



West Windsor-Plainsboro Regional School District
Chinese Grade 4

Unit 1: Let's be Friends	
Content Area: World Language	
Course & Grade Level: Chinese, Grade 4	
Summary and Rationale	
<p>The elementary Chinese curriculum reflects language and culture closely related to children's daily communicative needs when interacting with native and heritage speakers of the language. Therefore, the units of study focus on daily life situations, short communicative tasks, and building proficiency in the three modes of communication. The emphasis is on aural/oral communication with limited emphasis on writing. Children practice characters for communicative purposes.</p> <p>The first unit, "Let's Be Friends," children learn culturally appropriate language and customs for meeting, greeting, and taking leave of adults and friends in their Chinese class. They learn their friends' names and where their families originated and are able to introduce one friend to another. Further, they begin to understand the teacher's directions and instructions in the target language and respond with meaning.</p>	
Recommended Pacing	
16 days	
State Standards	
<p>Standard 7.1 All students will be able to use a world language in addition to English 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. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
CPI #	Cumulative Progress Indicator (CPI)
Strand A	Interpretive Mode
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information 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.
Strand B	Interpersonal Mode
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 topics or on topics studied in other content areas.
Strand C	Presentational Mode
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.
Instructional Focus	
Unit Enduring Understandings	
Children will understand that <ul style="list-style-type: none"> it is extremely important to listen and observe actively when learning another language. the Chinese Language has four tones, each tone determines the meaning of a word. they need to remain in the target language with use of visuals and physical body response. 	
Unit Essential Questions	
<ul style="list-style-type: none"> How can I better understand when I do not know everything I hear? How can I talk to someone in another language when I am just starting to learn it? What will help my classmates, my teacher, and others understand me better? How do I identify myself? 	
Objectives	
Students will know: <ul style="list-style-type: none"> Expressions for meeting, greeting, and taking leave of adults and children their own age Vocabulary for introducing self and others Culturally appropriate gestures Questions and responses for talking about a person's country of origin and nationality Characters for the following expressions: <ul style="list-style-type: none"> I You He She Good Be Not Dragon Middle Beautiful Country People Big small welcome Pinyin introduction Differentiation of the four tones to convey meaning Students will be able to: <ul style="list-style-type: none"> Initiate and respond to the most basic greetings and leave-taking Initiate and respond to questions about one's name and nationality. Explore the tone-meaning relationship in Chinese pronunciation Develop a sense of friendship in the classroom Copy a limited number of Chinese characters with proper stroke order Enact scenarios based on meeting, greeting, and introductions 	
Resources	
Core Text:	

Suggested Resources:

- NJ World Languages Curriculum Framework
- National Standards document: *Standards for Foreign Language Learning in the 21st Century*
- Languages and Children: Making the Match (Curtain & Pesola)
- Authentic songs from China
- *TianTian Zhongwen (Everyday Chinese)* Book 1 Lesson 1 and Lesson 2
- Teacher-developed reading materials

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Unit 2: How I Celebrate my Birthday	
Content Area: World Language	
Course & Grade Level: Chinese, Grade 4	
Summary and Rationale	
<p>The elementary Chinese curriculum reflects language and culture closely related to children’s daily communicative needs when interacting with native and heritage speakers of the language. Therefore, the units of study focus on daily life situations, short communicative tasks, and building proficiency in the three modes of communication. The emphasis is on aural/oral communication with limited emphasis on writing. Children practice characters for communicative purposes.</p> <p>The second unit focuses on birthday celebrations, which is an important part of a child’s life. Birthdays make children feel special and connected with their family and friends. In this unit children will be comparing American and Chinese birthday celebrations.</p>	
Recommended Pacing	
16 days	
State Standards	
<p>Standard 7.1 All students will be able to use a world language in addition to English 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. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
CPI #	Cumulative Progress Indicator (CPI)
Strand A	Interpretive Mode
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information 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.
Strand B	Interpersonal Mode
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 topics or on topics studied in other content areas.
Strand C	Presentational Mode

