



## **Mandarin 2**

<b>Grade(s):</b>	<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 _____
<b>Discipline/Course:</b>	<b>Discipline:</b> World Languages <b>Course:</b> Mandarin 2		
<b>Course Title:</b>	Mandarin 2		
<b>Prerequisite(s):</b>	Mandarin 1 <i>or</i> Teacher Recommendation		
<b>Course Description:</b> <i>Program of Studies</i>	The Level 2 learner will: <ul style="list-style-type: none"> <li>• handle short social interactions by asking and answering simple questions.</li> <li>• understand words, phrases, and formulaic language that has been memorized in order to get the meaning of the main idea and a few supporting details from simple, highly predictable oral or written texts.</li> <li>• understand the main idea and some specific information when reading or listening to short, routine conversations, simple announcements, and reports.</li> <li>• make basic inferences based on background and prior knowledge.</li> <li>• write lists, short messages, and notes, producing a series of sentences.</li> </ul>		
<b>Course Essential Questions:</b>	How does the weather affect your travel plans? What factors do you consider when planning a trip? What are traditional Chinese dining customs? How do we order food in a Chinese restaurant? How do I find my way around an unfamiliar place? What do I need to know about the airport when I am traveling? Why do I need to see a doctor?		

	How can I play sports safely?	
<b>Course Enduring Understandings:</b>	<p>Weather and climate often dictate when and where to travel to different destinations. When selecting a travel destination, consider your interests and reasonable options. In China, friends and family often share dishes instead of ordering individual meals. Seating arrangements, table settings, ordering food, and making payments are done differently in China compared to the United States.</p> <p>Asking directions is an important skill when traveling to a new place. It is important to be familiar with your surroundings when traveling. Visiting the doctor can help treat my symptoms and also prevent future injuries or ailments. It's important to take the doctor's advice so I can stay healthy.</p>	
<b>Duration: Credit:</b>	<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
<b>Course Materials/Resources:</b>	Integrated Chinese, Volume 2	
<b>FPS Course Academic Expectation(s):</b>	<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)	
<b>Year at a Glance (Units):</b>	<p><b>Unit 1-</b> 天气与旅游 (Weather and Travel) (~10 weeks)  <b>Unit 2 -</b> 吃饭了! (Let's Eat!) (~10 weeks)  <b>Unit 3 -</b> 怎么去? (Where Are You Going?) (~10 weeks)  <b>Unit 4 -</b> 看病 (At The Doctor's Office) (~10 weeks)</p>	

<b>Unit Number and Title:</b>	<b>Unit 1 - 天气与旅游 Weather and Travel</b>
<b>Duration:</b>	~10 weeks
<b>Resource(s):</b>	Integrated Chinese, Lessons 11 and 19
<b>Unit Overview:</b>	In this unit, students will explore vocabulary and expressions related to weather, travel, and tourism. Students will develop the ability to describe weather, compare conditions or preferences, and anticipate future events. They will also practice planning trips, booking flights, naming key Chinese cities, and discussing accommodations and travel itineraries.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p>

	<ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How does the weather affect your travel plans?</li> <li>● What factors do you consider when planning a trip?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Weather and climate often dictate when and where to travel to different destinations.</li> <li>● When selecting a travel destination, consider your interests and reasonable options.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● vocabulary related to weather expressions/conditions.</li> <li>● adjectives to describe the weather.</li> <li>● comparative words 比, 更 (more/less...than).</li> <li>● the modal verb 会 (will).</li> <li>● the word pattern 是...可是/但是...to express likes and dislikes/opinions.</li> <li>● vocabulary related to travel, such as documents, landmarks, and attractions.</li> <li>● names of cities in China.</li> <li>● vocabulary related to airplane travel.</li> <li>● the expression phrase 不得了 (extremely).</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● describe the weather.</li> <li>● express preferences using comparative words.</li> <li>● anticipate what will happen using the modal verb 会 (will).</li> <li>● talk about future travel plans.</li> <li>● name cities in China, such as Beijing.</li> <li>● book flights and discuss travel itineraries and accommodations.</li> <li>● express judgment of a place, food, etc., using the phrase 不得了 (extremely).</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 2 - 吃饭了! (Let's Eat!)</b>
<b>Duration:</b>	~10 weeks
<b>Resource(s):</b>	Integrated Chinese, Lesson 12
<b>Unit Overview:</b>	In this unit, students will explore language and cultural practices related to dining in Chinese-speaking contexts. They will learn expressions for ordering food, vocabulary for Chinese ingredients, dishes, and flavors. Students will be able to confidently order from a Chinese restaurant, ask about dishes, describe their dietary preferences, and discuss authentic Chinese customs. They will practice paying for meals, receiving change, and asking about prices.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul>

