



West Windsor-Plainsboro Regional School District
Chinese Grade 5

Unit 1: The Animal Kingdom

Content Area: World Language

Course & Grade Level: Chinese, Grade 5

Summary and Rationale

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.

Animals are a favorite among children. In this unit children will learn to identify and describe animals. They will have fun with a show and tell of their favorite animals.

Recommended Pacing

16 days

State Standards

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.

| CPI # | Cumulative Progress Indicator (CPI) |
|-----------------|--|
| Strand A | Interpretive Mode |
| 7.1.NH.A.1 | Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NH.A.2 | Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NH.A.3 | Recognize some common gestures and cultural practices associated with target culture(s). |
| 7.1.NH.A.4 | Identify people, places, objects, and activities in daily life based on oral or written descriptions. |
| 7.1.NH.A.5 | Demonstrate comprehension of short conversations and brief written messages on familiar topics. |
| 7.1.NH.A.6 | Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials. |
| Strand B | Interpersonal Mode |
| 7.1.NH.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.NH.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.NH.B.3 | Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. |
| 7.1.NH.B.4 | Ask and respond to questions, make requests, and express preferences in various social situations. |
| 7.1.NH.B.5 | Converse on a variety of familiar topics and/or topics studied in other content areas. |
| Strand C | Presentational Mode |
| 7.1.NH.C.1 | Recombine basic information at the word and sentence level related to self and targeted themes to |

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| | create a multimedia-rich presentation to be shared virtually with a target 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. |
| 7.1.NH.C.3 | Describe in writing people and things from the home and school environment. |
| 7.1.NH.C.4 | Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. |
| 7.1.NH.C.5 | Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices. |

Instructional Focus

Unit Enduring Understandings

- Children will understand that animals are human beings' friends
- People have personal preferences concerning animals, but we all love animals
- Animals are all unique in features and personalities

Unit Essential Questions

- How do I tell my preferences for an animal and explain why?
- What animals do Chinese children like?
- How do Chinese people describe animal calls?

Objectives

Students will know:

- Vocabulary from the Animal Kingdom
- Descriptive words for animal appearances
- Animals calls
- Sentence structure for explaining reasons *yinwei suoyi*

Students will be able to:

- Identify popular animals from the zoo
- Initiate and respond to questions about animals
- Express preferences about animals and explain why
- Compare animals' sizes and body parts
- Describe animals using some adjectives and verbs
- Compare and contrast the sound of animals between two cultures

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
- *Tian Tian Zhongwen (Everyday Chinese)* Book 2 Lesson 3
- Teacher-developed reading materials

Unit 2: Let's Celebrate Chinese New Year

Content Area: World Language

Course & Grade Level: Chinese, Grade 5

Summary and Rationale

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.

Chinese New Year is the most important celebration of the year in China. In this unit children will learn about and experience Chinese New Year experiences and activities. They will explore how New Years are celebrated differently in different cultures.

Recommended Pacing

16 days

State Standards

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.

| CPI # | Cumulative Progress Indicator (CPI) |
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| Strand A | Interpretive Mode |
| 7.1.NH.A.1 | Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NH.A.2 | Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NH.A.3 | Recognize some common gestures and cultural practices associated with target culture(s). |
| 7.1.NH.A.4 | Identify people, places, objects, and activities in daily life based on oral or written descriptions. |
| 7.1.NH.A.5 | Demonstrate comprehension of short conversations and brief written messages on familiar topics. |
| 7.1.NH.A.6 | Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials. |
| Strand B | Interpersonal Mode |
| 7.1.NH.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.NH.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.NH.B.3 | Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. |
| 7.1.NH.B.4 | Ask and respond to questions, make requests, and express preferences in various social situations. |
| 7.1.NH.B.5 | Converse on a variety of familiar topics and/or topics studied in other content areas. |
| Strand C | Presentational Mode |

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| 7.1.NH.C.1 | 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. |
| 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. |
| 7.1.NH.C.3 | Describe in writing people and things from the home and school environment. |
| 7.1.NH.C.4 | Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. |
| 7.1.NH.C.5 | Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices. |

Instructional Focus

Unit Enduring Understandings

Children will understand that

- Chinese New Year is the most important holiday celebrated in China
- People with different cultural backgrounds celebrate New Year's differently
- The Chinese New Year's decoration and practices have cultural symbolic meaning

Unit Essential Questions

- How do Chinese people celebrate the Chinese New Year?
- Why do Chinese people celebrate Chinese New Year in their unique ways?
- How are Chinese New Year celebrations and American New Year celebrations different and similar to each other?

