



## GREAT NECK PUBLIC SCHOOLS

*"Where Discovery Leads to Greatness"*

#DiscoverGreatness

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### Curriculum Profile: Chinese Checkpoint B

<u>Department</u>	World Languages
<u>Course Name</u>	Checkpoint B: Chinese 9H, Chinese 10H
<u>Course Length</u>	2 years – 9 <sup>th</sup> and 10 <sup>th</sup> grade
<u>High School Credits</u>	1 credit per course (2 total)
<u>Description</u>	These courses continue to immerse students in the Chinese language and cultures. A communicative approach to language acquisition helps to foster intermediate proficiency in the areas of listening, speaking, reading, and writing while using the three modes of communication (interpersonal, interpretive and presentational).
<u>Target/eligible students</u>	Students in 9th and 10th grade who are Checkpoint B language eligible.
<u>State Learning Standards Link(s)</u>	<a href="#">New York State Learning Standards for World Languages (Modern Languages) - 2021</a> <b>Anchor Standard: Communication</b> <ul style="list-style-type: none"><li>• <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</li><li>• <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.</li><li>• <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.</li></ul> <b>Anchor Standard: Cultures</b> <ul style="list-style-type: none"><li>• <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.</li><li>• <u>Standard 5: Cultural Comparisons</u> - Learners use the target language to compare the products and practices of the cultures studied and their own.</li></ul>
<u>Primary Texts and Materials</u>	These courses do not follow a specific textbook. All materials are teacher-generated in the forms of authentic resources (print, audio, and video) and adhere to the Checkpoint B 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 B, are covered during the one-year language sequence. While the scope and learning objectives are consistent, small variations in the sequence of topics may exist across schools.
<u>Ordering Food</u>	Learning Objectives & Functions: <ol style="list-style-type: none"><li>1. Ask what someone wants</li><li>2. Present/discuss alternatives</li><li>3. Tell someone what you want</li></ol> Culture Highlights: <ol style="list-style-type: none"><li>1. The art of cooking</li></ol>

	<p>2. The history of Chinese food 3. Popular Chinese dishes in China and United States</p>
<u>Making Requests</u>	<p>Learning Objectives &amp; Functions:</p> <ol style="list-style-type: none"> <li>1. Make requests and give permission</li> <li>2. Express wishes, obligations, capabilities, and possibilities</li> <li>3. Talk about driving a car</li> </ol> <p>Culture Highlights:</p> <ol style="list-style-type: none"> <li>1. Cars and bikes in China</li> <li>2. Car rental process in China and United States</li> </ol>
<u>Clothes and Shopping</u>	<p>Learning Objectives &amp; Functions:</p> <ol style="list-style-type: none"> <li>1. Ask how much something costs</li> <li>2. Talk about clothing</li> <li>3. Express opinions</li> </ol> <p>Culture Highlights:</p> <ol style="list-style-type: none"> <li>1. Traditional Chinese clothing</li> <li>2. Ways to express money in Chinese</li> </ol>
<u>Birthdays and Celebrations</u>	<p>Learning Objectives &amp; Functions:</p> <ol style="list-style-type: none"> <li>1. Say the days of the week</li> <li>2. Extend and accept invitations</li> <li>3. Talk about birthdays</li> </ol> <p>Culture Highlights:</p> <ol style="list-style-type: none"> <li>1. The Chinese zodiac animals</li> </ol>
<u>Location and Position</u>	<p>Learning Objectives &amp; Functions:</p> <ol style="list-style-type: none"> <li>1. Describe location with position words</li> <li>2. Ask where something is located</li> <li>3. Describe rooms in a house</li> </ol> <p>Culture Highlights:</p> <ol style="list-style-type: none"> <li>1. Feng Shui</li> <li>2. Famous sight-seeing places in Beijing</li> </ol>
<u>Hobbies and Sports</u>	<p>Learning Objectives &amp; Functions:</p> <ol style="list-style-type: none"> <li>1. Describe how an action is performed</li> <li>2. Talk about hobbies, sports, and exercise</li> <li>3. Talk about the frequency of playing the sports/instruments</li> </ol> <p>Culture Highlights:</p> <ol style="list-style-type: none"> <li>1. Chinese Martial Arts (Kung Fu)</li> <li>2. School field day in China and United States</li> </ol>
<u>Weather and Seasons</u>	<p>Learning Objectives &amp; Functions:</p> <ol style="list-style-type: none"> <li>1. Describe the weather</li> <li>2. Talk about the four seasons</li> <li>3. Say that something will happen in the near future</li> </ol> <p>Culture Highlights:</p> <ol style="list-style-type: none"> <li>1. The main Chinese festivals</li> <li>2. Beijing Winter Olympics</li> </ol>
<u>Travel and Transportation</u>	<p>Learning Objectives &amp; Functions:</p> <ol style="list-style-type: none"> <li>1. Describe means of transportation</li> <li>2. Talk about travel plans</li> <li>3. Compare the traffic between China and the United States</li> </ol>

	<p>Culture Highlights:</p> <ol style="list-style-type: none"> <li>1. China railway high-speed</li> <li>2. China public bicycle system</li> <li>3. Didi</li> </ol>
<u>Health and Medicine</u>	<p>Learning Objectives &amp; Functions:</p> <ol style="list-style-type: none"> <li>1. Describe the symptoms of an illness</li> <li>2. Describe something that has happened</li> <li>3. Describe a changing situation</li> <li>4. Describe the direction of prescriptions</li> </ol> <p>Culture Highlights:</p> <ol style="list-style-type: none"> <li>1. Traditional Chinese medicine</li> <li>2. Traditional Chinese supplements</li> <li>3. Acupuncture</li> </ol>
<u>Renting an Apartment</u>	<p>Learning Objectives &amp; Functions:</p> <ol style="list-style-type: none"> <li>1. Talk about renting an apartment</li> <li>2. Describe a house</li> <li>3. Indicate the direction of a movement</li> <li>4. Specify the effects or results of an action on an object</li> </ol> <p>Culture Highlights:</p> <ol style="list-style-type: none"> <li>1. Houses in China</li> <li>2. The changes in housing market</li> </ol>
<u>Future Plans</u>	<p>Learning Objectives &amp; Functions:</p> <ol style="list-style-type: none"> <li>1. Talk about future plans</li> <li>2. Express blessings and wishes</li> <li>3. Discuss your desire occupations</li> </ol> <p>Culture Highlights:</p> <ol style="list-style-type: none"> <li>1. Study abroad</li> <li>2. Summer assignments in China</li> </ol>
<u>FLACS Checkpoint B Preparation</u>	<ul style="list-style-type: none"> <li>● Overview of the FLACS Checkpoint B and essential skills</li> <li>● Enhance students interpretive listening and reading strategies</li> <li>● Enhance students interpersonal speaking and writing strategies</li> <li>● Enhance students presentational speaking and writing strategies</li> <li>● Practice the previous Checkpoint B exams in class</li> </ul>
<u>Additional Notes</u>	Chinese 9H and Chinese 10H are continuation courses in which students are eligible to receive Regents credit upon completion of the courses and pass the Checkpoint B exam.