

**HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS**

**HILLSBOROUGH HIGH SCHOOL**

**WORLD LANGUAGES CURRICULUM**

**CHINESE III**

**GRADES 9-12**

**OCTOBER 2015**

## Course Overview

The Level III World Language course in Mandarin Chinese is available to all students in grades 9-12. The course meets five times a week. This thematic curriculum covers and enhances all suggested themes from the New Jersey World Languages Curriculum Framework. It is also aligned to the New Jersey 2014 World Languages Standards, as well as the national standards put forth by the American Council on the Teaching of Foreign Languages (ACTFL).

The broad objective of all levels of languages is the development of the three modes of communication: interpersonal, interpretive and presentational. Teachers address students' individual needs through differentiation and the implementation of the *Natural Approach* (Stephen Krashen & Tracy Terrell, 1984) to second language acquisition where they address the development of all domains of language and emphasize the growth of language skills aligned to the novice-high and intermediate-low proficiency standards. This curriculum facilitates the development of authentic meaningful educational experiences; it also allows for teachers to integrate content from various content areas while infusing linguistic and cultural awareness on a daily basis.

Since culture, the total sum of the beliefs and behaviors of any group of people is best reflected by language, a major emphasis is placed on the appropriate use of the language in culturally authentic situations. This curriculum encompasses a solid cultural and linguistic foundation geared to meet the increasing demand for higher levels of world language proficiency as well as a deep appreciation of cultural values, beliefs and perceptions in today's global marketplace.

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Unit	Topic(s)	Pacing in Weeks	Essential Question(s)	Strand	CPIs	Learning Targets	Assessments	Inter-disciplinary Connections
All About Me	Body Parts	3	<p>What are the functionalities of body parts?</p> <p>What is the relationship between that and development of Chinese characters?</p>	Interpretive Interpersonal Presentational	<p><b>7.1.NH.A.2</b> Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p><b>7.1.NH.A.8</b> Identify some unique linguistic elements in English and the target language.</p> <p><b>7.1.NH.B.2</b> Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.</p> <p><b>7.1.NH.C.2</b> Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	<p>Describe what each body part does.</p> <p>Analyze radicals that associated with body parts and apply that knowledge to expend character base.</p>	<p><u>Formative:</u></p> <p>Whiteboard Charades Flashcards Pairing up</p> <p><u>Summative:</u></p> <p>Quizzes Role-play Skit</p>	Biology Linguistics

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All About School	Daily Routine	4	What are the things I do in my daily life and the ways I feel and how do they compare to those in China?	Interpretive Interpersonal Presentational	<p><b>7.1.NH.A.2</b> Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p><b>7.1.NH.B.2</b> Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities.</p> <p><b>7.1.NH.B.4</b> Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p><b>7.1.NH.C.1</b> Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p>	<p>Describe how a typical day proceeds and different emotions that are reflected in these daily actions.</p> <p>Explain your choice of your daily schedule and how they fit into your college preparation?</p> <p>Compare similarities and differences with those of other cultures.</p>	<p><u>Formative:</u></p> <p>Flashcards Pairing up Dice toss 15-sec test</p> <p><u>Summative:</u></p> <p>Skit Role play PPT presentation</p>	Social studies Education, Workplace readiness

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	Job	4	How does career vary in different cultures? What are the cultural differences in applying for jobs? How does workplace differ in different cultures?	Interpretive Interpersonal Presentational	<p><b>7.1.NH.A.4</b> Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p><b>7.1.NH.A.5</b> Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p><b>7.1.NH.B.4</b> Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p><b>7.1.NH.C.2</b> Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	<p>Identify varies occupations and professions (16 clusters)</p> <p>Explain what are considered good jobs in our culture compared to other cultures.</p> <p>Describe preferences and explain why. Discuss how your daily activities connect to your career goal.</p>	<p><u>Formative:</u></p> <p>Flashcards Tic-tac-toe</p> <p>I know you don't Prove it</p> <p><u>Summative:</u></p> <p>Skit Role play PPT presentation</p>	Social studies Workplace readiness

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Leisure	Hobbies	2	What hobbies do people have in our culture and how are they different from other cultures?	Interpretive Interpersonal Presentational	<p><b>7.1.NH.A.3</b> Recognize some common gestures and cultural practices associated with target culture(s).</p> <p><b>7.1.NH.A.4</b> Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p><b>7.1.NH.B.3</b> Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p><b>7.1.NH.B.4</b> Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p><b>7.1.NH.C.2</b> Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	<p>Describe your/your friends/your family members' hobbies.</p> <p>Compare and contrast hobbies in this country and in China.</p>	<p><u>Formative:</u></p> <p>Flashcards Charades Think fast</p> <p>Describe a photo or schedule</p> <p><u>Summative:</u></p> <p>Skit Debate</p>	<p>Social studies Economics Folk arts</p>

