

Chinese 1A Curriculum Guide

National Standards	Thematic Concepts	Student Evidence	Resources
<p>Interpersonal & Interpretive Mode</p> <p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics</p> <p>Standard 2.2: Students demonstrate an understanding of the relationship</p>	<ul style="list-style-type: none"> • Geography/History • Map of China • Pronunciation: Pinyin initials & finals • Tones • Chinese Classroom expressions • Chinese characters • Chinese names 	<p>1.1</p> <ul style="list-style-type: none"> • Students practice and pronounce the different sounds in Chinese. • Students hear and repeat various words and sentences in Chinese. <p>1.2</p> <ul style="list-style-type: none"> • Students read maps and identify regions and locations in China. • Students use correct tone when pronouncing words. • Students place tone marks correctly. • Students follow directions/instructions. • Students identify if statements are true or false. • Students demonstrate their knowledge of classroom expressions. • Students identify thematic concepts spoken to them by the teacher and by native speakers through podcasts and ancillary materials. • Students correctly find and add Radicals <p>2.2</p> <ul style="list-style-type: none"> • Students demonstrate knowledge of Pinyin initials and finals. • Students demonstrate their knowledge of the evolution of Chinese characters. • 	<p>EMC Publishing, <i>Zhen Bang!</i> Chinese 1, Foundation A (3 weeks)</p> <p style="text-align: center;">Differentiation for Zhen Bang!</p> <p>For struggling students:</p> <p>1. www.quizlet.com to practice spelling and recognizing vocabulary. Create your own set or browse to find others.</p> <p>2. Check with the reference pages available for the text Internet Resource Center at www.emcschools.net/zhenbang</p> <p>Extending the lessons for students who are ready to move on:</p> <p>1. Have your students do work that corresponds to what you're teaching from a pre AP book. This is more challenging.</p>
		<p>Ed. Tech 1.1.1</p>	<p>Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <ul style="list-style-type: none"> • Combine technologies to create and share products from different content areas.

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<p>between the products and perspectives of the culture studied</p>			<ul style="list-style-type: none"> • Create digital products for culminating projects or inclusion in portfolios. 	<p>2. Have your students do work online, recording their voices to submit to you.</p>
		<p>CCSS Rdg 1 Key Ideas & Details</p>	<p><i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i></p>	
		<p>CCSS Rdg 2 Key Ideas & Details</p>	<p><i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i></p>	
		<p>CCSS Rdg 4 Craft & Structure</p>	<p><i>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</i></p>	
		<p>CCSS W4 Production & Distribution of Writing</p>	<p><i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i></p>	
		<p>CCSS W5 Production & Distribution of Writing</p>	<p><i>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</i></p>	
<p>Interpersonal, Interpretive & Presentational Mode</p>	<ul style="list-style-type: none"> • Geography/History: 22 Mainland Provinces • Pronunciation: 	<p>1.1</p>	<ul style="list-style-type: none"> • Students demonstrate understanding of written and spoken thematic concepts in a variety of ways: actions, reflections, matching, true/false, discussions, etc. 	<p>EMC Publishing, <i>Zhen Bang!</i> Chinese 1, Foundation B (3 weeks)</p>

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<p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics</p> <p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>Initial/Final and combination</p> <ul style="list-style-type: none"> • Classroom expressions • Traditional vs. Simplified Chinese characters 	<ul style="list-style-type: none"> • Students identify thematic concepts spoken to them by the teacher and by native speakers through podcasts and ancillary materials. • <p>1.2</p> <ul style="list-style-type: none"> • Students identify provinces on the Chinese map. • Students demonstrate knowledge of the importance of each province in China • Students listen, recognize and repeat Finals • Students listen, recognize and repeat Initials • Students identify traditional and simplified Chinese characters • Students write Chinese characters with the proper stroke technique. <p>1.3</p> <ul style="list-style-type: none"> • Students demonstrate their knowledge of thematic concepts by participating in games and other engaging activities that allow the teacher to see what they understand. 	<p style="text-align: center;">Differentiation for Zhen Bang!</p> <p><i>For struggling students:</i></p> <p>1. www.quizlet.com to practice spelling and recognizing vocabulary. Create your own set or browse to find others.</p> <p>2. Check with the reference pages available for the text Internet Resource Center at www.emcschools.net/zhenbang</p> <p><i>Extending the lessons for students who are ready to move on:</i></p> <p>1. Have your students do work that corresponds to what you're teaching from a pre AP book. This is more challenging.</p> <p>2. Have your students do work online, recording their voices to submit to you.</p>
		<p>Ed. Tech 1.2.1</p>	<p>Communicate and collaborate to learn with others.</p> <ul style="list-style-type: none"> ▪ Interact and collaborate with others using a variety of digital tools. ▪ Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
		<p>Ed. Tech 1.2.2</p>	<p>Develop cultural understanding and global awareness by engaging with learners of many cultures.</p> <ul style="list-style-type: none"> ▪ Build empathy by learning about many

