

**Randolph Township Schools
Randolph Elementary Schools**

**Mandarin Chinese
Grade 3-5 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
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Curriculum from
Middlebury Integrated Languages

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Department of World Languages
Mandarin Chinese Grades 3-5
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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

Students are introduced to Mandarin Chinese through a series of dynamic and engaging animations based on authentic Chinese stories. These stories share an aspect of Chinese culture and language from famous myths to historical tales familiar to all Chinese children. Each story introduces key vocabulary words and phrases that are then practiced through a series of interactive games and activities. In addition, other video and media materials are used to further demonstrate culture and daily life in China.

Students are introduced to simplified characters throughout the course and targeted character-based activities help to prepare students how to read and write Chinese characters. Students are challenged with comprehension quizzes at the end of every unit, as well as teacher-graded assignments where they will be able to speak Mandarin Chinese. All of the materials in the course are designed to familiarize students with Chinese culture, characters, vocabulary and simple phrases.

Course length: 16 units divided into two semesters. Each semester includes 45 days of content.

Materials: None

Prerequisites: None

Overall Course Objectives

The Elementary Chinese 1 course helps students:

- Engage in language learning
- Understand and produce common vocabulary terms and phrases
- Interpret meaning from authentic Chinese fables and stories
- Compare cultural practices and perspectives of China and Chinese-speaking communities
- Regularly assess progress through quizzes and speaking submissions

Recurring Content

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. The recurring presence of the video teacher helps demonstrate how to say specific words and phrases. Students are able to listen to native speakers, record themselves, and compare their recording with the native speaker's pronunciation. Activities throughout the unit provide additional practices for students to improve their pronunciation skills.

Use of Pinyin

- There are many methods used to teach Chinese characters for language learners. Because of the inherent complexity of Chinese characters, Romanization methods

have been commonly used to assist in both pronunciation and reading. The most commonly used system is called pinyin and is both used for native and non-native Chinese language learners. This course uses pinyin as a guide on some vocabulary activities, but pinyin is not explicitly taught in the course. Every vocabulary word and phrase contains accompanying audio from native Chinese speakers, lessening the need of pinyin as a pronunciation tool.

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 the speaking patterns of Chinese by applying them in communicative situations.

Listening and Reading Comprehension Activities

- The recurring authentic stories provide both listening and reading comprehension practices. They are based on the vocabulary and culture concepts presented in that unit and challenge students to identify the main ideas and significant details of the listening/reading excerpts.

Chinese Character Orientation and Practice

- Chinese characters are introduced early and with all vocabulary. Students are provided with characters and supporting audio to help identify meaning and pronunciation. Within each unit, specific activities introduce aspects of Chinese characters like radicals, stroke order, and shared features. These activities are designed to show distinguishing characteristics with the Chinese characters to prepare for reading. Students do not practice writing or calligraphy within the program. However, practice writing sheets are provided as a printable PDF.

Assessments

- Vocabulary and character recognition quizzes verify that students understand the key vocabulary words and characters presented in the unit.
- End-of-unit tests assess students' understanding of Chinese vocabulary and simple phrases.



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3-5 Exposure Chinese 1: Scope & Sequence

Unit	Theme	Can do statements	Authentic Story	Culture	Phrases	Vocabulary (Chinese)
1	Numbers	I can count from 1 to 10. I understand the stroke order for the numbers 1 to 10 in Chinese. I can count to 10 using the Chinese finger counting method.	Houyi and the Ten Suns 后羿射日	Different ways to count to 10 with fingers (US vs. China)	1,2,3,4,5...	1. 一(yī) 2. 二(èr) 3. 三(sān) 4. 四(sì) 5. 五(wǔ) 6. 六(liù) 7. 七(qī) 8. 八(bā) 9. 九(jiǔ) 10. 十(shí)
2	Greetings	I can greet other people. I can start a conversation	The Mice and the Rice Ball 老鼠与饭团	Respecting the Elderly	My name is... Good morning. How are you? I'm fine. How about you? What's your name?	1. 你好 (nǐ hǎo) 2. 再见 (zài jiàn) 3. 谢谢 (xiè xie) 4. 他/她 (tā/tā) 5. 我 (wǒ) 6. 名字 (míng zì)
3	Family	I can recognize family words. I can talk about my own family.	Kong Rong and the pears 孔融让梨	Large families	This is my... I love my...	1. 男孩儿 (nán hái er) 2. 女孩儿 (nǚ hái er) 3. 家庭 (jiā ting) 4. 爸爸(bà ba) 5. 妈妈(mā ma) 6. 哥哥 (gē ge) 7. 姐姐 (jiě jie) 8. 弟弟 (dì dì) 9. 妹妹 (mèi mei) 10. 兄弟姐妹 (xiōng dì jiě mèi)