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).
Instructional Focus	
Unit Enduring Understandings	
Children will understand that <ul style="list-style-type: none"> • Birthdays are special to everyone • People celebrate their birthdays in culturally different ways • Identifying dates is an important part of recording one's life 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How do I tell Chinese speaking people when and how I celebrate my birthday? • How do Chinese children and the elderly celebrate their birthdays? • How do I obtain information about dates? 	
Objectives	
Students will know: <ul style="list-style-type: none"> • How to count 0-100 • Month, days, dates, birthdays • Word order for identifying dates in English and in Chinese • Words for identifying age • Birthday Celebrations vocabulary Students will be able to: <ul style="list-style-type: none"> • Identify dates • Initiate and respond to questions about one's age and birthday • Identify birthday celebration items • Use polite expressions for entertaining guests • Compare and contrast birthday celebration between two cultures 	
Resources	
Core Text: Suggested Resources: <ul style="list-style-type: none"> • NJ World Languages Curriculum Framework • National Standards document: <i>Standards for Foreign Language Learning in the 21st Century</i> • Languages and Children: Making the Match (Curtain & Pesola) • Authentic songs from China • <i>TianTian Zhongwen (Everyday Chinese)</i> Book 1 Lesson 3 • Teacher-developed reading materials 	

Unit 3: Family	
Content Area: World Language	
Course & Grade Level: Chinese, Grade 4	
Summary and Rationale	
<p>The elementary Chinese curriculum reflects language and culture closely related to children’s daily communicative needs when interacting with native and heritage speakers of the language. Therefore, the units of study focus on daily life situations, short communicative tasks, and building proficiency in the three modes of communication. The emphasis is on aural/oral communication with limited emphasis on writing. Children practice characters for communicative purposes.</p> <p>Family is a child’s immediate environment. In the third unit children will learn how to identify their family members and express their love for them.</p>	
Recommended Pacing	
16 days	
State Standards	
<p>Standard 7.1 All students will be able to use a world language in addition to English 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. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
CPI #	Cumulative Progress Indicator (CPI)
Strand A	Interpretive Mode
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information 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.
Strand B	Interpersonal Mode
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 topics or on topics studied in other content areas.
Strand C	Presentational Mode
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).
Instructional Focus	
Unit Enduring Understandings	
Children will understand that <ul style="list-style-type: none"> • Every family is unique and special • Family love is important to every child and their growth • Sibling relations is an important part of their life • Siblings are addressed differently according to birth order • The one-child family policy is practiced in China 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How can I better understand when I do not know everything I hear? • How can I talk to someone in another language when I am just starting to learn it? • What will help my classmates, my teacher, and others understand me better? 	
Objectives	
Students will know: <ul style="list-style-type: none"> • Vocabulary for family members • Measure word, <i>ge</i>, for people • The usage of <i>liang</i> to show a quantity of two • Question word <i>who</i> • Usage of <i>you meiyou</i> Students will be able to: <ul style="list-style-type: none"> • Identify and introduce family members using simple sentences • Initiate and respond to general questions about siblings • Obtain and offer information about a family • Express love for family members 	
Resources	
Core Text: Suggested Resources: <ul style="list-style-type: none"> • NJ World Languages Curriculum Framework • National Standards document: <i>Standards for Foreign Language Learning in the 21st Century</i> • Languages and Children: Making the Match (Curtain & Pesola) • Authentic songs from China • <i>Tian Tian Zhongwen (Everyday Chinese)</i> Book 1 Lesson 4 • Teacher-developed reading materials 	

