

World Languages & Cultural Studies
Novice Mid-High/4th-5th grade Chinese
 Q.Wang

World Languages Learning Approach

In World Languages each trimester, students will be exposed to the project-based approach. Students will work in differentiated groups throughout these mini-projects based on their individual needs. Instruction will be a combination of: whole class instruction, small group instruction, partner work and independent work. Differentiated groups will be determined through ongoing formal and informal assessments and will support their work in reading, writing, speaking and listening.

Unit Topics, Goals, Themes, Vocabulary, & Connections to NC Social Studies Essential Standards

Interpretive Communication (Reading/Listening Comprehension)

- Read and Understand Chinese Radicals/Characters - Read **30** characters
- Understand Content-Specific Vocabulary - Recognizes and understands meaning of **30** characters

Interpersonal Communication (Conversation)

- Speak with Fluency
- Pronounce Words and Phrases Correctly
- Use Everyday Phrases and Vocabulary

Presentational Communication (Writing / Speaking)

- Write Chinese Radicals / Characters - Write **25** characters
- Use Content-Specific Vocabulary

Economics and Health Literacy

- Compare and contrast the healthy food and junk food
- Discuss wants and needs
- Understand healthy living

Civics and government

- Communicate with others in daily life
- Discuss family occupations, workplaces and purposes of various organizations

Geography & Environmental Literacy

- Compare and contrast the climate in different places/countries
- Identify and locate the objects/rooms/places
- Describe what is done during leisure time

History/Culture

- Discussing cultural differences in clothing
- Identify Chinese people has different sense of beauty and taste in different time period.

Trimester #1 Timeline (August 28-November 21)

In this unit, students will learn common phrases for describing clothing, talking about climate, seeing a doctor and making phone calls. Each theme will be taught for two and half weeks so that students will have sufficient time to master the skills. Students will be engaged in a variety of activities that are authentic and meaningful to enhance and to maximize their learning.

Themes	Goals Students will...	Phrases & Sentences	Social Studies
Images & Clothing	<ul style="list-style-type: none"> Review body parts Review the words: <i>tall, short, slim, overweight</i> Review colors Describe people's general appearance and clothing 	<p><i>Tops/pants/dress/coat/ shirt/T-shirt/sweater/shoes/hats/gloves/..</i></p> <p><i>What does he/she look like?</i> <i>-He/she is tall and slim/...</i> <i>-He/she has big eyes /...</i> <i>What does he/ she wear?</i> <i>-He/she wears a blue shirt...</i></p>	<p>History & culture</p> <ul style="list-style-type: none"> Cultural difference in clothing Sense of beauty & taste in Chinese history
Season & Climate	<ul style="list-style-type: none"> Review the weather vocabulary Review country and cities discuss the weather in four seasons in different city/countries.. Compare and contrast the climate in different places/ countries 	<p>Sunny/ cloudy/ snowy/ raining/ windy/ foggy/ cold/hot/warm/cool/dry/humid/temperature</p> <p><i>What's the weather like in summer in Beijing?</i> <i>-It's very hot and dry.</i> <i>Is the summer hot in Beijing?</i> <i>-Yes, it's hotter than Charlotte.</i></p>	<p>Geography & Environmental Literacy</p> <ul style="list-style-type: none"> Compare and contrast the climate in different places/ countries
Sickness	<ul style="list-style-type: none"> Review body parts Review the words about time: <i>today/ yesterday/ tomorrow/morning/ afternoon/ noon/ evening</i> Talk to doctor and describe their physical situation Make an appointment 	<p><i>sick/cough/doctor/pain/ headache/have a fever/ rest/ diarrhea/nausea/ seeing doctor/ common cold/ throat/</i></p> <p><i>I don't feel very well.</i> <i>-You have a common cold.</i> <i>Can I make an appointment with Dr Wang?</i> <i>-Sure. How about tomorrow at 2:00pm?</i> <i>I have a fever and throat pain.</i> <i>-You should stay home _ days.</i></p>	<p>Community and Health</p> <ul style="list-style-type: none"> Discuss healthy living
Making Phone	<ul style="list-style-type: none"> Review numbers (1-10) Review greeting phrases 	<p><i>Hello/ thank you/ Good morning/ Byebye/ you're</i></p>	<p>Environmental Literacy</p>

