

5th Grade Mandarin Curriculum

Statement of Philosophy

“Language and communication are at the heart of the human experience. The United States must educate students who are linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. This imperative envisions a future in which ALL students will develop and maintain proficiency in English and at least one other language, modern or classical. Children who come to school from non-English backgrounds should also have opportunities to develop further proficiencies in their first language.”

“Knowing how, when, and why to say what to whom”

“All the linguistic and social knowledge required for effective human-to-human interaction is encompassed in those ten words. Formerly, most teaching in foreign language classrooms concentrated on the how (grammar) to say what (vocabulary). While these components of language are indeed crucial, the current organizing principle for foreign language study is communication, which also highlights the why, the whom, and the when. So, while grammar and vocabulary are essential tools for communication, it is the acquisition of the ability to communicate in meaningful and appropriate ways with users of other languages that is the ultimate goal of today’s foreign language classroom.”

National and State Standards: The Five C’s of Foreign Language Education

COMMUNICATION: *Communicate in Languages Other Than English*

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES: *Gain Knowledge and Understanding of Other Cultures*

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

CONNECTIONS: *Connect with Other Disciplines and Acquire Information*

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

COMPARISONS: *Develop Insight into the Nature of Language and Culture*

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES: *Participate in Multilingual Communities at Home & Around the World*

Standard 5.1: Students use the language both within and beyond the school setting

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Big Ideas	Enduring Understandings	Essential Questions
<p>Communication</p> <p>Language is at the heart of all human interaction.</p>	<ul style="list-style-type: none"> • Language is a multi-faceted, multi-layered system of communication. • Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretative and presentational modes of communication. • Language learning involves taking risks and learning from one's mistakes. 	<ul style="list-style-type: none"> • Are words alone sufficient for communication? • What do you need to be able to do in order to communicate in another language? • When do mistakes interfere with communication?
<p>Cultures</p> <p>Culture and language are inseparable; they influence and reflect each other.</p>	<ul style="list-style-type: none"> • A people's perspectives, practices, and products are windows to their culture. • Language and culture evolve. They are bound by people, time and place. 	<ul style="list-style-type: none"> • What is the connection between a people's perspectives, practices, products and their language? • How do language and culture influence and reflect each other? • How do people, time and place affect language and culture?
<p>Connections</p> <p>The study of World Languages enhances learning and provide access to other content areas, strategies, and resources.</p>	<ul style="list-style-type: none"> • Language learning provides opportunities to uncover big ideas about languages, cultures, and other disciplines. • Strategies used to acquire a language are transferable to other areas of learning throughout life. • Learning another world language enables one to access information available only in that language. 	<ul style="list-style-type: none"> • What is the connection between the study of a world language and other content areas? • What are the strategies that individuals use to learn a world language and how do they transfer to other content areas. • Why is it important to access primary information?
<p>Comparisons</p> <p>Comparing and contrasting one's own and other languages and cultures enables individuals to gain new insight about self and the world.</p>	<ul style="list-style-type: none"> • By learning another language, individuals can better understand how both the native and other languages work. • By learning another language, individuals can better understand and appreciate their native and other cultures. • Comparing and contrasting world languages and cultures promote individuals' ability to process information. 	<ul style="list-style-type: none"> • Why do people communicate their message in their particular way? How is the same message communicated in my native language? • In what way does the study of another language and culture develop an individual's critical thinking skills?
<p>Communities</p> <p>The study of World Languages enables individuals to participate in multiple communities and enriches their experiences.</p>	<ul style="list-style-type: none"> • The study of a World Language expands individuals' opportunities. • Language is a tool to connect with the world. 	<ul style="list-style-type: none"> • In what ways does the study of a World Language open doors for individuals? • What difference does the study of a World Language make in an individual's life? • What does it take to become a global citizen?