Objectives

Students will know:

- Chinese New Year greetings and sayings
- Vocabulary for Chinese New Year Activities
- Good luck symbolism with the color red
- Vocabulary for the Chinese Zodiac

Students will be able to:

- Identify 12 Chinese Zodiac animals
- Identify the date for the Chinese New Year according to the Lunar calendar
- Identify Chinese New Year activities
- Interpret Chinese New Year decorations

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
- *Tian Tian Zhongwen (Everyday Chinese)* Book 2 Lesson 3
- Teacher-developed reading materials

Unit 3: Chinese Fruits and their Symbolism

Content Area: World Language

Course & Grade Level: Chinese, Grade 5

Summary and Rationale

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.

Fruits are an important part of a child's diet. In this unit children will learn how to identify fruits and express personal preferences. They will have hands on activity on selling and purchasing fruits at a fruit stand. They will also understand the symbolism of fruits and their importance in Chinese culture.

Recommended Pacing

16 days

State Standards

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.

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| Strand A | Interpretive Mode |
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| 7.1.NH.A.2 | Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NH.A.3 | Recognize some common gestures and cultural practices associated with target culture(s). |
| 7.1.NH.A.4 | Identify people, places, objects, and activities in daily life based on oral or written descriptions. |
| 7.1.NH.A.5 | Demonstrate comprehension of short conversations and brief written messages on familiar topics. |
| 7.1.NH.A.6 | Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials. |
| Strand B | Interpersonal Mode |
| 7.1.NH.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.NH.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.NH.B.3 | Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. |
| 7.1.NH.B.4 | Ask and respond to questions, make requests, and express preferences in various social situations. |
| 7.1.NH.B.5 | Converse on a variety of familiar topics and/or topics studied in other content areas. |
| Strand C | Presentational Mode |

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| 7.1.NH.C.1 | 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. |
| 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. |
| 7.1.NH.C.3 | Describe in writing people and things from the home and school environment. |
| 7.1.NH.C.4 | Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. |
| 7.1.NH.C.5 | Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices. |

Instructional Focus

Unit Enduring Understandings

Children will understand that

- Fruits are important to children’s health
- Fruits have symbolic meaning among different cultures
- People have different preferences for fruits

Unit Essential Questions

- How do I tell Chinese speaking people about my preferences concerning fruits?
- What types of fruit do Chinese children eat?
- How do I know what types of fruit to serve on different occasions?
- How do I use Chinese money to buy and bargain when shopping for fruit in China?

Objectives

Students will know:

- Vocabulary concerning fruits and their symbolism
- Color words
- Vocabulary concerning money
- Expressions for bargaining

Students will be able to:

- Identify fruits
- Express preferences concerning fruits
- Describe fruits using colors, size and other adjectives
- Buy, sell and bargain at a Chinese fruit market

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
- *Tian Tian Zhongwen (Everyday Chinese)* Book 1 Lesson 6 and Book 2 Lesson 5
- Teacher-developed reading materials

Unit 4: How I Express My Needs in the Chinese Classroom

Content Area: World Language

Course & Grade Level: Chinese, Grade 5

Summary and Rationale

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.

The classroom is the place where children use the Chinese Language to communicate on a daily basis. In this unit children will learn how to function in Chinese in the classroom context. They will follow the teacher’s commands and will learn to express their needs in Chinese.

Recommended Pacing

16 days

State Standards

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.

