

Hall Elementary School, Grade 4, Chinese, Year-Long Map

| September /October | November/ December/ January | February /March | April /May/June |
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| <p>Theme: Sharing the Planet Enduring Understanding: The practices, products and perspectives of a culture are related and reflect each other.</p> <p>Important Questions:</p> <ul style="list-style-type: none"> • What do we exchange with each other? <p>Vocabulary topics:</p> <ul style="list-style-type: none"> • Numbers • Chinese • Gifts • Money • Question words: How much, what, who, • where <p>Skills:</p> <ul style="list-style-type: none"> • Count • Describe • Respond to and ask questions: yes/no, either/or • Retell a story based on a model | <p>Theme: How the World Works Enduring Understanding: The practices, products and perspectives of a culture are related and reflect each other.</p> <p>Important Questions:</p> <ul style="list-style-type: none"> • How did Chinese inventions change our world? • Is necessity the “Mother” of invention? <p>Vocabulary topics:</p> <ul style="list-style-type: none"> • Verbs: to make, try, invent, look for, need • Inventions – kite, tangrams, paper <p>Skills</p> <ul style="list-style-type: none"> • Tell how to make something • Ask and respond to questions • Recognize characters • Sing a song • Read a pattern book | <p>Theme: Where are We in Place and Time Enduring Understanding: The practices, products and perspectives of a culture are related and reflect each other.</p> <p>Important Questions:</p> <ul style="list-style-type: none"> • How do advertisements in China compare to ads in the U.S.? <p>Vocabulary topics:</p> <ul style="list-style-type: none"> • Question words: How much, what, who, where • Likes and dislikes <p>Skills</p> <ul style="list-style-type: none"> • Ask and answer questions • Respond to commands. • Copy characters • Identify • Sing songs • Read a pattern book | <p>Themes: How the World Works; Sharing the Planet Enduring Understanding: The practices, products and perspectives of a culture are related and reflect each other.</p> <p>Important Questions:</p> <ul style="list-style-type: none"> • Why travel? • Why do people move to another country? <p>Vocabulary topics:</p> <ul style="list-style-type: none"> • Personal information – names, age, nationality, birthdate, gender <p>Skills:</p> <ul style="list-style-type: none"> • Ask and answer questions • Give information • Identify information |
| <p>Formative assessments:</p> <ul style="list-style-type: none"> • Comprehension checks – respond to questions • Sing songs with actions • TPR commands • Circling questions | <p>Formative assessments:</p> <ul style="list-style-type: none"> • Comprehension checks – gestures, respond to questions • Vocabulary - match labels to pictures • Sing songs with actions • TPR commands | <p>Formative assessments:</p> <ul style="list-style-type: none"> • Comprehension checks - respond to questions • Vocabulary - match pictures/labels • Sing songs with actions • TPR commands • Storytelling • Circling questions | <p>Summative integrated performance assessment:</p> <ul style="list-style-type: none"> • Interpretive task: Understand a travel itinerary and weather forecast and answer comprehension questions in English. • Interpersonal task: Discuss with a small group of other students how to spend a free afternoon in China. • Presentational task: Perform a skit of a scene in which a traveler goes through customs upon arriving in China. |
| <p>Culture Connections:</p> <ul style="list-style-type: none"> • Hand signs for counting • Chinese money • Typical gifts | <p>Culture Connections:</p> <ul style="list-style-type: none"> • Inventions from China | <p>Culture Connections:</p> <ul style="list-style-type: none"> • New Year greetings and songs • Bargaining – how much, too much, just right | <p>Culture Connections:</p> <ul style="list-style-type: none"> • Activities in China • Sightseeing in China |