

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

**Marking Period 4**

<p style="text-align: center;"><b>ACTFL Can Do Benchmarks/Maryland State Standards</b></p>	<p><b>Interpersonal Communication:</b> <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><b>Presentational Speaking:</b> <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><b>Presentational Writing:</b> <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><b>Interpretive Listening:</b> <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><b>Interpretive Reading:</b> <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;"><b>Essential Questions</b></p>	<p>How does geography affect the sports and leisure of a nation?</p> <p>How do routines inside and outside the home reflect cultural values?</p>
<p style="text-align: center;"><b>Objectives</b></p>	<ul style="list-style-type: none"> <li>• Identify and describe facial parts</li> <li>• Ask about someone's identity</li> <li>• Discuss a friend</li> <li>• Exchange and present information about one's class, grade, and school</li> <li>• Foods</li> <li>• Express hunger or thirst</li> <li>• Ask and answer what to eat or drink</li> <li>• Make selections from a menu</li> <li>• Discuss ability to cook</li> <li>• Tell about chopstick ability</li> <li>• Ask and tell about favorite food</li> <li>• Invite someone to eat at home</li> <li>• Tell someone not to do something</li> <li>• Use computer skills to type Chinese characters</li> <li>• Use internet resources to look up a unknown word</li> <li>• Write a letter to a Chinese pen pal</li> </ul>
<p style="text-align: center;"><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>• Facial parts and character formation</li> <li>• School: 学校, 年级, 班</li> <li>• Phrases: 同校, 同年级, 同班</li> <li>• Verbs: 到, 上</li> <li>• Foods</li> <li>• Adjectives 饿, 渴</li> <li>• Verbs: 吃, 喝, 做, 想, 去, 拿</li> <li>• Negative imperative word 别</li> </ul>

<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Affirmative &amp; negative answers 是的、不是</li> <li>• Imperative sentences, positive and negative</li> <li>• Chinese letter format</li> </ul>
<b>Culture</b>	<ul style="list-style-type: none"> <li>• Chinese educational system</li> <li>• Compare class, grade, and schools in China and US</li> <li>• Chinese food</li> <li>• Name formation of Chinese dishes</li> <li>• Compare manners at a dinner table</li> <li>• Seating arrangement, table setting and food serving order</li> <li>• Seasonings and utensils</li> <li>• Visit a Chinese restaurant</li> <li>• Identify common Chinese characters used as signs</li> </ul>
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>• Topics: myself, school supplies, family, animals, countries, languages, sports, facial parts, friends, school, food</li> <li>• Verbs: 是, 有, 会, 说, 喜欢, 打, 踢, 上, 走, 吃, 喝, 想, 到, 去, 拿, 看</li> <li>• Question words 谁, 谁的, 什么, 几, 多少, 哪, 吗, 呢</li> <li>• Adjectives: 大-小, 多-少, 长-短, 可爱-凶</li> <li>• Adverbs: 也, 很, 真, 都, 最, 太, 不, 没, 别</li> </ul>
<b>Summative Assessments</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>