



GREAT NECK PUBLIC SCHOOLS

"Where Discovery Leads to Greatness"

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Curriculum Profile: Chinese Checkpoint A

<u>Department</u>	World Languages
<u>Course Name</u>	Checkpoint A - Chinese 6, Chinese 7, Chinese 8
<u>Course Length</u>	3 Years - 6th, 7th, and 8th Grade
<u>High School Credits</u>	Chinese 6 and 7 - No high school credit Chinese 8 - 1 unit of credit
<u>Description</u>	This course introduces students to the Mandarin language and cultures in which Mandarin is spoken. A communicative approach to language acquisition helps to foster basic proficiency in the areas of listening, speaking, reading, and writing. The course of study culminates with a language proficiency exam ("FLACS Exam") administered at the end of the Chinese 8 level.
<u>Target / eligible students</u>	6th, 7th, and 8th grade language eligible students
<u>State Learning Standards Link(s)</u>	New York State Learning Standards for World Languages (Modern Languages) - 2021 Anchor Standard: Communication <u>Standard 1: Interpretive Communication</u> - Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, using a range of diverse texts, including authentic resources <u>Standard 2: Interpersonal Communication</u> - Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and opinions. <u>Standard 3: Presentational Communication</u> - Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers* to describe, inform, narrate, explain, or persuade. Anchor Standard: Cultures <u>Standard 4: Relating Cultural Practices and Products to Perspectives</u> - Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest. <u>Standard 5: Cultural Comparisons</u> - Learners use the target language to compare the products and practices of the cultures studied and their own.
<u>Primary texts and materials</u>	The course does not follow a specific textbook. All materials are teacher-generated and adhere to the Checkpoint A themes and topics set by the NYSED Office of Bilingual Education and World Languages.
<u>Scope / Sequence</u> *All themes and topics, as prescribed by Checkpoint A, are covered during the three-year language sequence. While the scope and learning objectives are consistent, small variations in the sequence of topics may exist across schools.	
<u>Identity</u>	Anchor Standard: Communication - Engage in basic conversation - State and spell my name - Greet and say goodbye to others at different times of day and with an appropriate title - Indicate my age and birthday - Identify my place of origin



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	- State my phone number - Describe my physical appearance - Describe my personality - Indicate what I do and do not like to do Anchor Standard: Culture - Compare the different ways Chinese and Westerners greet each other.
Family & Social Relationships	Anchor Standard: Communication - Exchange information about the names and relations of the members of my family - Indicate the age of my family members - Describe my family and identify how many people are in my family - Interpret others' familial relationships on a family tree - Describe the physical appearance and personalities of my family members - Indicate what my family members do and do not like to do - Describe the occupations of my family members Anchor Standard: Culture - Compare the structure of the traditional Chinese family to that of American families
House & Home	Anchor Standard: Communication - Indicate whether I live in (house or apartment, city or town, etc.) - Identify the rooms and spaces in my house - Describe the color of my house and the rooms - Exchange information about what my family and I do in each of the rooms and spaces of my house - Describe the color of and location of common household items that are in the rooms and spaces of my house - Describe the household chores that my family and I do in the rooms and spaces of my house Anchor Standard: Culture - Compare typical homes of families in China to those in my community.
School Life & Education	Anchor Standard: Communication - Identify the classes that I take each day in school - Indicate the times at which my classes meet - Exchange information about my favorite classes - Identify the names of my teachers - Describe each of my classes - Explain what school supplies I use in each of my classes - Describe the features and materials in a classroom - Describe what my classmates and I do in each class - Interpret a school schedule Anchor Standard: Culture - Compare Chinese and American school buildings - Compare classes that students in China take to those taken in my school.
Communities & Neighborhood	Anchor Standard: Communication - Identify the names of places in my community - Exchange information about where my family and I or my friends and I go on weekdays, after school, and on weekends - Describe the reasons for which I visit various places in my community - Indicate the means of transportation I take to get to various places in my community Anchor Standard: Culture - Comparing the structure of Chinese and American communities.



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Food & Meal Taking	Anchor Standard: Communication - Identify different categories of foods - Express preferences about food and drink - Describe taste and appearance of food items - Describe a table setting - Identify and interpret parts of a menu - Exchange information with restaurant staff Anchor Standard: Culture - Compare the differences between Eastern and Western diets.
Health & Wellness	Anchor Standard: Communication - Identify the different parts of the body - Describe my daily routine - State how I and others feel - Identify different health concerns - Describe symptoms and illnesses - Describe/suggest remedies for various ailments - Understand and analyze basic medicine labels - Exchange/provide information with/to a healthcare worker - Describe a healthy and unhealthy way of living Anchor Standard: Culture - Describe basic information about Chinese medicine such as acupuncture, scraping, herbal diet, cupping, etc. - Compare the healthcare systems in China and the US.
Leisure	Anchor Standard: Communication - Exchange information about what I do and do not like to do / express agreement and disagreement - Describe where I go in my free time - Indicate with whom I spend time - Describe how often I go places and do various activities Anchor Standard: Culture - Compare Chinese celebrations to American ones. - Describe and explain the practices and products of different Chinese traditional festivals.
Physical Environment	Anchor Standard: Communication - Describe the daily weather - Indicate the weather in different seasons - Indicate the weather in different regions based on the physical environment - Identify activities I can do during different seasons - Identify the major Chinese cities, provinces, and geographical features on a map - Analyze the calendar (days, months, etc.) Anchor Standard: Culture - Compare the natural and human environments of China and the United States.
Technology, Media, & Social Media	Anchor Standard: Communication - Identify the different platforms in technology/social media - Analyze the advantages and disadvantages of technology, media and social media in my daily life - Express my social media preferences and why - Identify how language is used in text messaging and social media



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	Anchor Standard: Culture ● Compare how technology and social media is used in China and the US ● Identify and describe famous Chinese social media figures.
Shopping	Anchor Standard: Communication ● Describe the outfits I and others wear in various situations. ● Describe clothing in terms of its patterns, colors, styles, and price ● State which stores are my favorite and why ● Exchange information with a sales clerk about clothing preferences ● Identify different currencies ● Identify and discuss where different food/variety items are bought Anchor Standard: Culture ● Compare Chinese and Western shopping cultures.
Travel	Anchor Standard: Communication ● Express opinions about ideal locations for travel ● Describe how to prepare for a trip on a plane or train ● Exchange information with train station and airport personnel. ● Identify best practices for air and rail travel Anchor Standard: Culture ● Identify similarities and differences in modes of transportation in the US to those in China ● Identify major landmarks and attractions in China
Celebrations, Customs, & Traditions	Anchor Standard: Communication ● Describe how family events are celebrated ● Identify the preparations for different celebrations ● Accept and decline invitations ● Discuss and describe various aspects of going to special events ● Discuss different types of art and visiting museums. Anchor Standard: Culture ● Compare customs and traditions in America and those in China
Additional Notes:	