Mandarin 1 - Unit 1 - Ni Hao, China

Unit Focus

"Ni Hao, China" is the Daniel Hand's students' welcome into Mandarin. This unit introduces students to China, its history, geography, and language. Students will discover the important geographical points of China to build their awareness of the Chinese country, people, and its culture. This unit includes the relationship between Taiwan and mainland China.

Students will also learn the initial sounds of Chinese including the Romanized pronunciation guide known as pin-yin and the radicals or components of Chinese character. Students will see how radicals were formed from pictures to express their meanings as characters.

Students will learn the importance of writing with proper stroke order to build muscle memory and promote accuracy.

The Unit will culminate in a PBA where students will collaboratively, as a class, produce a radical catalog, including their own interpretation of the basic meaning.

Stage 1: Desired Results - Key Understandings

Standard(s)

ACTFL World Readiness Standards for Learning Languages

- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (C.1.1)
- Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C.1.2)
- Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (C.2.1)
- Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (C.4.1)

Madison Public Schools Profile of a Graduate

- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)
- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

Transfer

Students will be able to independently use their learning to...

T1 Compare and contrast cultures to make connections, recognize patterns, and/or develop generalizations.

T2 Initiate communication on and respond effectively to a given topic based on interactions/exchanges.

Meaning

Understanding(s)

Students will understand that...

U1 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.

U2 Comparison of cultural products and practices with our own creates opportunities to better understand and appreciate each culture and its people.

U3 One can use English language skills to ease pinyin pronunciation.

Essential Question(s)

Students will keep considering...

Q1 How can I figure out what a character means?

Q2 How can I read pinyin?

Q3 What am I trying to say and how do I say it?

Q4 How does basic knowledge of China and its history enhance my enthusiasm and motivation to learn the Chinese language?

Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	**Skill(s)**
	Students will know... **K1** Writing System- Structures, Strokes, Radicals, Evolution of characters **K2** Geography of China - map, major cities (Shanghai, Taipei, Beijing, Hong Kong, Xian), rivers (Yangtze and Yellow River), Great Wall of China, Terracotta Soldiers, Forbidden City **K3** Traditional characters vs. simplified characters **K4** Syllabic Structure, Pinyin and Pronunciation (4 tones of Mandarin Chinese) **K5** Useful classroom expressions and greetings (teacher, thank you, can I use the bathroom?, date, etc) "ni hao" - hello; "wo hen hao" - I am well; "xie xie" thank you; "zai jian" - goodbye; "lao shi" - teacher; "tong xue" - classmate; Ni Hao song, "is named" - 叫-jiào; “family name is”-姓-xìng **K6** Numbers 0-99	*Students will be skilled at...* **S1** Identifying radicals in order to build a foundation to identify more complex characters. **S2** Writing with correct stroke in order to recognize radicals, identify structures, and build muscle memory. **S3** Understanding China's unique geographic features. **S4** Understanding the history of traditional character vs. simplified characters and how they will learn using simplified characters. **S5** Using pinyin to correctly pronounce and speak in the target language. **S6** Using classroom expressions and greetings in the target language to express themselves in their daily lives. **S7** Counting in Mandarin