	<b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What are traditional Chinese dining customs?</li> <li>● How do we order food in a Chinese restaurant?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● In China, friends and family often share dishes instead of ordering individual meals.</li> <li>● Seating arrangements, table settings, ordering food, and making payments are done differently in China compared to the United States.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● expressions related to ordering in a restaurant.</li> <li>● vocabulary related to Chinese foods, ingredients, and flavors.</li> <li>● adjectives to describe the taste of food.</li> <li>● numbers for prices.</li> <li>● the question 多少钱? (how much?).</li> <li>● names for American fast food restaurants in Mandarin.</li> <li>● the adjective words 多 (many) and 少 (less).</li> <li>● comparing 刚(just) and 刚才(just now).</li> <li>● measurement words for food 杯 (cup/glass), 碗 (bowl), 盘 (plate), 道 (course).</li> <li>● adjective reduplication to express a less literal/extreme interpretation of the word 高高的(tall).</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● order food in a restaurant.</li> <li>● describe their dietary preferences and restrictions.</li> <li>● ask for recommendations using the word 有 (have).</li> <li>● describe a few authentic Chinese dishes/cuisine.</li> <li>● pay for their meal using a variety of payment methods, and get change.</li> <li>● ask how much an item costs.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• express what they have done recently (I just...).</li><li>• understand the difference between literal statements and subtle humor when making comments (adj. reduplication).</li></ul> |
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<b>Unit Number and Title:</b>	<b>Unit 3 - 怎么去? (Where Are You Going?)</b>
<b>Duration:</b>	~10 weeks
<b>Resource(s):</b>	Integrated Chinese, Lessons 13 and 20
<b>Unit Overview:</b>	In this unit, students will learn how to navigate and describe locations in a Chinese-speaking environment. They will acquire vocabulary related to city places, traffic elements, and common landmarks. Students will develop the skills to ask for and give directions, describe the location of places and objects, and discuss their movement from one place to another. They will be able to identify essential components of a city, use landmarks as references, and discuss reasons for travel. Additionally, they will practice basic travel communication, including greetings and listing important travel documents and items.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul>

	<b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How do I find my way around an unfamiliar place?</li> <li>● What do I need to know about the airport when I am traveling?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Asking directions is an important skill when traveling to a new place.</li> <li>● It's important to be familiar with your surroundings when traveling.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<b>Content:</b> (Students will know... ) <ul style="list-style-type: none"> <li>● prepositional words to show where things are located.</li> <li>● location words 在 (in, at, on).</li> <li>● vocabulary related to places in a city.</li> <li>● vocabulary related to road traffic (stoplight, intersection, etc).</li> <li>● the verb 拐 (to turn).</li> <li>● the directional pattern 到...去... (to <b>go</b> somewhere to <b>do</b> something).</li> <li>● greetings and salutations appropriate to Chinese culture.</li> </ul> <b>Skills:</b> (Students will be able to... ) <ul style="list-style-type: none"> <li>● ask for and give directions.</li> <li>● identify locations by using landmarks and references.</li> <li>● tell what places make up a city.</li> <li>● describe where things are located in relation to one another.</li> <li>● say where they are going and why.</li> <li>● list necessary travel documents and items.</li> <li>● use travel phrases associated with greetings and salutations.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 4 - 看病 (At The Doctor's Office)</b>
<b>Duration:</b>	~10 weeks
<b>Resource(s):</b>	Integrated Chinese, Lessons 15 and 18
<b>Unit Overview:</b>	In this unit, students will learn vocabulary and expressions related to health, illness, and sports. Students will develop the ability to describe injuries and symptoms, understand and follow medical advice, and express empathy or encouragement for others to seek care. They will also learn to discuss popular sports around the world and explain how various sports are played.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> </ul>

	<ul style="list-style-type: none"> <li>● Lifelong Learning (Standard 5.2)</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● Why do I need to see a doctor?</li> <li>● How can I play sports safely?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Visiting the doctor can help treat my symptoms and also prevent future injuries or ailments.</li> <li>● It's important to take the doctor's advice so I can stay healthy.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● use an adjective to indicate an extreme degree of the condition 死 (extreme) .</li> <li>● measure word for frequency 次 (times).</li> <li>● a progressive word that changes time 越来越...(more and more).</li> <li>● differences between Chinese medicine and Western medicine.</li> <li>● vocabulary related to popular sports.</li> <li>● verbs related to playing sports 踢(kick), 打(hit,play), 抱( hold/carry), 压(press/ pressure).</li> <li>● passive-voice sentence 被, 让 ( to let, to make something change).</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● describe symptoms related to injuries and illnesses.</li> <li>● understand how to follow a doctor's orders.</li> <li>● encourage others to visit the doctor when needed.</li> <li>● explain the concept of Chinese medicine.</li> <li>● tell the sports that are popular around the world.</li> <li>● describe how they play certain sports.</li> <li>● express what happened to them as a result of someone or something else.</li> </ul>