

**Overview.** In this unit, students' immersion in the language will begin with greetings and introductions. They will learn what to say and how to act when greeting people in different social situations. They will introduce themselves by giving their name, age, nationality, and grade in school. Students will talk about school subjects and count from one to twenty. They will also ask how someone is doing and tell how they are.

**Essential Questions:**

- What are some ways to begin using Chinese immediately?
- How is the Chinese language written?

**Enduring Understandings:**

- The ability to communicate in meaningful and appropriate ways with users of other languages is 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.
- Language and culture are intertwined.

**CURRICULUM STANDARDS / STUDENT OUTCOMES**

**Communication**

**1.1 Interpersonal - Students will:**

- Greet someone politely and say goodbye.
- Ask for and give their name.
- Tell what time of day it is.
- Ask how someone is and tell how they are.
- Tell and ask someone their nationality, age, and grade in school.
- Talk about school subjects.
- Count from one to twenty.

**1.2 Interpretive Reading and Listening - Students will:**

- Read and listen to information about appropriate greetings, introductions, and leave-takings.
- Read and listen to information about Chinese names.
- Read and listen to information about courtesy in making introductions and greetings.
- Read and listen to information about numbers.
- Read and listen to information about the time of day.
- Read and listen to information about nationalities.
- Read and listen to information about classroom people and objects.
- Read and listen to information about Chinese characters.

**1.3 Presentational Speaking - Students will:**

- Present information about appropriate greetings, introductions, and leave-takings.
- Write the correct number of things.
- Present information about people.
- Present information about school subjects.

**Culture****2.1 Practices and Perspectives - Students will:**

- Talk about gestures that are used to communicate.
- Talk about etiquette in greeting and leave-taking.

**2.2 Products and Perspectives: Students will**

- Discuss the educational system in China.
- Talk about names in Chinese.

**Connections****3.1 Cross-curricular - Students will:**

- Discuss schedules and times.
- Discuss geography.

**Comparisons****4.1 Language - Students will:**

- Compare the pronunciation of the following:
  - *m, n, f, l + a, i, o*
  - *m, n, f, l + ai, ao*
  - *m, n, f, l + an, ang*
  - *b, p + a, ai, ao, an, ang.*
- Explain the difference in language appropriate for greetings.
- Compare the question words, *shén.me, .ma, nǎ*, and *jǐ*.
- Compare the interrogative particle, *.ne*.
- Compare the auxiliary verb, *děi*.
- Compare the particle, *.de*.
- Compare the adverb, *yě*.
- Compare the negative adverb, *bù / bú*.
- Explain how to confirm something by using *duì .bú duì*.
- Write the Chinese characters, *zǎo (morning)*, *jiàn (to see)*, *rén (person; people)*, and *zhōng (middle)*.

**4.2 Culture - Students will:**

- Compare customs of greetings and introductions.
- Compare names.

**Communities****5.1 Beyond the School - Students will:**

- Describe evidence of available media in Chinese in the community.

**5.2 Lifelong Learner - Students will:**

- Participate in activities to learn more about languages and cultures through various media in Chinese.

**Overview.** In this unit, students will talk about family members and pets. They will be able to give and ask for telephone numbers. Students will also talk about what they like to do in their free time, and extend and accept invitations.

**Essential Questions:**

- How can I describe my family members and my family's plans?

**Enduring Understandings:**

- Humans have a need to belong
- Phone calls and setting up appointments are good forms of communication
- Express your feelings.
- Invitations are bridges to connect you and the outside world.
- Language and culture are intertwined.

**CURRICULUM STANDARDS / STUDENT OUTCOMES**

**Communication**

**1.1 Interpersonal** - Students will:

- Identify and describe family members and pets.
- Use measure words correctly when discussing quantities.
- Discuss dates and months of the year.
- Ask for someone's telephone number and share their own.
- Discuss hobbies.
- Express their likes and dislikes and ask others about their preferences.
- Give and respond to invitations.

**1.2 Interpretive Reading and Listening** - Students will:

- Read and listen to information about family members and pets.
- Read and listen to information about dates and months of the year.
- Read and listen to information about telephone numbers.
- Read and listen to information about hobbies and preferences.
- Read and listen to information about Chinese characters.

**1.3 Presentational Speaking** - Students will:

- Present information about family members and pets.
- Present information about hobbies and preferences.
- Present information about weekend plans.

**Culture**

**2.1 Practices and Perspectives** - Students will:

- Talk about birthday celebrations in China.
- Talk about what young people in China do in their free time.

**2.2 Products and Perspectives:** Students will

- Discuss pets in China.
- Discuss family structure in China.