4	Home	I can talk about objects at home. I can talk about what I do at home.	The Frog and the Well 井底之蛙	Taking off shoes before entering the home	I have a... I like to... I can.... I watch... I play... I sleep on... I sit on...	1. 床(chuáng) 2. 沙发(shā fā) 3. 电视(diàn shì) 4. 桌子(zhuō zi) 5. 椅子(yǐ zi) 6. 电脑(diàn nǎo) 7. 玩(wán) 8. 看(kàn) 9. 睡觉(shuì jiào) 10. 坐(Zuò)
5	Adjectives/ Colors	I can say the colors. I can describe how things look.	The Box and the Pearl 买椟还珠	Different meanings of color in US and in China	I like... It is... What is your favorite... My favorite...	1. 红色(hóng sè) 2. 橘色(jú sè) 3. 黄色(huáng sè) 4. 绿色(lǜ sè) 5. 蓝色(lán sè) 6. 黑色(hēi sè) 7. 白色(bái sè) 8. 大(dà) 9. 小(Xiǎo) 10. 漂亮(piào liàng)
6	School	I can tell you about my classroom. I can tell you about school.	Kuang Heng Studies in Spite of Adversity 匡衡苦读	How schools are different in US and China	There is a /are... in the classroom. Sit down. Listen. What is this? This is...	1. 学校(xué xiào) 2. 纸(zhǐ) 3. 书(shū) 4. 读(dú) 5. 写(xiě) 6. 老师(lǎo shī) 7. 学生(xué sheng) 8. 说(shuō) 9. 铅笔(qiān bǐ) 10. 白板(bái bǎn)

7	Food	<p>I can name different kinds of food.</p> <p>I can describe what to eat for breakfast, lunch, and dinner.</p>	<p>Yi Fan Qian Jin (One Rice Thousand Gold)</p> <p>一饭千金</p>	<p>Chinese etiquette</p> <p>Difference in food choice for breakfast</p>	<p>What do you like to eat?</p> <p>I like to eat....</p> <p>I don't like to eat...</p> <p>I ate... for...</p> <p>I'm hungry.</p>	<ol style="list-style-type: none"> 1. 早餐(zǎo cān) 2. 午餐(wǔ cān) 3. 晚餐(wǎn cān) 4. 米饭(mǐ fàn) 5. 面条(miàn tiáo) 6. 饺子(jiǎo zi) 7. 肉(ròu) 8. 鱼(yú) 9. 果汁(guǒ zhī) 10. 牛奶(niú nǎi) 11. 水(shuǐ) 12. 三明治(sān míng zhì)
8	Final Week - Review and Test					
9	Animals	<p>I can say the animals of the Chinese Zodiac.</p> <p>I know which year of the Zodiac I am.</p>	<p>Zodiac</p> <p>十二生肖</p>	<p>China's national animal - the panda</p>	<p>I like...</p> <p>There is...</p> <p>I was born the year of the...</p>	<ol style="list-style-type: none"> 1. 老鼠 2. 牛 3. 老虎 4. 兔子 5. 龙 6. 蛇 7. 马 8. 羊 9. 猴子 10. 鸡 11. 狗 12. 猪

10	Friends	I can describe my friends and people around me. I can say how I feel.	Si Ma Guang Breaks the Vat 司马光砸缸	Games that children in China play	I am... I have...	1. 朋友 2. 邻居 3. 孩子们 4. 帮忙 5. 跑 6. 害怕 7. 感觉 8. 唱歌 9. 高兴 10. 难过
11	Nature	I can describe the weather. I can say what I like or don't like about the weather and nature.	Chang E Ascends to the Moon 嫦娥奔月	Tai Chi	What's the weather like today? It is sunny. It is windy. There are also flowers. There are lots of stars here. I like... That is... It's good/bad weather.	1. 风 2. 雨 3. 太阳 4. 月亮 5. 星星 6. 花 7. 冷 8. 热
12	Seasons	I can say the seasons. I can list some holidays. I can tell the important days of the year.	The Nian Monster 年的故事	Chinese New Years - how to make a Chinese lantern	I like...	1. 春天 2. 夏天 3. 秋天 4. 冬天 5. 新年 6. 春节 7. 月 8. 日 9. 年 10. 时间

13	Clothing	I can describe what I'm wearing. I can recognize articles of clothing.	Chinese Clothing 旗袍的来源	Traditional Chinese clothing vs. what we wear today	I am wearing... I like/dislike to wear...	1. 衣服 2. 裙子 3. 短裤 4. 帽子 5. 夹克 6. 衬衫 7. 裤子 8. 袜子 9. 鞋子 10. 穿 11. 喜欢/不喜欢
14	Places	I can tell you where my favorite places are. I can say where I like to go.	Meng Mu San Qian 孟母三迁	The Great Wall of China Emperor's Palace (Tourist Attraction)	I like to go to (the)... (Place) is (direction) of the (place).	1. 超市 2. 餐厅 3. 图书馆 4. 警察局 5. 右边 6. 左边 7. 医院 8. 公园 9. 去 10. 来
15	Professions	I can tell you what I want to be when I grow up. I can tell you what my parents do.	The Man on the Rafters 梁上君子	Shadow puppets	I want to be a... My mom is... My dad is...	1. 画家 2. 运动员 3. 飞行员 4. 科学家 5. 厨师 6. 警察 7. 医生 8. 消防员 9. 农夫 10. 总统
16	Review and Tests					