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| 7.1.NH.A.2 | Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NH.A.3 | Recognize some common gestures and cultural practices associated with target culture(s). |
| 7.1.NH.A.4 | Identify people, places, objects, and activities in daily life based on oral or written descriptions. |
| 7.1.NH.A.5 | Demonstrate comprehension of short conversations and brief written messages on familiar topics. |
| 7.1.NH.A.6 | Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials. |
| Strand B | Interpersonal Mode |
| 7.1.NH.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.NH.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.NH.B.3 | Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. |
| 7.1.NH.B.4 | Ask and respond to questions, make requests, and express preferences in various social situations. |
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| Strand C | Presentational Mode |

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| 7.1.NH.C.1 | 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. |
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| 7.1.NH.C.3 | Describe in writing people and things from the home and school environment. |
| 7.1.NH.C.4 | Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. |
| 7.1.NH.C.5 | Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices. |

Instructional Focus

Unit Enduring Understandings

Children will understand that

- It is important to remain in the target language using target language commands in the classroom
- Chinese people have their own Chinese writing utensils, representing their cultural values
- Learning to write in any language needs persistent practice and discipline

Unit Essential Questions

- How do I express my needs in a classroom in Chinese?
- How do Chinese people write?
- What is unique about Chinese writing brushes?

Objectives

Students will know:

- Basic classroom supplies
 - Chinese calligraphy brush usage
 - Ways to hold a calligraphy brush
 - Sitting positions are different
- **Students will be able to:**
- Give and express a need for certain classroom items
 - Follow basic classroom directions
 - Use a Chinese calligraphy brush to write simple characters

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
- *Tian Tina Zhongwen (Everyday Chinese)* Book 1 Lesson 5
- Teacher-developed reading materials

Unit 5: How I Enjoy Sports Activities

Content Area: World Language

Course & Grade Level: Chinese, Grade 5

Summary and Rationale

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.

Children enjoy sports activities. In this unit children will identify activities using TRP. They will explore popular sports played by children their age throughout the world.

Recommended Pacing

16 days

State Standards

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.

| CPI # | Cumulative Progress Indicator (CPI) |
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| 7.1.NH.A.1 | Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes. |
| 7.1.NH.A.2 | Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response. |
| 7.1.NH.A.3 | Recognize some common gestures and cultural practices associated with target culture(s). |
| 7.1.NH.A.4 | Identify people, places, objects, and activities in daily life based on oral or written descriptions. |
| 7.1.NH.A.5 | Demonstrate comprehension of short conversations and brief written messages on familiar topics. |
| 7.1.NH.A.6 | Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials. |
| Strand B | Interpersonal Mode |
| 7.1.NH.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.NH.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.NH.B.3 | Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. |
| 7.1.NH.B.4 | Ask and respond to questions, make requests, and express preferences in various social situations. |
| 7.1.NH.B.5 | Converse on a variety of familiar topics and/or topics studied in other content areas. |
| Strand C | Presentational Mode |
| 7.1.NH.C.1 | Recombine basic information at the word and sentence level related to self and targeted themes to |

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| | create a multimedia-rich presentation to be shared virtually with a target 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. |
| 7.1.NH.C.3 | Describe in writing people and things from the home and school environment. |
| 7.1.NH.C.4 | Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. |
| 7.1.NH.C.5 | Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices. |

Instructional Focus

Unit Enduring Understandings

Children will understand that

- Sports unify people from different parts of the world and help establish life-long friendships
- People have distinct preferences for different sports across the nations
- Sports are a good discipline for one’s body and mind

Unit Essential Questions

- How do I tell Chinese speaking people my favorite sport(s)?
- What sports do Chinese children play?
- How do I manage my sports activities on a calendar?

Objectives

Students will know:

- Basic questions and expressions pertaining to school and sports events
- Vocabulary for sports activities
- Word order in sentence creation of time and activity

Students will be able to:

- Identify sports items
- Express excitement using short phrases
- Talk about one’s schedule of sports activities
- Experience the most popular sports game in China with students
- Develop a sense of friendship through competition

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
- *Tian Tian Zhongwen (Everyday Chinese)* Book 2 Lesson 1
- Teacher-developed reading materials