

Elementary  
Chinese  
Grade 4

June

2015

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The Elementary World Language courses are a communicative based course that was 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 4

### I. Course Synopsis

The 4th grade elementary world language curriculum develops basic speaking, writing and listening skills aligned with the Grade-Specific (4) 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 four 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: Where the Wild Things Are (10-12 weeks):**

How does biodiversity affect how we live our lives?

**Unit 2: Around the World (10-12 weeks):**

How do I connect with the world around me?

**Unit 3: Back to School (10-12 weeks):**

How do we navigate our academic experiences?

### **IV. Unit Descriptions**

#### **Unit 1: Where the Wild Things Are**

**Enduring Understanding:**

The experiences that one has living in a particular location can affect the way one lives his or her life. In this unit, students will examine different places one can visit, and which animals one might see there. Additionally, students will begin to examine the geography and travel possibilities in countries that speak the target language.

**Essential Questions:**

- What are the different types of animals we can identify?
- Where do you find certain animals?
- How do animals differ?
- How can we describe an animal's features, movements, and other traits?

**Student Learning Objectives:**

Students will be able to

- Identify animals from a variety of settings
- Reproduce and recognize animal movements and body parts.
- Compare and contrast two animals.
- Use possessive adjectives to describe an invented animal.

**Can Do Statements:**

- I can identify animals in the target language
- I can match animals to their movements and body parts
- I can say which animals I prefer

- I can identify where animals live in the target language

**Language Functions:**

- Describe animals
- Express likes/dislikes/preferences
- Give information
- Ask/answer questions

**Suggested Vocabulary:**

- Animal names and habitats
- Adjectives to describe animals (i.e. Size, color, physical/personality characteristics).
- Verbs to describe an animal's movement (i.e. Walk on 2 or 4 legs, climb, jump, run, swim, fly, slither).
- Verbs to be and to have
- Expressions of like, dislike, preference
- Interrogative terms (i.e. What/does/how/where?)
- Terms related to animals' needs (i.e. Water, food, shelter, climate)
- Ordinal numbers as related to ordering continents by size

**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 animal and habitat vocabulary in the target culture
- Venn Diagram comparing two animals
- Dice Sentence Building
- Identification games (i.e. Hot and Cold, Seven-Up)
- “Guess Who?” animal description game
- Imaginary animal project
- Graphic organizer of habitat characteristics
- Students sing songs about animals (i.e. Old MacDonald in target language)
- Alter or create a new animal story

**Cultural Practices, Products, and Perspectives:**

- Animal symbols associated with the target culture and the U.S.
- Representation of animals in cultural stories
- Chinese zodiac animals

**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: Around the World**

### **Enduring Understanding:**

The experiences that one encounters while traveling can open your mind to so many different things. In this unit, students will examine different places one can visit and what one might see there. Students will examine the countries around the world that speak the target language and how they may be similar and different to the United States, and even New Jersey. Students will explore food, clothing, and other cultural customs of these countries.

### **Essential Questions:**

- How many countries speak the target language? Where are these countries located?
- What connections from the target culture can we make to our country?

- What are some cultural representations of the target culture?

**Student Learning Objectives:**

Students will be able to:

- Explore different countries that speak the target language.
- Identify locations of countries that speak the target language.
- Produce culturally authentic materials, such as flags and maps.
- Gain insight into geography, symbols, money, people, etc.

**Can Do Statements:**

- I can identify the countries that speak my target language on a map.
- I can identify flags from some of these countries.
- I can name different foods and customs from certain countries.
- I can identify some Chinese New Year customs

**Language Functions:**

- Express likes/dislikes
- Describe
- Identify
- List

**Suggested Vocabulary:**

- Names of countries that speak the target language and their locations on a map.
- Cultural products from the target countries (i.e. food, customs, music).
- Main holidays and celebrations from certain countries.

**Suggested Activities and Benchmark Assessments:**

- Velcro maps in pairs while students ask each other questions about continents.
- Listening activities (identify countries on a map, label, etc.).
- Students create mini-books on the seven continents.
- Matching activities.
- Magic bag activities (students pull unknown objects out of bag).
- PowerPoint/internet access to countries and related vocabulary of the target culture.
- Venn Diagram comparing different countries.
- Dice Sentence Building.
- Identification games (i.e. Hot and Cold, Seven-Up).
- Students sing songs in target language (i.e. National anthems, songs about the continents).
- Students research a country from the target culture and create a poster.

**Cultural Practices, Products, and Perspectives:**

- Chinese New Year customs
- Target culture habits (mealtimes, holidays, traditions).
- Climates in the countries in the 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 3: Back to Basics**

#### **Enduring Understanding:**

It is important to be able to understand the world around you, especially your immediate surroundings. In this unit, students will examine their classroom and school, and compare it to schools in other countries around the world. Students will also explore daily routines that they may share with a child in another country and how their experiences differ.

