

**Randolph Township Schools  
Randolph Elementary Schools**

**Mandarin Chinese  
Grade K-2 Curriculum**

*“One language sets you in a corridor for life. Two languages open every door along the way.”*  
-Frank Smith, Psycholinguist

**Department of World Languages**  
Paula Paredes-Corbel, Supervisor

**Curriculum from**  
Middlebury Integrated Languages

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Department of World Languages  
Mandarin Chinese Grades K-2  
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## **Randolph Township Schools**

### **Mission Statement**

*We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.*

### **Randolph Township Schools Affirmative Action Statement**

#### **Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the State's Standards. The curriculum addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for state assessment. The Curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

# **RANDOLPH TOWNSHIP BOARD OF EDUCATION**

## **EDUCATIONAL GOALS**

### **VALUES IN EDUCATION**

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

## Course Description

This introductory Chinese course provides a fun, interactive experience for a student's first exposure to the Chinese language. The content for each unit is based on an authentic story from China. This course, designed specifically for younger students, focuses principally on vocabulary acquisition through stories, games, songs, and practice activities. Students are exposed to the Chinese language and Chinese-speaking cultures in a fun environment where they can explore meanings and begin to express themselves through simple words and phrases.

**Course length:** 12 units divided into two semesters. Each semester includes 35 days of content.

**Suggested pacing:** Two times per week, for 20 minutes.

**Materials:** None

**Prerequisites:** None

## Overall Course Objectives

The K-2 Chinese course helps students:

- Engage in language learning in a fun, game-like way
- Understand and produce common vocabulary terms and phrases
- Interpret meaning from authentic fables and stories
- Learn and sing along songs from the Chinese world
- Compare cultural practices and perspectives of Chinese-speaking communities
- Regularly assess progress through quizzes and speaking submissions

## Recurring Content

### Authentic Stories

- Each unit begins with an authentic story presented entirely in Chinese that introduces key vocabulary and a cultural theme. Each story is animated in an engaging style to keep student interest. Transcripts are also provided of the story with English translations.

### Songs from the Chinese world

- Each unit presents songs that originate from China, and that are part of the cultural referent of children from this country. Each song is animated and accompanied by sing along activities. Transcripts are also provided of the song with English translations.

### Vocabulary Theme

- Each unit introduces a new set of vocabulary words and phrases pertaining to a particular story. Vocabulary is presented in a contextualized setting within each lesson and then is further practiced in various interactive games and activities. A printable vocabulary list is also provided.

### Pronunciation

- Pronunciation is emphasized throughout each lesson. Students are able to listen to native speakers, record themselves, and compare their recording with the native speaker's

pronunciation. Activities and songs throughout the unit provide additional practices for students to improve their pronunciation skills.

**Demonstration of Culture through Culture Lessons**

- In each unit, students learn about various cultural aspects (e.g. practices, products, and perspectives) of Chinese speakers through authentic videos and other media examples.

**Speaking Activities**

- Students complete and submit speaking activities in each unit. These activities give students a chance to become more familiar with Chinese speaking patterns by applying them in communicative situations.
- Vocabulary quizzes verify that students understand the key vocabulary words presented in the unit.
- End-of-unit tests assess students' understanding of Chinese vocabulary and simple phrases.

## Course Scope and Sequence: K-2 Chinese

Semester 1				
	Story	Vocabulary	Culture	Song
<b>Unit 1</b>	Little Tadpoles Looking for Their Mother 小蝌蚪找妈妈	Greetings	Formal and Informal Greeting	Hello Song 问候歌
<b>Unit 2</b>	Monkeys Saving the Moon 猴子捞月	Numbers 1-10	Numbers in Chinese Culture	Where are my friends? 我的朋友在哪里?
<b>Unit 3</b>	Pull the Radish 拔萝卜	Family	The Maternal and Paternal Family	My Dear Mother 我的好妈妈
<b>Unit 4</b>	The Magic Brush 神笔马良	Colors	Colors and Culture	Where is the Spring? 春天在哪里?
<b>Unit 5</b>	Read by the Light of Bagged Fireflies 车胤囊萤	School	The Chinese School	Going to School 上学歌
<b>Unit 6: Semester 1 Review</b>				
Semester 2				
<b>Unit 7</b>	Blind Men Touching an Elephant 盲人摸象	Body parts	Expressions with body parts	Two Tigers 两只老虎
<b>Unit 8</b>	The Fox Assuming the Majesty of the Tiger 狐假虎威	Animals	The Dragon in Chinese Culture	Mr. Wang Has a Farm 王老先生有块地
<b>Unit 9</b>	The Lazy Han Hao Bird 偷懒的寒号鸟	Days of the week	The Chinese Calendar	Week Song 星期歌
<b>Unit 10</b>	Losing Sleep and Forgetting Meals 废寝忘食	Food	The Chinese Breakfast	Sell Tangyuan 卖汤圆
<b>Unit 11</b>	Small Horse Crossing the River 小马过河	Description	China Fun Facts	Big and Small 大小歌
<b>Unit 12: Semester 1 Review</b>				