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			<p>cultures through digital content from around the world.</p> <ul style="list-style-type: none"> ▪ Participate in an online community dedicated to understanding or solving a local or global issue. 	
		CCSS Rdg 1 Key Ideas & Details	<i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i>	
		CCSS Rdg 4 Craft & Structure	<i>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</i>	
		CCSS W3 Text Types & Purposes	<i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i>	
		CCSS W4 Production & Distribution of Writing	<i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>	
<p>Interpersonal & Interpretive Mode Standard 1.1: Students engage in conversations, provide and</p>	<ul style="list-style-type: none"> • Geography/History: Municipalities and special districts • Pronunciation: Finals/Alveolar and Velar sounds • Classroom expressions 	<p>1.1</p> <ul style="list-style-type: none"> • Students demonstrate understanding of written and spoken thematic concepts in a variety of ways: actions, reflections, matching, true/false, discussions, etc. • Students demonstrate knowledge and understanding by role play. • Students produce alveolar and velar sounds when speaking. • Students rhyme syllables 	<p>EMC Publishing, <i>Zhen Bang!</i> Chinese 1, Foundation C (3 weeks)</p> <p style="text-align: center;">Differentiation for Zhen Bang!</p> <p><i>For struggling students:</i></p>	

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<p>obtain information, express feelings and emotions, and exchange opinions</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics</p>	<ul style="list-style-type: none"> Chinese characters: pictographs 	<ul style="list-style-type: none"> Students demonstrate comprehension with response orally and written. <p>1.2</p> <ul style="list-style-type: none"> Students identify the four municipalities and two special districts. Students identify if statements are true or false. Students demonstrate their understanding of thematic concepts they hear and read by identifying them through pictures and images. Students can identify pictures based on what they hear. Students draw pictographs and show relation to Chinese characters. Students write Chinese characters with the proper stroke technique. Students identify Chinese characters with pronunciation and written practice. 	<ol style="list-style-type: none"> www.quizlet.com to practice spelling and recognizing vocabulary. Create your own set or browse to find others. Check with the reference pages available for the text Internet Resource Center at www.emcschools.net/zhenbang <p><i>Extending the lessons for students who are ready to move on:</i></p> <ol style="list-style-type: none"> Have your students do work that corresponds to what you're teaching from a pre AP book. This is more challenging. Have your students do work online, recording their voices to submit to you.
		<p>Ed. Tech 1.2.1</p>	<p>Communicate and collaborate to learn with others.</p> <ul style="list-style-type: none"> Interact and collaborate with others using a variety of digital tools. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

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		Ed. Tech 1.3.1	Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry. <ul style="list-style-type: none"> ▪ Explore possible topics and available information on current issues using databases and digital resources to organize a project or solve a problem 	
		CCSS Rdg 1 Key Ideas & Details	<i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i>	
		CCSS Rdg 4 Craft & Structure	<i>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</i>	
		CCSS W3 Text Types & Purposes	<i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i>	
		CCSS W4 Production & Distribution of Writing	<i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>	

