



Mandarin 2 - Unit 2 - I am the Number 1 Student!

Unit Focus

The second unit of Mandarin 2 will give the students a look at their school and the schools of China and Taiwan. Students will learn the names of their classes as well as those of their extracurricular activities. The difference in speaking about talent between academics vs. extracurriculars will be explored by the students. One of the main objectives of the unit is to get students to look at, create, and read class schedules for themselves and for students in China and Taiwan.

Within this unit, students will also begin reading the TPRS book, *Susan You Mafan*, a book about a 13 year old girl named Susan who by fortune becomes rich. In the first two chapters of the book, we learn about Susan, her likes and dislikes, as well as her academic and extracurricular interests, which makes the book a useful tool for practicing the vocabulary and grammar of this unit.

This unit will culminate in the students working collaboratively on a "Day in the Life" promotional video of their life at Daniel Hand. Students' videos will be geared toward promoting excitement for potential students considering Daniel Hand, while also maintaining honesty about what a student can expect with certain classes.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
ACTFL World Readiness Standards for Learning Languages • Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C.1.2) • Presentational Communication: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (C.1.3) • 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) • Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (C.3.1) • 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) • School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. (C.5.1)	<i>Students will be able to independently use their learning to...</i> T1 Compare and contrast cultures to make connections, recognize patterns, and/or develop generalizations. T2 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure) T3 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) U2 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people. U3 One can use language skills to pursue personal interests and broaden his/her opportunities.	<i>Students will keep considering...</i> Q1 What am I trying to say and how do I say it? Q2 What do I do when I don't understand? Q3 How do I use my target language to work with others to achieve a common goal? Q4 How do education and extracurricular activities differ between countries?

Stage 1: Desired Results - Key Understandings

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)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 School subject vocabulary: 数学, 科学, 化学, 音乐, 汉语, 英语, 体育, 地理, 历史, 美术, 物理, 怎么, 为什么? 就是, 唉, 头脑, 聪明, 讨厌, 细胞

K2 Talk about your study habits and describe a student's daily routine Grammar: Ordinals, previous, next; 你第一节/上一节/下一节有什么课?

- 得(de) - get
- 太(tài), 真(zhēn), 很(hěnn)-really
- Double objects
- Ordinal numbers
- 有(yǒu) 一(yì) 点(diǎn) 几(ěr)- a little bit
- 怎(zěnn) 么(me)-how come
- 的(de)-'s

K3 Discuss your exam performance

- 你喜欢什么课? 你讨厌什么课? 为什么? 你怎么知道?
- 你数学考得怎么样? 你汉语得了多少分? 你的英语准备好了吗?
- How do you say... What does ... mean?

K4 Study, encouragement, and assessment vocabulary + grammar:

- 考试, 还可以, 差, 得, 分, 只, 准备, 开夜车, 好好儿
- 学习, 多久, 流利, 马马虎虎, 意思, 借, 行, 拿去吧!
- Grammar
 - 能(néng), 会(huì)- can
 - 要(yào) 是(shì), 因(yīn) 为(wèi), 就(jiù)- if, because
 - 除(chú) 了(le) 。 。 以(yǐ) 外(wài)-Except
 - 还(hái) / 也(yě)- also

Skill(s)

Students will be skilled at...

S1 Stating preferences about school and extracurricular activities

S2 Working with others toward a desired goal in Mandarin

S3 Asking questions about another student's interests, classes, or extracurriculars

S4 Recognizing, reading, and pronouncing unit Chinese characters accurately

S5 Using sequencing vocabulary to help order events or a schedule

Stage 1: Desired Results - Key Understandings

- 一(yì) 边(biān) 。。 一(yì) 边 (biān) 。。
while... while...
- 了(le)
- 正(zhèng) 在(zài)- in the middle of doing something

K5 Other conversational vocabulary:

- The different usage of 得
- verb +得-use after verb to indicate degree e.g.: 考得很差
- 得+ points -to state points
- 得 (dei3) -have to/ has to; must
- 说(shuō) 话(huà) -speak
- 上(shàng) 个(ge) -last
- 得(de)-get
- 复(fù) 习(xí)-review
- 写(xiě) 字(zì)- write
- 慢(màn)-slow
- 枝(zhī)-measure word for pens
- 教(jiào)-teach
- 怎(zěn) 么(me)-how
- 哪(nǎ) 里(lǐ)-where
- 语(yǔ) 法(fǎ)-grammar