Calls	<ul style="list-style-type: none"> Learn how to make a phone call in different circumstances 	<p><i>welcome /Excuse me</i></p> <p><i>Hello, May I please speak to xx?</i></p> <p><i>-Who's speaking?</i></p> <p><i>-Sure, hold down a moment.</i></p> <p><i>-He/ she is not at home.</i></p> <p><i>When does he/ she come back?</i></p> <p><i>-I don't know. Could you please call back later?</i></p> <p><i>Thank you! Bye.</i></p>	<ul style="list-style-type: none"> Communicate with others in daily life
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Trimester #2 (November 28-March 2)

In this unit, students will learn how to say *house and rooms, furniture, direction words, and playground*. Also, students will learn common phrases for describing the rooms and furnitures in their house. Meanwhile, they will learn the direction words and facilities in playground. Each theme will be taught for two and half weeks so that students will have sufficient time to master the skills. Students will be engaged in a variety of activities that are authentic and meaningful to enhance and to maximize their learning.

Themes	Goals Students will...	Phrases & Sentences	Social study
House & Rooms	<ul style="list-style-type: none"> Review measure words Learn different type of home Talk about the rooms in their house 	<p><i>House/ room/study/ floor/bedrooms/bathroom/ living room/ dining room/ kitchen/ shower room upstairs/downstairs/ yard/</i></p> <p><i>How many rooms are there in your house?</i></p> <p><i>-There are three/... rooms</i></p> <p><i>What's your favorite room?</i></p> <p><i>-I like my room best.</i></p> <p><i>Is your room upstairs or downstairs?</i></p> <p><i>-My room is upstairs.</i></p>	<p>Environmental Literacy</p> <ul style="list-style-type: none"> Identify the function of different rooms
Furniture	<ul style="list-style-type: none"> Review the weather vocabulary 	<p><i>sofa/table/desk/bookshelf/wardrobe/bed/chair/</i></p>	<p>Environmental Literacy</p>

		<p><i>TV/fridge/ stove/ washer/oven/computer/ lamp</i></p> <p><i>There is a sofa in the living room.</i> <i>There is a bed in my bedroom.</i> <i>There is a study room upstairs.</i> <i>What's in your kitchen?</i> <i>-There is ...</i></p>	<ul style="list-style-type: none"> • Discuss the furniture in different rooms
Direction words	<ul style="list-style-type: none"> • Review some objects • Talk about the objects' locations 	<p><i>North/ west/ east/ south on/under/on the left/ on the right/ inside / outside/in front of / behind</i></p> <p><i>Where is the pencil?</i> <i>-It's on the table.</i> <i>Where is the table?</i> <i>-It's in the dining room.</i></p>	<p>Geography & Environmental Literacy</p> <ul style="list-style-type: none"> • Identify and locate the objects
Playground	<ul style="list-style-type: none"> • Review school activity • Learn to describe different activities in the playground. 	<p><i>Playground/swing/slide/ seesaw/ monkey bar/ basketball court/ soccer turf</i></p> <p><i>What do you like to do in the playground?</i> <i>I like playing basketball/...</i> <i>-Some like playing soccer on the turf, some like ...</i> <i>others like...</i></p>	<p>Community & Environmental Literacy</p> <ul style="list-style-type: none"> • Talk about leisure time at school

Trimester #3 (March 2-June 6)

In this unit, students will learn how to say grocery (meat and vegetables and snack) and do some shoppings based on their needs. Also, students will learn geometric shapes and identify the structure in different objects. Meanwhile, they will learn the workplaces in their neighborhood. Each theme will be taught for two and half weeks so that students will have sufficient time to master the skills. Students will be engaged in a variety of activities that are authentic and meaningful to enhance and to maximize their learning.

