Overview. In this foundational unit, students will explore the essential background knowledge for beginning their study of Chinese. Areas of focus include: Chinese Geography and History, Pronunciation, Classroom Expressions, Chinese Characters, and Chinese Names

Essential Questions:
- What do I already know about the Chinese language and culture?

Enduring Understandings:
- The ability to communicate in meaningful and appropriate ways with speakers of other languages is at the heart of world language study.
- Language study is a tool for communication with speakers of the language throughout one’s life: in school, in the community, and abroad.
- The Chinese language and culture has made an impact on the history, language, and culture of the United States, and continues to do so today.
- Language and culture are intertwined.
- Language has rules, patterns and structure.

CURRICULUM STANDARDS / STUDENT OUTCOMES

Communication
1.1 Interpersonal – Students will:
- Engage in introductory conversations.
- Use the correct expressions in certain classroom situations.

1.2 Interpretive Reading and Listening – Students will:
- Demonstrate understanding of developmentally appropriate information gained through active listening or reading by applying it to a different context.
- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS-ELA, Reading for Informational Text, Grade 6.1)
- Integrate information presented in different media or formats (e.g. chart, audio clip) as well as in words to develop a coherent understanding of the topics. (CCSS-ELA, Reading for Informational Text, Grade 6.7)

1.3 Presentational Speaking – Students will:
- Pronounce four tones and the neutral tone.
- Pronounce initials and finals.
- Pronounce the alveolar and velar sounds.
- Pronounce dental sibilants.
- Pronounce palatal sounds.
- Recite tongue twisters and rhymes, and sing a song.

1.3 Presentational Writing – Students will:
- Identify the most common Traditional radicals
- Identify the 50 most common Simplified radicals.
- Make the basic strokes of Chinese characters.
- Understand and apply the stroke order rules for writing Chinese characters.
• Identify some computer fonts.

Culture

2.1 Practices – Students will:
• Define the meanings of several common Chinese first names.
• Demonstrate understanding of Pinyin spelling rules.

2.2 Products – Students will:
• Explain how Chinese characters evolved.
• Explain how Chinese characters transformed from Traditional to Simplified.
• Describe the evolution of Chinese characters.
• Define and explain Chinese pictographs.
• Define and explain ideographs.
• Define common combinations of pictographs and ideographs.
• Define common combinations of radicals and phonetic Chinese components.
• Demonstrate an understanding of the importance of proportion in writing characters.
• Demonstrate an understanding of the placement of radicals in writing characters.
• Discuss the important food crops in China and where they grow.
• Name and describe the ingredients of several famous Chinese dishes.
• Define examples of borrowed characters.
• Examine how Chinese vocabulary is created.
• Explain cultural, geographical, and economic information about selected provinces.
• Explain cultural, geographical, and economic information about the municipalities and special districts.
• Explain cultural, geographical, and economic information about the autonomous regions.
• Explain the causes and effects of the One-Child Policy.
• Explain the history of the Great Wall and the Grand Canal.
• Describe what China looks like today.
• Describe the different groups of people who live in China.
• Locate China on a map.
• Describe what China used to look like.
• Identify places where Chinese is spoken.
• Find the 22 Chinese provinces and capitals on a map.
• Locate China’s municipalities and special districts on a map.
• Find the five Chinese autonomous regions and capitals on a map.
• Explain the history and culture of Taiwan.
• Identify the dialects spoken in different regions of China.
• Describe features of China’s natural landscape and locate them on a map.
• Locate the Great Wall and the Grand Canal on a map.

Connections

3.1 Cross-curricular – Students will:
• Use vocabulary and language structures in Chinese to complete charts and graphic organizers (i.e., schedule, Venn diagram).

3.2 Target Culture – Students will:
• Apply knowledge of Chinese geography and history to culture of the United States.

Comparisons
4.1 Language – Students will:
• Compare and use the sound-symbol association between Chinese and English.

4.2 Culture – Students will:
• Compare writing systems between English and Chinese.

Communities
5.1 Beyond the School – Students will:
• Participate in simulations that replicate authentic conversations.

5.2 Lifelong Learner – Students will:
• Explore Chinese culture through various media.