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All About Food	Eat Out	4	What are the cultural differences between diets? What are the impacts on one's health? How does food reflect culture?	Interpretive Interpersonal Presentational	<p><b>7.1.NH.A.4</b> Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p><b>7.1.NH.A.7</b> Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p><b>7.1.NH.B.1</b> Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p><b>7.1.NH.C.1</b> Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.</p> <p><b>7.1.NH.C.2</b> Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	<p>Identify typical food in one's own diet.</p> <p>Compare the food pyramid and typical diet of one's own culture with that of other cultures.</p> <p>Compare how people prepare food in different cultures.</p>	<p><u>Formative:</u></p> <p>Musical chair Tic-tac-toe Flashcards Dice toss</p> <p><u>Summative:</u></p> <p>PPT presentation Video tape cooking procedure</p>	Health Custom Social studies

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Around the House	Chores	4	How do home life and chores compare between our culture and the one being studied?	Interpretive, Interpersonal, Presentational	<p><b>7.1.NH.A.2</b> Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p><b>7.1.NH.B.5</b> Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p><b>7.1.NH.C.2</b> Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	<p>Describe and examine types of chores and household activities that are typical in our culture and Chinese culture.</p> <p>Discuss their similarities and differences and explain why.</p>	<p><u>Formative:</u></p> <p>TPR Flashcards Dice toss Hangman</p> <p><u>Summative:</u></p> <p>Skit Role play Quizzes</p> <p>Listening comprehension</p>	Social studies Economics
Getting Around	Media	4	<p>How does the media and mass communication influence life in different cultures?</p> <p>What is the impact of cell phones in our culture compared to</p>	Interpretive, Interpersonal, Presentational	<b>7.1.NH.A.1</b> 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.	Explore various means of communication and how people around the world remain informed about personal and public news.	<p><u>Formative:</u></p> <p>Jigsaw</p> <p>Numbered heads</p>	Communication Technology Social media

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			Chinese culture?		<p><b>7.1.NH.A.5</b> Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p><b>7.1.NH.A.7</b> Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.</p> <p><b>7.1.NH.B.3</b> Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p><b>7.1.NH.B.4</b> Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p><b>7.1.NH.C.2</b> Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	<p>Describe your usage of social media and mobile devices.</p> <p>Identify cultural similarities and differences related.</p>	<p><u>Summative:</u></p> <p>Skit Role play</p>	

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	Flight & Train	4	If you were to travel to China, what do you need to know about air and ground travel? What phrases and expressions do you need to effectively negotiate through an airport/train station?	Interpretive, Interpersonal, Presentational	<p><b>7.1.NH.A.1</b> 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.</p> <p><b>7.1.NH.A.4</b> Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p><b>7.1.NH.B.3</b> Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p><b>7.1.NH.C.1</b> Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target</p>	<p>Identify information necessary for maneuvering through an airport and a train station.</p> <p>Role-play scenarios applying the acquired vocabulary and cultural references.</p>	<p><u>Formative:</u></p> <p>Dice toss Tic-tac-toe Flashcards White board</p> <p><u>Summative:</u></p> <p>Skit Role play</p> <p>PPT presentation</p>	<p>Social studies Geography</p>

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					language audience.  7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.			
	Animals	3	How people value animals differently in our culture and other cultures? How animal meat is used in food in different cultures	Interpretive, Interpersonal, Presentational	7.1.NH.A.7 Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.  7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.  7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.	Identify animals that are treasured in different cultures.  Discuss pets in our culture and compare and contrast that in Chinese culture.  Explain similarities and difference to use animal meat in food in different countries.	<u>Formative:</u>  Flashcards Dice toss Jigsaw Auction  <u>Summative:</u>  Skit Role play Story telling	Social studies Tradition & custom, Current events

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Unit	Topic(s)	Pacing in Weeks	Essential Question(s)	Strand	CPIs	Learning Targets	Assessments	Inter - disciplinary Connections
Summary	My Excellent Journey	3	What have I learned along my journey of studies of Chinese culture this year? How would I be able to present this to someone else that is unfamiliar with my culture of study?	Interpretive, Interpersonal, Presentational	<p><b>7.1.NH.A.4</b> Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p><b>7.1.NH.B.1</b> Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</p> <p><b>7.1.NH.C.1</b> Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target.</p> <p><b>7.1.NH.C.2</b> Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	<p>Summarize your journey throughout the year studying Chinese language and culture.</p> <p>Compare and contrast with our culture.</p> <p>Use a multimedia presentation to share with class.</p>	<p><u>Formative:</u></p> <p>Portfolio check</p> <p>One minute essay</p> <p><u>Summative:</u></p> <p>Skit</p> <p>Quizzes</p> <p>PPT presentation</p>	<p>Social studies</p> <p>Geography</p> <p>Technology</p> <p>Science</p> <p>Health</p> <p>Art</p> <p>History</p>

# Webliography

## Reference

[quia.com](http://quia.com) (vocabulary practice)

[yabla.com](http://yabla.com) (Chinese language and culture videos and activities)

[myfirstchinesewords.com](http://myfirstchinesewords.com) (vocabulary)

[myfirstchinesereaders.com](http://myfirstchinesereaders.com) (reading comprehension)

[4teachers.org](http://4teachers.org) (methodology)

## Other Online Tools

[youtube.com](http://youtube.com)

[discoveryed.com](http://discoveryed.com)

[myngconect.com](http://myngconect.com)

[dictionary.com](http://dictionary.com)

[translate.google.com](http://translate.google.com)

[quizlet.com](http://quizlet.com)

[neok12.com](http://neok12.com)

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