

**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.