocabulary of the target culture.

- Venn Diagram comparing different eating/shopping habits.
- Dice Game (true/false statements/sentence building activity).
- Identification games (i.e. Hot and Cold, Seven-Up).
- Students sing songs in target language.
- Cloze activity.
- Graphic organizer charting daily meals.
- Survey and graph classmates' attitudes about favorite foods.
- Word search/crossword puzzles.
- Scavenger hunt.
- Envelope activities (categorizing and sequencing).

Cultural Practices, Products, and Perspectives:

- Cultural customs associated with the calendar (i.e. first day of the week).
- Holidays and key events associated with target culture.

NJCCCS:

7.1.NM.A.1 Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.

7.1.NM.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.

7.1.NM.A.3 Recognize some common gestures and cultural practices associated with target culture(s).

7.1.NM.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.

7.1.NM.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.

7.1.NM.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.

7.1.NM.A.8 Identify some unique linguistic elements in English and the target language.

7.1.NM.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.

7.1.NM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.

7.1.NM.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

7.1.NM.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.

7.1.NM.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.

7.1.NM.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

7.1.NM.C.3 Describe in writing people and things from the home and school environment.

7.1.NM.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

Unit 2: All About Me

Enduring Understanding:

The foundation for any language is the ability to communicate with another person. All people, regardless of culture, strive to make a connection with those around them. Every culture has a different way of making those connections. Different activities can help people make connections with each other.

Essential Questions:

- Why is it important to know about greetings in other cultures?
- How do we greet others in the target language/culture?
- How can we express feelings/emotions?
- What activities/sports are unique to the target culture and our own?

Student Learning Objectives:

- Introduce themselves.
- Recognize cultural greetings.
- Talk about their feelings/emotions.
- Discuss some pastimes/leisure activities (sports) that they participate in.

Can Do Statements:

- I can greet another person.
- I can introduce myself to another person
- I can express how I am feeling.
- I can discuss pastimes that I enjoy.
- I can express my preferences for sports/activities.

Language Functions:

- Asking for/giving information
- Expressing feelings

- Explaining
- Identifying

Suggested Vocabulary:

- Greetings (Hello, How are you?, My name is..., I am ... years old).
- Feeling/emotion expressions (I am good, bad, ok, happy, sad, hungry, thirsty).
- Sports/activities (Basketball, baseball, reading, watching T.V.).
- Terms related to sports and activities (I play/don't play, I like/don't like).
- Adjectives (fun, boring, hard, easy, interesting).

Suggested Activities and Benchmark Assessments:

- Student self-evaluation checklist.
- TPR activities and sports.
- Listening activities (identify pictures, label etc.).
- Vocabulary building games (back to back, Simon says, word search, hot potato, flyswatter).
- Matching activities.
- Magic bag activities (students pull unknown objects out of bag).
- Graphic organizer with adjectives for activities/sports.
- Survey classmates' preferences for activities/sports.
- PowerPoint/Internet access to target culture characters/celebrities associated with activities/sports.
- Venn Diagram of comparison of two activities/sports.
- Conduct a conversation about future activities (weekend/vacation).

Cultural Practices, Products, and Perspectives:

- Cultural customs associated with greetings.
- Celebrities and characters associated with activities/sports in the target culture.
- Activities/sports unique to the target culture (ie: pétanque-Southern France/bull fighting-Spain).
- Attitudes towards activities/sports in the target culture.

NJCCCS:

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7.1.NM.B.1 Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.

7.1.NM.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level appropriate classroom and cultural activities.

7.1.NM.B.3 Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

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7.1.NM.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5 Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

Unit 3: Out on the Town

Enduring Understanding:

Having the ability to navigate a new environment is a necessary skill for language learners. In this unit students will familiarize themselves with popular locations in a town setting. In addition, students will gain an understanding of cultural habits and products associated with places in town.

Essential Questions:

- What are the cultural differences between the layouts typical of an American town vs. that of the target culture?
- Where do we go to find the things we need and who is associated with those places?
- How do we ask for basic directions?
- How do we ask for things we want/need?

Student Learning Objectives:

SWBAT:

- Identify and describe places in town.
- Discuss activities that take place at different locations.
- Ask for and give directions.

Can Do Statements:

- I can talk about places in town.
- I can say where I would like to go.
- I can identify activities that I do at certain places.
- I can name famous landmarks from the target country.

Language Functions:

- Asking for/giving information
- Identifying
- Describing places
- Giving directions

Suggested Vocabulary:

- Terms related to places, items, and activities significant to a town.

- Interrogatives: Where, What, When, How.
- Verbs (to have, to be, to need, to want).
- Location vocabulary.
- Adjectives that describe a town (old, modern, beautiful, ugly, big, small).
- Verbs associated with activities related to a place (watch a film, buy stamps, read books).