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<p>Interpersonal, Interpretive & Presentational Mode</p> <p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Standard 2.1: Students demonstrate an understanding</p>	<ul style="list-style-type: none"> • Geography/History: population density • Pronunciation: Finals and Dental Sibilants • Classroom expressions • Chinese characters: Ideographs 	<p>1.1</p> <ul style="list-style-type: none"> • Students identify more populous areas of china. • Students pronounce the dental sibilants for new vocabulary. • Students follow instructions by using gestures, symbols and other non-written and non-spoken communication. • Students demonstrate their understanding of thematic concepts they hear and read by identifying them through pictures and images. • Students demonstrate understanding of written and spoken thematic concepts in a variety of ways: actions, reflections, matching, true/false, discussions, etc. • Students identify and produce ideographs <p>1.3</p> <ul style="list-style-type: none"> • Students role play visits to autonomous regions of china. • Students demonstrate comprehension with song and story <p>2.1</p> <ul style="list-style-type: none"> • Students explain China’s one child policy • Students locate on the map the five autonomous regions. <p>4.1</p> <ul style="list-style-type: none"> • Students compare and contrast handwritten characters to computer fonts 	<p>EMC Publishing, <i>Zhen Bang!</i> Chinese 1, Foundation D (3 weeks)</p> <p style="text-align: center;">Differentiation for Zhen Bang!</p> <p>For struggling students:</p> <ol style="list-style-type: none"> 1. www.quizlet.com to practice spelling and recognizing vocabulary. Create your own set or browse to find others. 2. Check with the reference pages available for the text Internet Resource Center at www.emcschools.net/zhenbang <p>Extending the lessons for students who are ready to move on:</p> <ol style="list-style-type: none"> 1. Have your students do work that corresponds to what you’re teaching from a pre AP book. This is more challenging. 2. Have your students
		<p>Ed. Tech 1.2.1</p>	<p>Communicate and collaborate to learn with others.</p> <ul style="list-style-type: none"> ▪ Interact and collaborate with others using a variety of digital tools. ▪ Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

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<p>of the relationship between the practices and perspectives of the culture studied</p> <p>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own</p>				<p>do work online, recording their voices to submit to you.</p>
		<p>Ed. Tech 1.3.1</p>	<p>Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.</p> <ul style="list-style-type: none"> ▪ Explore possible topics and available information on current issues using databases and digital resources to organize a project or solve a problem. 	
		<p>CCSS Rdg 2 Key Ideas & Details</p>	<p><i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i></p>	
		<p>CCSS Rdg 4 Craft & Structure</p>	<p><i>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</i></p>	
		<p>CCSS W2 Text Types & Purposes</p>	<p><i>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</i></p>	
	<p>CCSS W4 Production & Distribution of Writing</p>	<p><i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i></p>		
<p>Interpersonal & Interpretive</p>	<ul style="list-style-type: none"> • Geography/History: food crops 	<p>1.1</p> <ul style="list-style-type: none"> • Students tell about famous Chinese dishes 		<p>EMC Publishing, <i>Zhen Bang!</i> Chinese 1,</p>

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<p>Mode</p> <p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics</p> <p>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign</p>	<ul style="list-style-type: none"> • Pronunciation: Finals and Palatal Sounds • Classroom expressions • Chinese characters: Combinations, Pictographs and Ideographs 	<ul style="list-style-type: none"> • Students role play dialogs between students and foreign exchange students visiting China. • Students pronounce Palatal sounds correctly when speaking. • Students sing songs about culture. <p>1.2</p> <ul style="list-style-type: none"> • Students demonstrate understanding of important food crops. • Students demonstrate their understanding of thematic concepts they hear and read by identifying them through pictures and images. • Students demonstrate understanding of written and spoken thematic concepts in a variety of ways: actions, reflections, matching, true/false, discussions, etc. • Students identify the various dialects and languages in China with maps. • Students apply proper placement of radicals. • Students combine pictographs and ideographs when writing. • Students explain the importance of proportion when writing. <p>3.2</p> <ul style="list-style-type: none"> • Students prepare and eat famous Chinese dishes at home. <p>4.2</p> <ul style="list-style-type: none"> • Students identify differences and similarities in mainland China and Taiwan. 	<p>Foundation E (3 weeks)</p> <p style="text-align: center;">Differentiation for Zhen Bang!</p> <p>For struggling students:</p> <p>1. www.quizlet.com to practice spelling and recognizing vocabulary. Create your own set or browse to find others.</p> <p>2. Check with the reference pages available for the text Internet Resource Center at www.emcschools.net/zhenbang</p> <p>Extending the lessons for students who are ready to move on:</p> <p>1. Have your students do work that corresponds to what you're teaching from a pre AP book. This is more challenging.</p> <p>2. Have your students do work online, recording their voices to submit to you.</p>
		<p>Ed. Tech 1.1.1</p>	<p>Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <ul style="list-style-type: none"> ▪ Combine technologies to create and share products from different content areas. ▪ Create digital products for culminating projects or inclusion in portfolios.

