

St. Mary's County Public Schools
Chinese 1
Grades 8, 9, 10, 11, or 12

Marking Period 2

<p style="text-align: center;">ACTFL Can Do Benchmarks/Maryland State Standards</p>	<p>Interpersonal Communication: <i>I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.</i> <i>I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</i></p> <p>Presentational Speaking: <i>I can present information about myself and some other very familiar topics using single words or memorized phrases.</i> <i>I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.</i></p> <p>Presentational Writing: <i>I can copy some familiar words, characters, or phrases.</i> <i>I can write lists and memorized phrases on familiar topics.</i></p> <p>Interpretive Listening: <i>I can recognize a few memorized words and phrases when I hear them spoken.</i> <i>I can recognize some familiar words and phrases when I hear them spoken.</i></p> <p>Interpretive Reading: <i>I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.</i> <i>I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.</i></p>
<p style="text-align: center;">Essential Questions</p>	<p>How do major cities tell their stories?</p> <p>How do cultural values shape relationships in Hispanic countries?</p>
<p style="text-align: center;">Objectives</p>	<ul style="list-style-type: none"> • Ask and state family name and given name • Ask and state age • Ask and identify a person • Express and respond to welcome • Ask someone to come in • Express and respond to gratitude. • Express "Happy birthday" in speech, writing and singing. • Ask about and identify a classroom object • Ask about and identify the owner • Ask if things belong to someone • Confirm if someone knows something • Express with certainty and uncertainty • Ask and answer about family • State occupation
<p style="text-align: center;">Vocabulary</p>	<ul style="list-style-type: none"> • Special question words: 谁, 几, 多少, 什么, 谁的 • Polite words: 欢迎, 请进, 谢谢, 祝你生日快乐, 不客气 • Possessive pronouns • Negative word 不 • Simple question word 吗 • Classroom objects • Indicative pronouns: 这, 那 • Verb 有 for possessive and existence • Negative word 没 • Family members • Occupation • Special verbs for names •
<p style="text-align: center;">Grammar</p>	<ul style="list-style-type: none"> • Subject + noun sentences • Interrogative sentence order • Asking questions, using 谁, 几, 多少

	<ul style="list-style-type: none"> • Tense helpers: 今年/明年, 今天/明天 • Date, including year, month, and day • Measure word for age: 岁, 个 • Character radicals • Possessive pronouns • Negative word 不 • “吗” questions • 有 for both existence and possession • Negative word 没 • Order of “我” in a list • Question word: 呢 • Adverb: 也
Culture	<ul style="list-style-type: none"> • Chinese age counting • Alternative way of telling age, using zodiac • Birthday celebration • Perspectives on the aged • Importance of Chinese calligraphy • Finger games • Chinese early inventions • Etymology of character 家 • Address family members and other people based on their age and social/hierarchical relationship • Concepts towards extended family in Chinese and Western cultures. • Kinship terms used in English and in Chinese and the possible influence in cultural practice • Changes in terms of Chinese family size
Formative Assessments	<ul style="list-style-type: none"> • • • •
Summative Assessments	<ul style="list-style-type: none"> • •