



Greenwich Public Schools Curriculum Overview

Course Name: Mandarin 1

Personalized learning is achieved through standards-based, rigorous and relevant curriculum that is aligned to digital tools and resources.

Note: Teachers retain professional discretion in how the learning is presented based on the needs and interests of their students.

Course Description: (from COSG)

This is a beginning course which stresses listening, speaking, reading, and writing at the novice ACTFL proficiency level. Vocabulary, conversation practice and cultural awareness are reinforced by the use of authentic materials in a multimedia format. Students will be able to participate in simple conversation, comprehend short passages, both spoken and written, and write sentences on a variety of everyday topics using elementary Chinese characters.

Unit Guide: (List of Major Units)

Unit 1: Greetings and introductions

Unit 2: About me

Unit 3: Time and location

Unit 4: Food

Enduring Understandings

- In ancient times, Chinese men and women would greet one another by bowing
- In Chinese, surnames come before given names
- Chinese and English speakers count differently with their hands
- Some Chinese names for countries carry specific meanings or reflect historical notions
- Education has always occupied a prominent position in Chinese society
- Chinese kinship is traditionally hierarchical such that every member of a Chinese family occupies a very particular place within the family unit
- The 四合院 (sìhéyuàn: "courtyard compound") is a classical architectural style dating back to the 10th century B.C.E
- Chinese dates are presented progressing from the largest unit of measurement to the smallest
- 文房四宝 (wénfáng sìbǎo: The Four Treasures of the Study): these are the four essential tools used in the classical art of Chinese painting and calligraphy: 笔、墨、纸、砚, (bǐ, mò, zhǐ, yàn: brush, ink, paper, inkstone)

- The traditional symbolism given to fruits mostly originates from ancient Chinese text
- As a traditionally agrarian society, food is of the utmost importance to Chinese people
- Western fast food chains first appeared in China in the 1980s

Performance Tasks: (Including Capstone Assured Experiences)

1. Engage in classroom discussions and debates in which students take and defend positions relative to:
 - a. Chinese greeting culture
 - b. Traditional Chinese festivals
 - c. Location and families
 - d. School life
 - e. Favourite food and fruit
2. Complete a variety of projects and presentations in which they create artifacts based on their personal interests to show their understanding of Chinese festivals, locations of familiar places, school life, important role that Chinese food plays in Chinese's life, and Chinese fruits
3. Role play situations involving:
 - a. Greet and say goodbye to people
 - b. Introduce yourself and others
 - c. Ask and answer questions pertaining to age
 - d. Count from 0 to 100
 - e. Say different countries' names
 - f. Say which school you go to and your grade level
 - g. Identify terms for family members and their relationships
 - h. Inquire about and provide locations and addresses
 - i. Exchange information on the days of the week, and months
 - j. Inquire about describe the relative location of an item
 - k. Express likes and dislikes
 - l. Name a few common fruits
4. Teacher-generated quizzes and unit assessments to show mastery

Standards

[World Readiness Standards for Learning Languages](#)

[WL Readiness Standards Alignment with Common Core Standards](#)

Resources

1. **Discovering Chinese Pro 1 - Textbook and workbook**
2. [Resources for Pinyin](#)
3. **Far East - Chinese for youth level 1 - Textbook and workbook**
4. **Search for Little Fox Chinese video series**