

Chinese
Grade 6

June

2015

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The sixth grade Chinese course is a communicative based course that was developed by the Fair Lawn World Language Department and aligned to the New Jersey World Language CCCS Standard 7.1.

**Fair Lawn
Public Schools**

Fair Lawn, NJ
Fair Lawn School District

Committee Credits
Grade 6 Chinese

Yun Wang

Katy Young

Liliana Lopez, Supervisor

Chinese 6

I. Course Synopsis

The Chinese 6 curriculum develops reading, writing, speaking, and listening skills aligned with the New Jersey Common Core State Standards for World Languages and the American Council on the Teaching of Foreign Languages Proficiency Guidelines. Throughout the year, students will explore four 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

World language studies provide students with world wide connections and the understandings of the perspectives of other cultures. It is the goal of the World Language department to provide the students in this course with the ability to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures, as well as, make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities, as stated in the NJ Core Curriculum Content Standards for World Language.

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. Proficiency Level and Grade Level Performance Benchmarks according to the New Jersey State World Languages Standard Learning Progressions:

<http://www.state.nj.us/education/cccs/2014/wl/>

Upon completion of the Grade 6 World Language Curriculum, students will be able to perform at the Novice-Mid Proficiency Level Performance Benchmarks.

Novice-Mid Proficiency Level Performance Benchmarks:

Interpretive Mode

Linguistic

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Respond to learned questions.
- Ask memorized questions.
- State needs and preferences.
- Describe people, places, and things.

Cultural

- Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
- Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)
- Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)
- Many products and practices related to home and community are shared across cultures; others are culture-specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

- What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)
- Maps, graphs, and other graphic organizers facilitate understanding of information on a wide range of topics related to the world and global issues. They make complex concepts more accessible to second-language learners who have limited proficiency in the language.(Content areas that assist in the development of this understanding should include, but are not limited to: history, economics, science, and geography.)
- Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience. (Content that assists in the development of this understanding should include, but is not limited to: all content areas and popular culture.)

Interpersonal Mode

Linguistic

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

Respond to learned questions.

- Ask memorized questions.
- State needs and preferences.

- Describe people, places, and things.

Cultural

The Novice-Mid Cultural Content Statements remain the same for all the strands.

Presentational Mode

Linguistic:

The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- Make lists.
- State needs and preferences.
- Describe people, places, and things.

Cultural

The Novice-Mid Cultural Content Statements remain the same for all the strands.

C. “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

D. 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.

E. 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.

F. 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 four thematic units (Units 1-4); the goal is to study each unit within one marking period. Vocabulary, Language Functions, and Culture are embedded in each unit.

IV. Unit Descriptions

Unit 1: My School Life

Enduring Understanding:

Welcome to Middle School. Sixth graders are getting used to a new school, new teachers, new subjects and new schedules. Comparing our schedules to students from other schools and from students around the world we can see that there are some similarities and some differences. Every student has different preferences for areas of study, teachers and study habits. While some prefer to read and write, others may prefer to listen or talk. We all learn in different ways.

Essential Questions:

1. What is an average day of school like for me?
2. How do I learn best?
3. What is it that I like or don't like about my classes?

Can Do Statements:

- I can describe my class schedule

- I can ask about another person's schedule
- I can rank my subject preferences
- I can identify school supplies
- I can describe learning activities
- I can ask for and tell time
- I can inquire about teachers
- I can categorize people (Mr. Mrs. etc.)
- I can label the major places in the school
- I can talk about where things are located
- I can say "good morning" in a culturally appropriate way
- I can describe the compare my school to a target language region school.

Language Functions:

- Asking for/giving information
- Comparing/contrasting
- Counting
- Defining
- Describing places
- Expressing daily routines
- Expressing likes/dislikes/preferences
- Expressing needs/wishes/wants
- Giving biographical information
- Identifying
- Listing

- Seeking/requesting information
- Stating location
- Telling time

Suggested Vocabulary:

- School subjects
- School supplies and objects
- School facilities
- Prepositions of location
- Classroom Learning Verbs
- Adjectives to describe classes
- Contractions
- Time expressions
- Ordinal numbers
- Preferences, likes, dislikes

Suggested Activities / Benchmark Assessments:

- TPR response to classroom commands
- What's in my backpack?
- Diagram of an ideal school
- Creation of an ideal schedule
- Comic strip depicting a day at school
- Survey about school preferences

- Creation of signs to label items in the school
- Venn diagram comparing and contrasting their school to one in the target culture
- Scavenger hunt word/object association
- Designation of objects according to the subjects to which they pertain
- New student guide/pamphlet
- Skit using school vocabulary

Unit 2: My Family and Family Life

Enduring Understanding:

Some say that opposites attract others say that birds of a feather flock together. Our family members and friends may be very much like us, or they may be the total opposite. Every person is unique and has qualities that make them an individual. Everything we experience and everyone we know all help to make us who we are.

Essential Questions:

1. What makes me unique?
2. Who are the members of my family?
3. How can I describe my family and friends?

Can Do Statements:

- I can adjust my tone and language depending on who I am talking to (formal / informal).
- I can describe myself, my family and my friends.
- I can describe people physically.
- I can describe peoples' personalities.

- I can ask for and report someone's age.
- I can indicate what belongs to whom.
- I can invent a story about a family.
- I can examine the relationships between family members.