- Talk about names in Chinese.
- Talk about telephone numbers and cell phones in China.
- Talk about Chinese holidays.
- Talk about basketball in China.

### Connections

#### 3.1 Cross-curricular - Students will:

- Discuss sports.

### Comparisons

#### 4.1 Language - Students will:

- Compare the pronunciation of the following:
  - *d, t + a, ai, ao, an, ang*
  - *g, k, h, a + ai, ao, an, ang*
  - *z, zh + a, ai, ao, an, ang*
  - *c, ch + a, ai, ao, an, ang*.
- Compare the question words, *shéi, jí, jǐ*, and *duōshǎo*.
- Explain omitting *.de*.
- Compare the demonstratives, *zhè* and *nà*.
- Compare the verb, *yǒu*, “to have,” “there is,” or “there are.”
- Compare measure words.
- Compare saying the date.
- Compare verb-object compounds.
- Compare question formation by using either/or options.
- Explain making suggestions by using *.ba* at the end of a sentence.
- Write the Chinese characters, *mā* (mother), *kǒu* (mouth), *hǎo* (goodness), and *kàn* (to see).

#### 4.2 Culture - Students will:

- Compare family structure and pets.
- Compare activities in which young people participate in their free time.

### Communities

#### 5.1 Beyond the School - Students will:

- Describe evidence of available media in Chinese in the community.

#### 5.2 Lifelong Learner - Students will:

- Participate in activities to learn more about languages and cultures through various media in Chinese.

**Overview.** In this unit, students will learn language for talking about the classroom and their schedules. They will also talk about future events.

**Essential Questions:**

- How's your school and your school life?

**Enduring Understandings:**

- The ability to identify and describe classroom objects.
- The ability to communicate in meaningful and appropriate ways what and how much is needed to be borrowed.
- Discuss a variety of school subjects, sports and activities.
- Be able to talk about the time and the day of the week.
- Describe your class schedule.
- Describe what you are going to do in the future.
- Language study is a tool for communication with speakers of the language throughout one's life: in school, in the community, and abroad.
- Language and culture are intertwined.

**CURRICULUM STANDARDS / STUDENT OUTCOMES**

**Communication**

**1.1 Interpersonal** - Students will:

- Identify and describe classroom objects.
- Describe the location of something.
- Tell the time and day of the week.
- Express needs and amounts.
- Ask to borrow something.
- Describe your class schedule.
- Discuss a variety of sports and activities.
- Describe what you are going to do in the future.

**1.2 Interpretive Reading and Listening** - Students will:

- Read and listen to information about classroom objects.
- Read and listen to information about where things are located.
- Read and listen to information about telling time.
- Read and listen to information about making requests.
- Read and listen to information about class schedules.
- Read and listen to information about sports and activities.
- Read and listen to information about Chinese characters.

**1.3 Presentational Speaking** - Students will:

- Present information about classroom objects and where things are located in the classroom.
- Present information about school schedules.
- Present information about weekend plans.

**Culture****2.1 Practices and Perspectives - Students will:**

- Talk about what young people in China do in their free time.

**2.2 Products and Perspectives: Students will**

- Discuss cram schools in China. (pg. 278)
- Discuss the *Four Treasures of the Study*. (pg. 292)

**Connections****3.1 Cross-curricular - Students will:**

- Discuss sports.
- Discuss school systems.

**Comparisons****4.1 Language - Students will:**

- Compare the pronunciation of the following:
  - *s, sh, r + a, ai, ao, an, ang*
  - *b, p, m, f, d, t, n, l, g, k, h, z, c, s, zh, ch, sh, r + o, u, ou*
  - *b, p, m, f, d, t, n, l, g, k, h, z, c, s, zh, ch, sh, r + e, ei*
  - *b, p, m, f, d, t, n, l, g, k, h, z, c, s, zh, ch, sh, r + en, eng.*
- Compare the question word *nǎr*.
- Compare place words and relative location.
- Compare the verb *jiè*.
- Compare the auxiliary verbs *kěyǐ* and *yào*.
- Compare word order for time words.
- Compare the adverb *hái*.
- Compare adjectives in Chinese.
- Compare the verbs *lái* and *qù*.
- Explain the purpose indicating pattern, *qù / lái + verb clause*.
- Compare the preposition *gēn*.
- Write the Chinese characters, *shàng* (up; above), *xià* (down; under), *tiān* (sky; day), and *jiā* (home; family).

**4.2 Culture - Students will:**

- Compare classroom objects and school schedules.
- Compare activities in which young people participate in their free time.

**Communities****5.1 Beyond the School - Students will:**

- Describe evidence of available media in Chinese in the community.

**5.2 Lifelong Learner - Students will:**

- Participate in activities to learn more about languages and cultures through various media in Chinese.