Themes	Goals Students will...	Phrases & Sentences	Social Studies
Grocery (meat and vegetables and snack) and Shopping	<ul style="list-style-type: none"> ● Review food and drink ● Learn different kind of meat and vegetables ● Talk about the food they want and the food they need 	<p><i>Vegetable cucumber/ broccoli/ tomato/carrot/ pepper/onion/meat & dairy beef/pork/lamb/sausage/ cheese/drink & snacks milk/yogurt/juice/ water/ soda/cake/cookies/chips/ch ocolate/candy</i></p> <p><i>Do you want broccoli? -Yes, I want. No I don't want. Do you need broccoli? -Yes, I do. I need broccoli. Is chocolate cake junk food? -Yes, It is. You can not eat too much.</i></p>	<p>Economics and health</p> <ul style="list-style-type: none"> ● Compare and contrast the healthy food and junk food ● Discuss wants and need
Geometric Shapes	<ul style="list-style-type: none"> ● Talk about shapes ● Draw an object and talk about the geometric shapes it consist of ● Describe the objects with different shapes 	<p><i>triangle/ circle/ square/ rectangle/ diamond/ star/ straight line/ curve/</i></p> <p><i>What does a house consist of? -It consist of a triangle and a square. This picture consist of different shapes. -It has one circle, two triangles/ three squares/...</i></p>	<p>Civics and Government</p> <ul style="list-style-type: none"> ● Identify the structure in different objects/ organizations

<p>Neighborhood & Workplace</p>	<ul style="list-style-type: none"> ● Review jobs ● Talk about the places in their neighborhood 	<p><i>hotel/ supermarket/ flower shop/hair barber / school/ fast food restaurant/ bank/hospital/bookstore</i></p> <p><i>Is there any shop near your house?</i> <i>-Yes, there is a flower shop.</i> <i>Where do you buy vegetable and fruits?</i> <i>-I usually go to supermarket.</i></p> <p><i>Where does your father work?</i> <i>-My father work in the hospital. He is a doctor.</i></p>	<p>Geography & Environmental Literacy</p> <ul style="list-style-type: none"> ● Identify their family member's workplace/ occupations
<p>Total Review and Final Presentation</p>	<ul style="list-style-type: none"> ● Review all the themes that we learn in this school year ● Prepare the final presentation 		

Student Work

This year, Charlotte Lab School is still using an online portfolio system called SeeSaw which enables students to independently showcase what they are learning in each one of their content areas. Both students and teachers are able to view and assess progress and growth over time. In World Languages, students post to SeeSaw bi-weekly to share their current work and progress toward their personalized goals. Teachers will provide feedback weekly as well. Families are invited to also leave encouraging comments on their student's work as well.

Homework and Home-School Connection

Homework will only consist of conversational prompts and work that students did not finish during the school day. There will be no formally assigned homework this year. Research has been unable to prove that homework improves student performance. Rather, we ask that you spend your evenings doing other activities that correlate with student success - reading, writing, speaking with and listening to your child in Chinese. Here are some other things you can do at home to reinforce the learning that is taking place at school:

- *Ask your child to identify clothing , appearances and directions*
- *Have your child draw pictures and describe it with geometric shapes*
- *Identify the healthy food they need when shopping with your child*

Resources

North Carolina Social Studies Essential Standards

NCSSFL-ACTFL Can-Do Statements Progress Indicators for Language Learners

NCSSFL-ACTFL Proficiency Guide

My First Chinese Words

Easy Steps to Chinese Textbook & Workbooks 2,3,4

Parent-Teacher Communication

The best way to communicate general questions is through your student's advisor. If a specific World Language/Cultural Studies-Chinese question arises, please email the teacher(s) and a response will be provided within 48 hours.

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