



MANDARIN CHINESE LEVEL I

Course Overview

Course Description:

This course is an introduction to the language and cultures of the Chinese-speaking world. Students will demonstrate knowledge of the sound system and language structures to express events in the present, past and near future. They will describe themselves and others and ask questions to elicit information about others. Students will experience culture through a variety of authentic media and their own research into various Chinese-speaking locations. They will develop their proficiency through daily oral participation, role-playing, class discussions, listening, reading and writing activities.

Grade Level: 9th-12th Grade Elective

Unit Scope and Sequence:

Unit 1: An introduction to Chinese Pinyin

Unit 2: The Influence of Language and Culture on Identity

Unit 3: Families in different societies

Enduring Understandings:

- An immersion environment helps students develop and strengthen proficiency in the four language skills of listening, speaking, reading, and writing.
- Learning about other cultures benefits us as individuals in a larger society.
- Language study is a window to discovering the norms, values, and cultural qualities of a people and their culture.
- Chinese characters, coded to specific radicals, relate differently than the alphabet.

Essential Questions:

- How does learning a language help me understand cultures that are different from my own?
- How am I part of a global community?
- How will I use my language skills outside of the classroom?
- How can I be competitive in a world job market?
- How does language connect individuals and cultures promoting empathy and tolerance?

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UNIT 1: INTRODUCTION TO CHINESE PINYIN

UNIT 1 DESCRIPTION/OVERVIEW

Due to the fact that Chinese and English use distinct characters to express written language, reading and writing Mandarin Chinese can be a challenge for native English speakers. This unit serves as an introduction to Chinese Pinyin as a means of facilitating the reading and writing of Chinese characters and words.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Languages use distinct characters to represent their written form. • When speakers learn new languages, they find ways to facilitate their learning. • Written languages have patterns. When we learn these patterns, we can predict the pronunciation of new words. • Numbers hold different meanings in different cultures. • Numbers are not necessarily formed the same across different languages. • The pitch and tone of languages can affect meaning.	• How is written Chinese distinct from languages with Roman based alphabets? • How have speakers of languages using the Roman alphabet facilitated their learning of the Chinese language? • What role do numbers play in different cultures? • Why are numbers important in Chinese culture?
<i>Students must know:</i>	<i>Students must be able to:</i>
• The purpose of Chinese Pinyin • Specific spelling rules of Chinese Pinyin that help students predict pronunciation of new words. • Five basic tones in Mandarin Chinese. • Numbers	• Make a distinction between the different pitches and tones of Mandarin Chinese. • Identify products and practices to help understand perspectives. • Compare and contrast.

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UNIT 1: INTRODUCTION TO CHINESE PINYIN

Missouri Learning Standards

Communication—Communicate in Languages Other Than English

- 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2: Students understand and interpret written and spoken language on a variety of topics.
- 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Culture—Gain Knowledge and Understanding of Other Cultures

- 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections—Connect With Other Disciplines and Acquire Information

- 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
- 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons—Develop Insight into the Nature of Language and Culture

- 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities—Participate in Multilingual Communities at Home and Around the World

- 5.1: Students use the language both within and beyond the school setting.
- 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

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UNIT 2: THE INFLUENCE OF LANGUAGE AND CULTURE ON IDENTITY

UNIT 2 DESCRIPTION/OVERVIEW

Students are introduced to the intricacies of the Chinese language and cultural norms when interacting with one another in different social contexts.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• The rules for how one addresses another varies by culture. • Politeness is perceived differently among different cultures. • Sentence structures vary among different languages. • Languages have rules for how to write the letters and/or characters associated with their written language.	• What similarities and differences exist in sentence structure between Chinese and English? • How do Chinese address one another? How do these rules differ from how people address one another in your home culture? • How does one show politeness in Chinese culture? How do these cultural rules differ from your home culture? • What are the rules that one must follow in writing Chinese characters?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Vocabulary needed to ○ greet people ○ introduce yourself to others ○ say where you live ○ give your telephone number • Simple question words • Numbers 0-10 • Simple classroom expressions • Basics of the Chinese Sound System • Rules for writing Chinese characters	• Identify locations on a map • Identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken or written. • Communicate in spontaneous spoken or written conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. • Present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken or written language. • Identify products and practices in my own and other cultures to help understand perspectives. • Interact at a survival level in some familiar everyday contexts.

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UNIT 3: FAMILIES IN DIFFERENT SOCIETIES

UNIT 3 DESCRIPTION/OVERVIEW

An introduction to the role relationships and cultural norms play in social dynamics in Chinese-speaking communities.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Cultures and languages have unique words to describe familial relationships. • Cultures vary on the type of personal questions that are appropriate to ask. • The importance of intergenerational family relationships depends on one's culture.	• Who is important to me and why? • How do family dynamics vary across cultures? • What is taken into account when asking someone's age in Chinese? What rules in our home cultures are similar and/or different? • What role does the family play in Chinese culture?
<i>Students must know:</i>	<i>Students must be able to:</i>
• How to ask for and provide simple, personal information, including: ◦ age ◦ address ◦ profession/occupation ◦ place of work ◦ description of people and objects ◦ likes and dislikes ◦ country of origin ◦ language(s) spoken • Culturally appropriate ways to interact with others • Numbers 1-99	• Identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken or written. • Communicate in spontaneous spoken or written conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. • Present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken or written language. • Identify products and practices in my own and other cultures to help understand perspectives. • Interact at a survival level in some familiar everyday contexts.

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