

**HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS**

**HILLSBOROUGH HIGH SCHOOL**

**WORLD LANGUAGES CURRICULUM**

**CHINESE IV**

**GRADES 9-12**

**OCTOBER 2015**

## Course Overview

The Level IV 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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 Chinese IV CP Curriculum Map

Unit	Topic(s)	Pacing In Weeks	Essential Question(s)	Strand	CPIs	Learning Targets	Assessments	Inter - disciplinary Connections
营养与健康	Health & Nutrition	4	What impacts our health and what can we do to maintain good health?	Interpretive Interpersonal Presentational	<p><b>7.1.IL.A.4</b> Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p><b>7.1.IL.B.4</b> Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.</p> <p><b>7.1.IL.B.5</b> Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p><b>7.1.IL.C.2</b> Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>	<p>Examine health habits and predict results.</p> <p>Design a plan for healthy living.</p>	<p><u>Formative:</u></p> <p>Flashcards I know you don't Peer discussion Short essay</p> <p><u>Summative:</u></p> <p>Skit PPT presentation</p>	Health Physical education Nutrition

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传统与民俗	Traditions & Customs	4	<p>What holidays do we have in common and what holidays are different compared to Chinese culture?</p> <p>How do people celebrate holidays in different cultures?</p> <p>How does learning a world language and cultures impact students' advocacy for culture tolerance?</p>	Interpretive Interpersonal Presentational	<p><b>7.1.II.A.4</b> Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p><b>7.1.II.B.3</b> Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p><b>7.1.II.C.4</b> Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> <p><b>7.1.II.C.5</b> Explain the cultural perspective associated with a few cultural products and cultural</p>	<p>Research and explore various traditions and customs in our culture.</p> <p>Compare similarities and differences to Chinese culture.</p> <p>Compare choice of eating and gifting and explain how that reflects differences in cultures.</p>	<p><u>Formative:</u></p> <p>Musical chairs Peer discussion</p> <p>What is the question?</p> <p>Describe and draw</p> <p><u>Summative:</u></p> <p>Listening comprehension</p> <p>Skit PPT presentation</p>	Social studies History Health Custom

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					practices from the target culture (s) and one's own culture.			
闲暇	Entertainment	3	How are entertainment and culture linked?	Interpretive Interpersonal Presentational	<p><b>7.1.II.A.3</b> Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</p> <p><b>7.1.II.B.1</b> Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p> <p><b>7.1.II.C.4</b> Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p>	<p>Describe how people use free time.</p> <p>Discuss how people's hobbies reflect cultural, economic and political differences in different countries.</p>	<p><u>Formative:</u></p> <p>Flashcards Think fast Dice toss Peer discussion</p> <p><u>Summative:</u></p> <p>Skit Role play PPT presentation</p>	<p>Social studies Art Economics Politics</p>

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					7.1.II.C.5 Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.			
	Gathering	3	How do people socialize with each other in different cultures?	Interpretive Interpersonal Presentational	7.1.II.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.  7.1.II.A.5 Demonstrate comprehension of conversations and written information on a variety of topics.  7.1.II.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content	Identify occasions when people gather?  Discuss what people do and what facilities are available?  Compare and contrast that to Chinese culture.	<u>Formative:</u>  Peer discussion Debate I know you guess  <u>Summative:</u>  Short play Skit	Social studies

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					areas.  7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.			
时尚与购物	Fashion Style	3	What are fashion standards in my culture and how does that compare to other cultures?  How do people shop in my culture compared to that in Chinese culture?	Interpretive Interpersonal Presentational	7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.  7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.  7.1.IL.B.1 Use digital tools to participate in short conversations and to	Describe what people buy and what drives buying behavior in this country?  Compare and contrast that to Chinese culture.  Discuss why Chinese consumer market is very brand name driven?	<u>Formative:</u>  Magic box What is the question? Peer discussion  <u>Summative:</u>  Fashion show PPT presentation Skit Short play	Social studies Economics

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					<p>exchange information related to targeted themes.</p> <p><b>7.1.II.B.5</b> Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p><b>7.1.II.C.2</b> Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>			
建筑	Architecture	3	How architectures are different in different cultures?	Interpretive Interpersonal Presentational	<p><b>7.1.II.A.4</b> Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p><b>7.1.II.B.1</b> Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p>	<p>Identify architectures in different cultures.</p> <p>Compare and contrast similarities and difference.</p> <p>Explain how cultural differences are reflected in</p>	<p><u>Formative:</u></p> <p>Picture dictionary Peer discussion Jigsaw</p> <p><u>Summative:</u></p> <p>Short essay</p>	Geography Architecture History

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					<p><b>7.1.II.C.2</b> Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p><b>7.1.II.C.5</b> Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.</p>	architecture in different cultures.	PPT presentation	
地理与气候	Geography & Climate	4	<p>How does where I live differ climatically and geographically from China?</p> <p>What does that difference contribute to development in different countries?</p>	Interpretive Interpersonal Presentational	<p><b>7.1.II.A.4</b> Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p><b>7.1.II.B.1</b> Use digital tools to participate in short conversations and to exchange information related to targeted themes.</p>	<p>Describe geography and climate of America and China.</p> <p>Explain geographical and climatically differences in both countries.</p> <p>Discuss how these</p>	<p><u>Formative:</u></p> <p>Pair/group discussion; Paragraph,</p> <p><u>Summative:</u></p> <p>Skit; Short essay</p>	<p>Geography Science History Linguistics Politics Economy</p>

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					7.1.II.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.	features impact both countries?		
旅游	Travel & Vacations	4	How do we spend vacation in our culture and how does this compare to people in China?  What adjustments I need to make while traveling and how can travel shape my views of the global community?	Interpretive Interpersonal Presentational	7.1.II.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.  7.1.II.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.  7.1.II.C.1 Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.	Describe and compare leisure activities in different cultures.  Summarize your own summer activities and compare to students at your age in China.  Research and discuss travel options. Discuss main points of interests.	<u>Formative:</u>  Pair/group discussion; Paragraphs,  <u>Summative:</u>  Skit; Debate Design a PPT itinerary	Social studies Geography History

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动物保护	Animal Protection	3	<p>What are the species that are in danger?</p> <p>What do we need to do to protect species in danger?</p> <p>What choice to make between commercial benefits and animal protection?</p>	Interpretive Interpersonal Presentational	<p><b>7.1.II.A.1</b> Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p><b>7.1.II.A.4</b> Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p><b>7.1.II.B.5</b> Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p><b>7.1.II.C.2</b> Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>	<p>Identify species in danger.</p> <p>Discuss your opinion on animal protection issues: whale hunting, usage of fur in fashion, animal hunting and usage of dog in oriental cultures.</p>	<p><u>Formative:</u></p> <p>Pair/group discussion; Paragraphs,</p> <p><u>Summative:</u></p> <p>Debate Short essay PPT</p>	<p>Environment al science Economics Custom</p>

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历史	History	4	How do events in the past affect our present day?	Interpretive Interpersonal Presentational	<p><b>7.1.IL.A.1</b> Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.</p> <p><b>7.1.IL.B.5</b> Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p><b>7.1.IL.C.1</b> Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p>	Summarize 200 years of history in America, the Great Britain and China. Compare histories of these countries and discuss impacts of history in different parts of the world.	<p><u>Formative:</u></p> Pairing up Quiz ball Pair discussion	<p><u>Summative:</u></p> PPT presentation	History Politics Economics

# 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)

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