Suggested Activities and Benchmark Assessments:

- TPR vocabulary activities.
- Listening activities (identify pictures, label etc.).
- Vocabulary building games (back to back, Simon says, word search, hot potato, flyswatter, Four Corners).
- Matching activities.
- Magic bag activities (students pull unknown objects out of bag).
- PowerPoint/Internet access to target culture town layout and activities.
- Venn Diagram comparing two cultural places in town.
- Dice Sentence Building.
- Identification games (i.e. Hot and Cold, Seven-Up).
- Design a town and pair-share comparisons.
- Mini-stories using places, activities, and products.

Cultural Practices, Products, and Perspectives:

- Differences among towns and cities of the U.S. and the target culture.

- Discuss cultural attitudes about places significant to one's lifestyle (i.e. fast-food vs. market/café lifestyle).
- Cultural items associated with places in town (bread, cheeses, money, stamps).

NJCCCS:

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V. Core Instructional Materials:

Suggested materials that teachers use are, but are not limited to:

- authentic readings found online
- authentic readings found in newspapers, magazines
- culturally/linguistically appropriate videos found on websites such as www.youtube.com, www.teachertube.com
- online game resources found on websites such as www.quia.com, www.quizlet.com
- Fair Lawn WL teacher website

VI. Assessments

Formative Assessments

- Vocabulary Practice
- Exit Tickets
- Think, Pair, Share
- Speaking Practice
- Inside / Outside circle
- Participation

Summative Assessments

- Vocabulary Quizzes
- Integrated Performance Assessments
- Recorded Speaking
- Skit / Dialogue
- Presentational writing
- Projects
- Presentations

VII. Suggested Modifications and Accommodations for Special Education, ELL, At-Risk, and Gifted Students

ACCOMMODATIONS			
Preferential seating	Repeating/ simplifying of directions	Ample use of visuals	Use of manipulatives
Strategic/flexible grouping and pairing	Clear visual, verbal and demonstrative modeling	Kinesthetic activities Rhythm, music, body movements	Use of graphic organizers
Ample wait time before calling on students	Think/Pair/Share	Teach vocab in context, and in small chunks	Frequent repetition

<p>Student self-assessment, self-monitoring of progress</p>	<p>Have students set personal growth goals</p>	<p>Break down assignments into manageable parts/tasks</p>	<p>Learning centers or stations that address varied activities, skills, learning modalities</p>
<p>MODIFICATIONS</p>			
<p><u>Speaking</u> <u>Provide:</u> -sentence starters -processing time -cues and prompts -embedded choices -practice time</p>	<p><u>Groups/Pairs</u> <u>Teach:</u> -rules and expectations -skills of independence – bridging phrases, disagreeing agreeably, voice level -strategies for moving in and out of groups -signal for getting teacher’s attention <u>Allow:</u> Flexible grouping Adequate/extra time Assign group roles</p>	<p><u>Reading</u> <u>Use:</u> -peer tutoring -label main ideas -label 5 W’s -visual imagery -graphic organizers <u>Allow:</u> -Highlighting of key words/concepts -Silent pre-reading -Partner reading <u>Teach:</u> -Pre-reading strategies -‘During’ reading strategies -Post-reading strategies</p>	<p><u>Writing</u> -Shorten task -Require lists rather than sentences <u>Allow:</u> -note-taking -visual representation of ideas -collaborative writing -Brainstorm word bank -Pre-writing with graphic organizers <u>Provide:</u> -Model of writing -Structure for writing -Fill-in-blank form for</p>

			note-taking
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VIII. New Jersey Core Curriculum Content Standards

Include:

- *Common Core Curriculum Standards* (<http://www.state.nj.us/education/cccs/2014/wl/WL-1-NM.pdf>) (see above)
- *Technology standards* (<http://www.state.nj.us/education/cccs/2014/tech/>):

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.

- *Workplace readiness standards* (<http://www.state.nj.us/education/cccs/1996/05ccwrready.html>):

7.1.15 Explore employment opportunities where languages are advantageous.

7.2.13 Use technology to enhance language acquisition, and to acquire current cultural information, in order to develop more accurate impressions of the culture studied.

7.2.8 Examine interrelationships between the language and the culture of a given group of people, as evidenced in literary works.

7.1.17 Communicate and interact in a limited range of task-oriented and social situations.

- *21st Century Content Standards* (<http://www.state.nj.us/education/cccs/standards/9/#91>):

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

IX. Interdisciplinary Connections and Alignment to Technology standards

The following topics have connections to other content areas:

- **Geography of Target Language Countries (Social Studies):**

6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.

- **Technology - See above**

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- **21st Century Life and Careers - See above**