



Mandarin 1

Grade(s):	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/> Other _____
Discipline/Course:	Discipline: World Languages Course: Mandarin 1		
Course Title:	Mandarin 1		
Prerequisite(s):	N/A		
Course Description: <i>Program of Studies</i>	<p>The learner in level 1 will:</p> <ul style="list-style-type: none"> • communicate information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized. • understand words, phrases, and formulaic language that have been memorized in order to get the meaning of the main idea from simple, highly predictable oral or written texts. • derive meaning from authentic texts that are supported by visuals or when the topic is very familiar. • show emerging evidence of the ability to make inferences based on background and prior knowledge. • write lists and short messages and notes using highly practiced sentences and formulaic questions. 		
Course Essential Questions:	<ul style="list-style-type: none"> • How do people in Chinese culture greet each other when meeting for the first time? • What is the typical Chinese family structure? • What do people do in their free time? • What are some traditional customs when visiting a friend? • What does my school day look like? • How do I make plans for after-school activities? 		

	<ul style="list-style-type: none"> • How do people shop in China? • How do people get around town while shopping? 	
Course Enduring Understandings:	<ul style="list-style-type: none"> • Introductions in Chinese culture differ from those in other cultures due to the formal and informal greeting customs. • Chinese family structure is unique because of how we refer to different sides of the family (maternal vs. paternal). • People spend their free time with friends and family doing a variety of activities and unique cultural games. • In Chinese culture, there are traditional and appropriate ways to host a visitor in your home. • Daily routines and school schedules vary from student to student and culture to culture. • Teenagers look forward to making plans with friends outside of school. • Shopping in China is a unique experience. • Public transportation in China follows a different system from that in the United States. 	
Duration: Credit:	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Full-Year	<input type="checkbox"/> 0.5 Credit (s) <input checked="" type="checkbox"/> 1.0 Credit(s) <input type="checkbox"/> 1.5 Credit(s) <input type="checkbox"/> N/A
Course Materials/Resources:	Integrated Chinese, Volume 1	
FPS Course Academic Expectation(s):	<input type="checkbox"/> Exploring and Understanding (EU) <input checked="" type="checkbox"/> Synthesizing and Evaluating (SE) <input type="checkbox"/> Creating and Constructing (CC) <input checked="" type="checkbox"/> Conveying Ideas (CI) <input type="checkbox"/> Collaborating Strategically (CS) <input type="checkbox"/> Using Communication Tools (UCT)	
Year at a Glance	Unit 1 - 关于我 (All About Me) (~12 weeks)	

(Units):	Unit 2 - 我的自由时间 (My Free Time) (~10 weeks) Unit 3 - 学校生活 (School Life) (~10 weeks) Unit 4 - 我们去买东西吧! (Let's Go Shopping!) (~8 weeks)
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Unit Number and Title:	Unit 1 - 关于我 (All About Me)
Duration:	~12 weeks
Resource(s):	Integrated Chinese, Lessons 1-3
Unit Overview:	In this unit, students will learn the basics of the Chinese language, including pronunciation through Pinyin and the structure of Chinese characters (Hanzi). Students will learn classroom commands, greetings, numbers, dates, and vocabulary related to family, professions, and contact information. By the end of the unit, students will be able to exchange simple greetings, introduce themselves, and talk about birthdays and professions.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p>

	<ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
Essential Question(s):	<ul style="list-style-type: none"> ● How do people in Chinese culture greet each other when meeting for the first time? ● What is the typical Chinese family structure?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Introductions in Chinese culture differ from those in other cultures due to the formal and informal greeting customs. ● Chinese family structure is unique because of how we refer to different sides of the family (maternal vs. paternal).
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● classroom commands ● Pinyin foundation I: phonic (Pinyin) ● Pinyin foundation II: Chinese characters (Hanzi) ● the cultural difference between family names and first names ● greetings and goodbyes (formal, informal, gesture) ● question word 吗, 呢 (to ask a question) ● numbers, time, days of the week, date, and year. ● to use 几 to indicate a question of what/ how many/ much ● measure Word: 口、个 (how many) ● contact information (email address, phone numbers) ● question word 多少, 什么 (how many/what/which) ● age and birthday ● self-introductions ● festivals and celebrations ● vocabulary related to family members ● vocabulary related to professions <p>Skills: (Students will be able to...)</p>

- understand the function of Chinese phonics (Pinyin and Tones)
- pronounce the Pinyin alphabet with the tones
- understand the function of Chinese Characters (Hanzi)
- handwrite the basic Hanzi Strokes
- read ten basic Hanzi (Chinese characters)
- use the computer key input method to type Hanzi's vocabulary and simple sentences.
- exchange basic greetings
- ask for a person's family name and full name, and provide your own
- say how family members are related to them
- determine whether someone is a teacher or a student
- discuss times and dates
- talk about ages and birthdays
- arrange a dinner date with someone
- talk and write a self-introduction
- ask where someone is from
- name some common professions
- say their name in Chinese.
- say where they are from in Chinese.