Unit 4: How I Invite My Friends	
Content Area: World Language	
Course & Grade Level: Chinese, Grade 4	
Summary and Rationale	
<p>The elementary Chinese curriculum reflects language and culture closely related to children’s daily communicative needs when interacting with native and heritage speakers of the language. Therefore, the units of study focus on daily life situations, short communicative tasks, and building proficiency in the three modes of communication. The emphasis is on aural/oral communication with limited emphasis on writing. Children practice characters for communicative purposes.</p> <p>In this unit children will apply what they have learned in the previous three units to the context of extending an invitation by telephone. They will learn how to be culturally appropriate when extending and replying to an invitation.</p>	
Recommended Pacing	
16 days	
State Standards	
<p>Standard 7.1 All students will be able to use a world language in addition to English 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. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
CPI #	Cumulative Progress Indicator (CPI)
Strand A	Interpretive Mode
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information 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.
Strand B	Interpersonal Mode
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 topics or on topics studied in other content areas.
Strand C	Presentational Mode

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).
Instructional Focus	
Unit Enduring Understandings	
Children will understand that <ul style="list-style-type: none"> • Making telephone calls is an important mean of communication • People from different cultural backgrounds use different practices to express politeness over the phone • Polite expressions should be used to turn down invitations 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How do Chinese people initiate and end a telephone conversation? • How do we accept and turn down an invitation in a polite manner? • How do I make Chinese speaking people understand my invitation orally and in written form? 	
Objectives	
Students will know: <ul style="list-style-type: none"> • Expressions for telephone conversations • Basic questions and expressions pertaining to telephone conversations • Characters for writing an invitation Students will be able to: <ul style="list-style-type: none"> • Identify telephone numbers • Extend an invitation by phone • Write an invitation to indicate the date and place of the event • Accept and turn down an invitation 	
Resources	
Core Text: Suggested Resources: <ul style="list-style-type: none"> • NJ World Languages Curriculum Framework • National Standards document: <i>Standards for Foreign Language Learning in the 21st Century</i> • <i>Languages and Children: Making the Match</i> (Curtain & Pesola) • Authentic songs from China • <i>Tian Tian Zhongwen (Everyday Chinese)</i> Book 1 Lessons 1-4 • Teacher-developed reading materials 	

Unit 5: Let's Sing and Dance	
Content Area: World Language	
Course & Grade Level: Chinese, Grade 4	
Summary and Rationale	
<p>The elementary Chinese curriculum reflects language and culture closely related to children's daily communicative needs when interacting with native and heritage speakers of the language. Therefore, the units of study focus on daily life situations, short communicative tasks, and building proficiency in the three modes of communication. The emphasis is on aural/oral communication with limited emphasis on writing. Children practice characters for communicative purposes.</p> <p>Identifying one's body parts provides children with opportunities for fun actions and activities. In this unit children will learn about body parts and their functions through relevant activities such as songs and rhymes.</p>	
Recommended Pacing	
16 days	
State Standards	
<p>Standard 7.1 All students will be able to use a world language in addition to English 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. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.</p>	
CPI #	Cumulative Progress Indicator (CPI)
Strand A	Interpretive Mode
7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information 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.
Strand B	Interpersonal Mode
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 topics or on topics studied in other content areas.
Strand C	Presentational Mode
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).
Instructional Focus	
Unit Enduring Understandings	
Children will understand that <ul style="list-style-type: none"> • We perform daily functions with our bodies • We have fun doing activities using our bodies • The five senses are closely related to our bodies 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How do I give kinesthetic commands in Chinese? • How do I explain the functions of my body? • How do Chinese children have fun kinesthetically through songs and rhymes? 	
Objectives	
Students will know: <ul style="list-style-type: none"> • Basic vocabulary about parts of the body • Vocabulary on action words • Vocabulary on the five senses • Expressions for giving commands • Chinese children’s rhymes and songs about parts of the body Students will be able to: <ul style="list-style-type: none"> • Identify basic body parts • Describe body parts by numbers • Name the functions of some basic body parts • Initiate and respond to questions about functions of body parts • Respond to commands using body parts 	
Resources	
Core Text: Suggested Resources: <ul style="list-style-type: none"> • NJ World Languages Curriculum Framework • National Standards document: <i>Standards for Foreign Language Learning in the 21st Century</i> • Languages and Children: Making the Match (Curtain & Pesola) • Authentic songs from China • Supplementary Materials • Teacher-developed reading materials 	