Unit 1: All About Me		Time Frame: approximately 12 weeks	
Emphasized Standards	Content	Assessments of Knowledge and Skills	Teaching Resources & Technology
Communications 1.1 1.2 1.3 Cultures 1.1 1.2	Vocabulary Classroom Expressions Greetings: Get acquainted and exchange names Well-being (happy, feeling good, sad) Likes/Dislikes (sports, hobbies) Self Introduction / Chinese names Numbers (0-100) Dates Days of the week Language and Structure: Pinyin and tones Basic Strokes Radical & simple pictograph Simplified vs Traditional Characters Sentences with: “There is/are....” Forming questions with 吗 Interrogative Pronouns: “What/Who” Possessive particle: 的 “I am / You are / He, she is...” “Have/has” 有 “Don’t/ doesn’t have...” 没有 “What is your name?” Culture Luck/unlucky numbers Moon Festival (Mid-Autumn Festival) Calligraphy Go Game	Interpretive Performance Assessment: (Written) Given a poem written in Mandarin, students will identify and translate Chinese characters in the form of a book. (Listening Skills) After listening to a person’s introduction, students will understand and answer true or false questions based on their comprehension. Interpersonal Performance Assessment Students will exchange information about themselves. The goal is for the students to be able to ask questions and answer in Mandarin with the teacher. Formative Understandings: <ul style="list-style-type: none"> • Identify and apply the appropriate greeting for a variety of situations. • Identify the emotions expressed by another person. • Express their preferences using “like” or “dislike”. • Understand and apply the correct language structure when formulating sentences. • Listen for appropriate tone when speaking. • Understand that tone directly impacts meaning. • Analyze the meaning of the radicals. • Recognize the meaning of simple pictographs. • Understand and apply correct stroke order when writing characters. • Ask and answer simple “yes” or “no” questions. 	Teacher Created Books: Harry Potter Story; “JoJo has trouble” Story; “Jing Ye Si” Poem; “Pizza Story” Teacher Created Resources: Getting to Know You Books/Literature: “Chinese For Youth” “Flying with Chinese” Better Chinese Videos: Number Song 36 Characters Pictograph Series Basic Strokes Moon Festival Songs: “How are you?” “Looking for a Friend” “Jingle Bells” Christmas Songs Websites www.tagxedo.com www.quizlet.com www.archinese.com Enrichment Option: Gestures of Greetings

Unit 2: Chinese New Year		Time Frame: approximately 9 weeks	
Emphasized Standards	Content	Assessments of Knowledge and Skills	Teaching Resources & Technology
Communications 1.1 1.2 1.3 Cultures 1.1 1.2	Vocabulary 12 zodiac animals Jade Emperor Ranking words: first-twelfth Time order words (yesterday, today, tomorrow, everyday) Language and Structure: Questioning Words Know/don't know Long time ago Have/has There is/are Should and Go to...together with somebody want to eat can't (verb); verb 呀 verb (跑呀跑) What zodiac you belong to? 你属什么? Culture Origins of the Zodiac animal story and the twelve years a cycle. Significant colors for Chinese	Interpretive Performance Assessment: (Written) 1) Given the Zodiac story, students will interpret the meaning through illustrations. 2) Given 12 sentences about the zodiac story in random order, students will place them in correct order. The teacher can read the sentences to the students or have the students work independently. Presentational Performance Assessment: (Oral) Using their illustrated Zodiac story, students will retell the story and create an ending that explains why the rest of the animals ranked 3rd - 12th. Interpersonal Performance Assessment The students will ask each other questions about their zodiac animal and their age. The students will extend their conversation by applying what they have learned in the "All About Me" unit. They will ask/answer questions information about each other. Formative Understandings: <ul style="list-style-type: none"> • Identify the 12 zodiac animals. • Identify the key vocabulary/structure in the story. • Summarize the zodiac story. • Apply the target structure in their story writing. • Understand the origins of the zodiac animals. • Identify the radicals, "bamboo", "mouth", "hand", "foot". • Write the characters in correct stroke order. • Identify Chinese New Year taboos. • Understand why Chinese people do lion dancing parade during CNY. • Know how to say prosperous phrases during CNY. • Understand why fortune character needs to be placed upside down. • Identify Chinese New Year food/some traditions. 	Teacher Created Books: 12 Zodiac Story Videos: Zodiac Animals Racing Songs: Leehom Wang "十二生肖" Activities: Chinese New Year activities: Lion Dancing Paper Cutting Chinese calligraphy Making dumplings Making lucky envelopes Write spring couplets