Unit Number and Title:	Unit 2 - 我的自由时间 (My Free Time)
Duration:	~10 weeks
Resource(s):	Integrated Chinese, Lessons 4-5
Unit Overview:	In this unit, students will expand their vocabulary to include extended family members and hobbies. Students will develop skills to introduce relatives, discuss where someone is from, talk about hobbies, and plan weekend activities with friends. They will also learn how to welcome visitors, be polite guests, offer and ask for beverages, and introduce one person to another.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1)

	<ul style="list-style-type: none"> ● Lifelong Learning (Standard 5.2)
Essential Question(s):	<ul style="list-style-type: none"> ● What do people do in their free time? ● What are some traditional customs when visiting a friend?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● People spend their free time with friends and family doing a variety of activities and unique cultural games. ● In Chinese culture, there are traditional and appropriate ways to host a visitor in your home.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● extended family members and relatives. ● the question word 谁 (who). ● the particle “的” to show possession. ● vocabulary related to hobbies. ● traditional/popular Chinese games. ● vocabulary related to making plans. ● affirmative and negative questions 去不去, 看不看, 喜欢不喜欢. ● the verb 去 (go) + Action. ● the question 好吗 (is that okay) ? ● the question word 哪 (which/ where). ● the language pattern 从.....来 (come from...). ● how to welcome a visitor/guest. ● moderating tone of voice: 一下 (a moment) and 一点儿 (a little bit). ● the preposition 在 (at, in, on). <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● use kinship vocabulary to introduce relatives. ● describe people and their homes. ● name common hobbies. ● ask about someone’s hobbies.

- ask where someone's from and nationality.
- make plans for the weekend with friends.
- welcome a visitor.
- introduce one person to another.
- ask for beverages as a guest.
- offer beverages to a visitor.
- briefly describe a visit to a friend's place .

Unit Number and Title:	Unit 3 - 学校生活 (School Life)
Duration:	~10 weeks
Resource(s):	Integrated Chinese, Lessons 6 and 8
Unit Overview:	In this unit, students will learn key vocabulary and expressions related to daily routines, time, and school life. Students will develop practical skills such as answering and initiating phone calls, setting up appointments, describing their daily routines and school schedules, and expressing what they are currently doing. They will also learn to express hopes and extend invitations in a culturally appropriate way.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p>

	<ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
Essential Question(s):	<ul style="list-style-type: none"> ● What does my school day look like? ● How do I make plans for after-school activities?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Daily routines and school schedules vary from student to student and culture to culture. ● Teenagers look forward to making plans with friends outside of school.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● phone call etiquette. ● time expressions. ● the preposition 给 (to, for). ● the verb 要 (will, be going to). ● the language pattern 一边...一边 to express simultaneity. ● vocabulary related to daily routines. ● vocabulary related to places in a school building. ● the present progressive tense 正在, to say what they are currently doing. ● the conjunctions 因为...所以...(because and therefore). ● the written format for writing a letter/email. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● answer a phone call and initiate a phone conversation. ● set up an appointment with a teacher. ● describe a student's daily routine. ● say at what time they have different classes/activities during the day. ● ask and answer questions about routines and school schedules. ● express hope that a friend will accept your invitation. ● express two things that are happening at once. ● say what they are doing right now. ● write a simple letter/email.

Unit Number and Title:	Unit 4 - 我们去买东西吧! (Let's Go Shopping!)
Duration:	~8 weeks
Resource(s):	Integrated Chinese, Lessons 9-10
Unit Overview:	In this unit, students will explore vocabulary related to transportation, shopping, and clothing. Students will develop practical communication skills, such as asking about and describing clothing items by color, size, and price, recognizing Chinese currency, making purchases, requesting different sizes or colors, and negotiating prices.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p>

	<ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
Essential Question(s):	<ul style="list-style-type: none"> ● How do people shop in China? ● How do people get around town while shopping?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Shopping in China is a unique experience. ● Public transportation in China follows a different system than in the United States.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● vocabulary related to means of transportation and public transit. ● cultural differences in public transit. ● colors and vocabulary related to clothing sizes. ● chinese currency. ● numbers 1-100. ● the difference between the words 或者 (or) 还是 (or) in a statement vs. a question. ● the language Pattern 先...再...(first..., then...) ● the cultural concept of bargaining. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● ask and answer questions using the words 还是 and 或者 (or). ● indicate sequence word 先...再...(first..., then...). ● describe the color, size, and price of a purchase. ● recognize Chinese currency. ● determine the proper change they should receive. ● ask for merchandise in a different size or color. ● exchange merchandise. ● haggle over prices in stores and on the street.