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<p>language and its cultures</p> <p>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>Ed. Tech 1.2.1</p>	<p>Communicate and collaborate to learn with others.</p> <ul style="list-style-type: none"> ▪ Interact and collaborate with others using a variety of digital tools. ▪ Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
	<p>Ed. Tech 1.3.1</p>	<p>Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.</p> <ul style="list-style-type: none"> ▪ Explore possible topics and available information on current issues using databases and digital resources to organize a project or solve a problem.
	<p>CCSS Rdg 1 Key Ideas & Details</p>	<p><i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i></p>
	<p>CCSS Rdg 4 Craft & Structure</p>	<p><i>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</i></p>
	<p>CCSS W4 Production & Distribution of Writing</p>	<p><i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i></p>

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		CCSS W9 Research to Build & Present Knowledge	<i>Draw evidence from literary or informational texts to support analysis, reflection, and research.</i>	
<p>Interpersonal, Interpretive & Presentational Mode</p> <p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics</p> <p>Standard 4.1: Students demonstrate</p>	<ul style="list-style-type: none"> • Geography/History: China's natural landscape • Pronunciation: Tongue changes • Classroom expressions • Chinese characters: borrowed characters 	<p>1.1</p> <ul style="list-style-type: none"> • Students role play Americans visiting different places in China. • Students apply tonal changes in speech • Students construct sentences and words in Chinese characters. • Students sing to pronounce and learn culture. • Students use zi and ci properly in spoken and written Chinese. <p>1.2</p> <ul style="list-style-type: none"> • Students summarize the natural environment of China. • Students demonstrate their understanding of thematic concepts they hear and read by identifying them through pictures and images. • Students demonstrate understanding of written and spoken thematic concepts in a variety of ways: actions, reflections, matching, true/false, discussions, etc. • Students identify the Great Wall and Grand Canal locations and importance to China. • Students identify loan words with foreign origins. <p>4.1</p> <ul style="list-style-type: none"> • Students compare and contrast Pinyin and other spelling systems. • Students construct borrowed characters and identify differences. 	<div style="background-color: yellow; padding: 5px;"> <p>Ed. Tech 1.1.1</p> </div> <p>Generate ideas and create original works for personal and group expression using a variety of digital tools.</p> <ul style="list-style-type: none"> ▪ Combine technologies to create and 	<p>EMC Publishing, <i>Zhen Bang!</i> Chinese 1, Foundation F (3 weeks)</p> <p style="text-align: center;">Differentiation for Zhen Bang!</p> <p>For struggling students:</p> <p>1. www.quizlet.com to practice spelling and recognizing vocabulary. Create your own set or browse to find others.</p> <p>2. Check with the reference pages available for the text Internet Resource Center at www.emcschools.net/zhenbang</p> <p>Extending the lessons for students who are ready to move on:</p> <p>1. Have your students do work that corresponds to what</p>

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<p>understanding of the nature of language through comparisons of the language studied and their own</p>		<p>share products from different content areas.</p> <ul style="list-style-type: none"> ▪ Create digital products for culminating projects or inclusion in portfolios. 	<p>you're teaching from a pre AP book. This is more challenging.</p> <p>2. Have your students do work online, recording their voices to submit to you.</p>
	<p>Ed. Tech 1.2.2</p>	<p>Develop cultural understanding and global awareness by engaging with learners of many cultures.</p> <ul style="list-style-type: none"> ▪ Build empathy by learning about many cultures through digital content from around the world. ▪ Participate in an online community dedicated to understanding or solving a local or global issue. 	
	<p>Ed. Tech 1.3.1</p>	<p>Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry.</p> <ul style="list-style-type: none"> ▪ Explore possible topics and available information on current issues using databases and digital resources to organize a project or solve a problem. 	
	<p>CCSS Rdg 1 Key Ideas & Details</p>	<p><i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i></p>	

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		CCSS Rdg 2 Key Ideas & Details	<i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>	
		CCSS Rdg 4 Craft & Structure	<i>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</i>	
		CCSS W3 Text Types & Purposes	<i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i>	
		CCSS W4 Production & Distribution of Writing	<i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>	