#### **Essential Questions:**

- What school subjects are studied in school?
- What are your favorite classes?
- How do we describe different classes?
- What tools/objects are found in the classroom?
- What are the differences between the educational system of the U.S. and that of the target culture?
- What are some of your daily routines?
- How is time related to your daily routine and class schedule?

#### **Student Learning Objectives:**

Students will be able to

- Identify and describe school vocabulary.
- Use expressions that relate to school.
- Compose a school schedule.

- Recognize different times of day.
- Negotiate meanings of classroom objects through partner's descriptions.
- Express likes and dislikes.
- Survey classmates' attitudes by asking about school subjects.
- Create a schedule of personal daily routines.

**Can Do Statements:**

- I can name classroom objects in the target language
- I can identify objects from pictures and match them to the correct word
- I can say if I have an object
- I can ask to borrow an object
- I can name the school subjects I take
- I can express my likes and dislikes
- I can ask others their preferences
- I can say what time an event takes place

**Language Functions:**

- Identifying
- Expressing opinions
- Asking for/giving information
- Listing

**Suggested Vocabulary:**

- Terms related to school and classroom objects.
- Adjectives that describe preferences/attitudes (hard, easy, boring, interesting, fun, not fun).
- Verbs (to have, to like/not like, to study).
- Reflexive verbs/daily routine (wake up, shower, eat breakfast, go to school, etc.).
- Time expressions.

**Suggested Activities / Benchmark Assessments:**

- Dialogue (back to school night).
- Listening activities (identify classroom objects, 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 related vocabulary of the target culture.
- Venn Diagram comparing different school systems.
- 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 school schedules.
- Survey and graph classmates' attitudes by asking about school subjects.

- Word search/crossword puzzles.
- Scavenger hunt.

**Cultural Practices, Products, and Perspectives:**

- Compare and contrast school schedules in the U.S. and in the target culture.
- Discuss routines in the target culture.
- Sports and after school activities.
- Poems and songs from the target culture

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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](http://www.youtube.com), [www.teachertube.com](http://www.teachertube.com)
- online game resources found on websites such as [www.quia.com](http://www.quia.com), [www.quizlet.com](http://www.quizlet.com)
- WL teacher website

#### **VI. Assessments**

##### Formative Assessments

- Vocabulary Practice
- Exit Tickets
- Think, Pair, Share
- Speaking Practice

- Inside / Outside circle
- Class 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
Student self-assessment, self-monitoring of progress	Have students set personal growth goals	Break down assignments into manageable parts/tasks	Learning centers or stations that address varied activities, skills, learning modalities
<b>MODIFICATIONS</b>			
<p><b><u>Speaking</u></b> <u>Provide:</u></p> <ul style="list-style-type: none"> <li>-sentence starters</li> <li>-processing time</li> <li>-cues and prompts</li> <li>-embedded choices</li> <li>-practice time</li> </ul>	<p><b><u>Groups/Pairs</u></b> <u>Teach:</u></p> <ul style="list-style-type: none"> <li>-rules and expectations</li> <li>-skills of independence – bridging phrases, disagreeing agreeably, voice level</li> <li>-strategies for moving in and out of groups</li> <li>-signal for getting</li> </ul>	<p><b><u>Reading</u></b> <u>Use:</u></p> <ul style="list-style-type: none"> <li>-peer tutoring</li> <li>-label main ideas</li> <li>-label 5 W's</li> <li>-visual imagery</li> <li>-graphic organizers</li> </ul> <p><u>Allow:</u></p> <ul style="list-style-type: none"> <li>-Highlighting of key words/concepts</li> </ul>	<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>-Shorten task</li> <li>-Require lists rather than sentences</li> </ul> <p><u>Allow:</u></p> <ul style="list-style-type: none"> <li>-note-taking</li> <li>-visual representation of ideas</li> <li>-collaborative writing</li> <li>-Brainstorm word bank</li> </ul>

	<p>teacher's attention</p> <p><u>Allow:</u></p> <p>Flexible grouping</p> <p>Adequate/extra time</p> <p>Assign group roles</p>	<p>-Silent pre-reading</p> <p>-Partner reading</p> <p><u>Teach:</u></p> <p>-Pre-reading strategies</p> <p>-‘During’ reading strategies</p> <p>-Post-reading strategies</p>	<p>-Pre-writing with graphic organizers</p> <p><u>Provide:</u></p> <p>-Model of writing</p> <p>-Structure for writing</p> <p>-Fill-in-blank form for note-taking</p>
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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.

- *21<sup>st</sup> 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 individuals 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**

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