

Northeast Middle School, Grade 6, Chinese Level 1, Year-Long Map

September/October	November/December/January	February/March	April/May/June
<p>Theme: My local community Enduring Understanding: I contribute to my family, school, and local community.</p> <p>Important Questions:</p> <ul style="list-style-type: none"> • What makes a community? <p>Vocabulary topics:</p> <ul style="list-style-type: none"> • Greetings and courteous expressions, gestures • Personal introduction • Classroom phrases/school subjects • Numbers <p>Skills</p> <ul style="list-style-type: none"> • Greet, introduce • Respond to and ask questions: yes/no, either/or • Respond to simple commands • Use culturally appropriate gestures • Recognize familiar words in <i>pinyin</i> and few Chinese characters 	<p>Theme: My Global Community Enduring Understanding: I contribute to the interconnected world community.</p> <p>Important Questions:</p> <ul style="list-style-type: none"> • How is the world a community? <p>Vocabulary topics:</p> <ul style="list-style-type: none"> • Geography: names of countries that speak Chinese, a few major cities, major rivers, and regions • Nationalities and languages • Flags • Colors • Numbers to 99 • Meeting new people <p>Skills</p> <ul style="list-style-type: none"> • Respond to and ask questions: yes/no, either/or • Give basic information about people • Respond to simple commands • Express likes and dislikes • Recognize familiar words in <i>pinyin</i> and Chinese characters 	<p>Theme: Community Celebrations Enduring Understanding: Traditional cultural celebrations are important to communities and families.</p> <p>Important Questions:</p> <ul style="list-style-type: none"> • How do traditional celebrations and practices shape the identity of a community? • How do Chinese traditional celebrations compare with those in the U.S.? <p>Vocabulary topics:</p> <ul style="list-style-type: none"> • Chinese celebrations: New Year, Autumn, Moon, Lantern festivals • Calendar and dates • Food • Family members • Likes/dislikes • Adjectives – big, little, pretty, <p>Skills</p> <ul style="list-style-type: none"> • Identify holiday by date • Express likes and dislikes • Respond to ask questions: yes/no, either/or • Describe people and things • Recognize familiar words in <i>pinyin</i> and Chinese characters 	<p>Theme: Stories of the Culture Enduring Understanding: Traditional stories and myths shape cultural perspectives.</p> <p>Important Questions:</p> <ul style="list-style-type: none"> • Why are stories passed down through generations? <p>Vocabulary topics:</p> <ul style="list-style-type: none"> • <i>Nian</i> monster story • <i>Mulan</i> story • Body parts • Shapes • Physical appearances • Personal characteristics, i.e., brave, strong • Emotions <p>Skills</p> <ul style="list-style-type: none"> • Identify physical features • Describe appearances • Express emotions • Ask and answer questions • Retell story in correct sequence • Recognize familiar words in <i>pinyin</i> and Chinese characters
<p>Formative assessments:</p> <ul style="list-style-type: none"> • Respond to TPR commands • Understand a short story about a new student in a school • Retell the story in Chinese • Sing a song about greeting, new friends • Introduce a classmate to another classmate. Use appropriate greetings with gestures • Respond to and ask simple questions. 	<p>Summative integrated performance assessment: “Meeting New People”</p> <ul style="list-style-type: none"> • Interpretive task: Answer comprehension questions after listening to a self-introduction (i.e. country, nationality, age) • Presentational task: Present skit about greeting people with appropriate register, • Interpersonal task: Short conversation with partner, greeting with appropriate register <p>Formative assessments:</p> <ul style="list-style-type: none"> • Label countries, regions, cities, and geographical features • Identify flags of Chinese-speaking countries 	<p>Formative assessments:</p> <ul style="list-style-type: none"> • Survey of classmates, i.e. “Find some who?” • Graph likes/dislikes • Compare similarities and differences of the holidays on a Venn diagram • Label pictures of foods • Identify dates of holidays 	<p>Summative integrated performance assessment: “The Monster”</p> <ul style="list-style-type: none"> • Interpretive task: Listen to descriptions and draw picture of monster described. • Presentational task: Oral presentation of a drawing of a monster. • Interpersonal task: Ask and answer questions with a partner about monsters and make drawings based on information.
<p>Culture Connections:</p> <ul style="list-style-type: none"> • School in China, role of teachers, students • Mid-Autumn Festival • Confucius-Teacher’s Day • Greeting gestures • Chinese characters 	<p>Culture Connections:</p> <ul style="list-style-type: none"> • Maps • Geography • Age and gender order 	<p>Culture Connections:</p> <ul style="list-style-type: none"> • Lunar calendar • Ways of celebrations • Chinese Zodiac • Lion Dance • Color connotations 	<p>Culture Connections:</p> <ul style="list-style-type: none"> • <i>Nian</i> monster story • Acrobats • Dragon Boat Festival