Language Functions:

- Comparing/contrasting
- Describing people
- Expressing emotions, feelings
- Giving biographical information
- Identifying
- Indicating relationships
- Introducing oneself/someone else
- Listing
- Presenting information
- Reporting
- Seeking/requesting information
- Stating ownership
- Using formal/informal language appropriately

Suggested Vocabulary:

- Physical descriptions
- Subject pronouns

- Emotional qualities
- Family members
- Pets
- Birthdays
- Personality adjectives

Suggested Activities / Benchmark Assessments:

- Twenty questions/Who am I questions based on a hidden name tag
- Me collage / self character map of one's self
- Create and describe your own character through a magazine collage
- Pen Pal letter
- Survey classmates: dates, birthdays etc...
- Identify celebrity from narrated description
- Celebrity guess who
- Create a celebrity family
- Scrapbook of favorite people in your life
- Facebook Profile page

Unit 3: Leisure Time**Enduring Understanding:**

Our interests in sports, music, drama, technology and the world help determine the experiences we have, the friends we meet and the things we learn. Our identity is shaped by our hobbies and extracurricular activities. Lets keep enjoying the hobbies we already have and also explore what else is out there for us to discover.

Essential Questions:

1. What do I like to do during my free time?
2. What kinds of extracurricular activities are popular?
3. How do our pastimes and hobbies differ from those in target countries?

Can Do Statements:

- I can talk about what people do on a regular basis
- I can suggest plans with friends
- I can discuss leisure time activities
- I can invite someone to do something
- I can describe activities
- I can say who is going to do something with me
- I can compare leisure time activities.

Language Functions:

- Accepting/refusing invitations
- Defining
- Describing events
- Describing places
- Expressing how often, how well
- Expressing interest/lack of interest/indifference or boredom
- Expressing likes/dislikes/preferences
- Expressing opinions

- Extending invitations
- Sequencing

Suggested Vocabulary:

- Leisure activities
- Names of locations for sports events
- After school extra curricular activities
- Words that express frequency

Suggested Activities / Benchmark Assessments:

- Interview: newspaper reporter and student athlete of club member
- Student presentation of favorite sport
- Collage of favorite leisure time activities
- Conversation discussing sports activities and making plans
- Graph class's interests in club and sports activities
- Design a week's agenda including club and sports activities
- Comic strip or flip book on the topic of after school activities
- Survey school staff members for sports and club interests
- Charades
- Create a brochure of clubs and after school activities

Unit 4: Our World**Enduring Understanding:**

The study of a World Language focuses on not only the language but the World and culture of the people that use it. The geographical features and historical events help to shape a countries culture. We can take a step closer to understanding a different culture by learning a language and exploring the geography of that place.

Essential Questions:

1. How does geography influence a culture?
2. What are some important places to go/visit in China?
3. What are the geographical features on a map?
4. How can language and culture influence my life?

Can Do Statements:

- I can identify the target language countries on a map
- I can apply directions north, south, east and west to assemble a map
- I can explain seasonal and climate differences within China and United States
- I can label and name significant continents, oceans, mountains, rivers and lakes
- I can categorize countries by continents
- I can analyze the relationship between the culture and geography of the target country
- I can recommend and justify their country as a place of interest

Language Functions:

- Asking for/Giving information
- Defining
- Describing places
- Describing weather

- Identifying
- Listing
- Presenting information
- Reporting
- Stating location

Suggested Vocabulary:

- Weather
- Numbers Review
- Colors Review
- Nationalities
- Directions, weather and time
- Target countries and capitals
- Significant geographic features
- Seasons
- Interrogatives
- Comparatives

Suggested Activities / Benchmark Assessments:

- Map labeling (class works together to assemble a large map like a puzzle)
- One day weather forecaster video in which students forecast the weather for one country
- Research and discuss target country
- Construct a travel passport

- Create a travel brochure
- Make and write a postcard from the target country
- Informational role play as an ambassador and traveler
- Authentic cultural readings
- Web activities

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.cctv.com, www.askasia.org/teachers, www.afk.com, www.youtube.com, www.teachertube.com,
- online game resources found on websites such as www.chineseinput.com
- Fair Lawn World Language teacher website
- Everyday Chinese for Children I,II,III (遠東天天中文) (Textbook)

VI. Assessments

Formative Assessments

- Vocabulary Practice
- Exit Tickets
- Think, Pair, Share
- Speaking Practice
- Inside / Outside circle
- Deductive Reasoning Reading

- Anecdotal Notes on Partner, Small-Group, and Whole-Group Discussion
- Socratic Class Discussion / Lecture Notes / Participation
- Weekly Journal Prompts – with Double Entry Journals
- Rough Drafts
- Super Star
- Reflection

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
MODIFICATIONS			
<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></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</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</p>

	-Flexible grouping -Adequate/extra time -Assign group roles	<u>Teach:</u> -Pre-reading strategies -‘During’ reading strategies -Post-reading strategies	<u>Provide:</u> -Model of writing -Structure for writing -Fill-in-blank form for note-taking
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VIII. New Jersey Core Curriculum Content Standards

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

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 themes.

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

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.

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.

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.

7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.

7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.

7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar

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.

7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.

7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).

- *Technology standards* (<http://www.state.nj.us/education/cccs/2014/tech/>):

8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software

8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

- *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.

VIII. Interdisciplinary Connections and Alignment to Technology standards

The following topics have connections to other content areas:

- Social Studies - Geography of Target Language Countries, Formation of surnames, Service Learning

6.1.8.B.1.b Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.

6.1.12.B.1.a Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.

6.1.4.D.3 Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.

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.

- Math - Metric system, Celsius / Fahrenheit, 12 hours / 24 hour clock

CCSS.MATH.CONTENT.3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs

CCSS.MATH.CONTENT.6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

- English - Central Idea/Summarizing, Transition words, Sequencing of events

CCSS.ELA-LITERACY.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-LITERACY.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

CCSS.ELA-LITERACY.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Technology - *See above*

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