Unit 3: Family		Time Frame: approximately 9 weeks	
Emphasized Standards	Content	Assessments of Knowledge and Skills	Teaching Resources & Technology
Communications 1.1 1.2 1.3 Cultures 1.1 1.2	Vocabulary Family members Family members' ages and birthdays Cities where my family live Pets/Animals Addresses Birthday Age Telephone Numbers Language & Structure Pinyin and tones Basic Strokes Radical & simple pictograph Simplified vs Traditional Characters "live", "at" "I can/can't" "I know/don't know" "Because...", "and" Phrase for "Congratulations", "Best Wishes" Expressing location and existence : 在, 有, 是 Word order for writing addresses Questions about the address number with "多少", "几" Culture Calligraphy Lunar Calendar Chinese Families	Interpretive Performance Assessment: (Written) Given a short biography about a celebrity, students will read and answer questions about the celebrity's family from the information provided. Presentational Performance Assessment: (Visual and Written) Given a scenario, students will share personal information with others. Possible Scenario: You have a great opportunity to study Mandarin in China! There are families who are willing to have you stay with them so that you can get an authentic learning experience. These host families will provide you a place to stay and meals on a daily basis. Since you will be a part of their family for the month, they would like to get to know you. Create an "All About Me" book. Students will apply their knowledge to create a family photo album with a combination of photos and corresponding captions. Interpersonal Performance Assessment: (Oral) They will exchange information through authentic classroom discussion. The goal is for the students to be able to ask questions and answer family related questions while applying the language structures from Units 1 and 2. Formative Understandings: <ul style="list-style-type: none"> Identify and apply the vocabulary for a variety of family members. Identify relevant information about family members to distinguish who they are in relation to the student. Introduce self including age, siblings, birthdays, nationality and residence. Write numbers from 0-100 to represent dates, age, phone numbers, days of the week and birthday. Write numbers to represent age. Recognize and apply names of animals (pets). Ask about someone's nationality. Ask which language someone speaks. Ask for and give addresses. Ask for and give phone numbers. Describe a place. Describe cause and effect. Understand and apply the correct language structure when formulating sentences. Listen for appropriate tone when speaking. Understand that tone directly impacts meaning. Analyze the meaning of the radicals. Recognize the meaning of simple pictographs. Understand stroke order when writing characters. 	Teacher Created Books: "JoJo's Family" "Rock Little Horse" Books/Literature: "Chinese For Youth" "Flying with Chinese" Better Chinese Ni Hao Kai Lan (Hello Kai Lan) Videos: 36 Characters Pictograph Series Basic Strokes Apps: Puppet Pals Book Creator Websites www.tagxedo.com www.quizlet.com www.archinese.com Enrichment Option: Chinese concept of "hometown"

Unit 4: Food		Time Frame: approximately 5 weeks	
Emphasized Standards	Content	Assessments of Knowledge and Skills	Teaching Resources & Technology
Communications 1.1 1.2 1.3 Cultures 1.1 1.2	Vocabulary Food (American and Chinese food) Drinks (soda, tea, and water) Dining etiquette Ordering food Measure word for dishes Currency Language & Structure Pinyin and tones Basic Strokes Radical & simple pictograph Simplified vs Traditional Characters “I would like to have...” “How much is....” “I like (blank)...more” “I like (blank)...less” “or” 或者 Containers: 盘, 碗 Culture Dragon Boat Festival (optional) Chinese snacks	Interpretive Performance Assessment (Listening and Written) Given an order list of Chinese take-out items, students will listen to the teacher’s description and students match the food and price. Presentational Performance Assessment (Oral) Students will compare and contrast US menus vs Chinese menus of the same fast food restaurant. Students will present their findings and discoveries of how culture influences the food choices in these restaurants. Interpersonal Performance Assessment (Oral) Students will work in pairs and have a short conversation with a partner about a Chinese banquet. Their dialogue must include: 1. Questions about likes and dislike 2. Comparisons of opinions/comments on the food 3. Expressions of agreement or disagreement with the other’s opinions. Formative Understanding: <ul style="list-style-type: none"> Identify and apply relevant vocabulary in order to dine in a Chinese restaurant. Point out if the dining etiquette is appropriate. Understand that exchange rates between American dollars and Chinese Yuan. Identify the food and drink items orally. Ask what food someone wants. Present and discuss alternatives. Understand and apply the correct language structure when formulating sentences. Listen for appropriate tone when speaking. Understand that tone directly impacts meaning. Analyze the meaning of the radicals. Recognize the meaning of simple pictographs. Understand stroke order when writing characters. 	Books/Literature: “Chinese For Youth” “Flying with Chinese” Better Chinese Videos/Slideshow: Basic Strokes China Town Websites: www.tagxedo.com www.quizlet.com www.archinese.com www.yodio.com www.xe.com iPad Apps: Living Language-Chinese IQ Chinese Fun Chinese Spelling Bee Activities: Make a dragon boat and have a race. Make Zong Zi (sticky rice wrap)