

Indian Hill High School
Mandarin Chinese I Curriculum

Grade Level(s): 9-12

ACTFL Standards for Foreign Language Learning – 5 C's

COMMUNICATION : *Communicate in Languages Other Than English*

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

CULTURES : *Gain Knowledge and Understanding of Other Cultures*

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

Standard 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*

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language

Standard 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*

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own

Standard 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 & Around the World*

Standard 5.1: Students use the language both within and beyond the school setting

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Essential understanding and skills	Content/Topic	Observable Proficiencies/Skills	ACTFL National Standard	Assessments 9-12
<p>1. Students can identify major products, traditional and modern Chinese culture; Achievement and hidden behavior cultural characteristics;</p> <p>2. Students demonstrate the understanding of basic Chinese Pinyin system, and use it as a guide to accurate pronunciation;</p>	<p>Welcome to China</p> <p>Chinese Pin Yin System</p>	<p>Doing research on China to establish a basic knowledge of China, Chinese history, its culture and the importance of learning Mandarin Chinese</p> <p>Talking about the civilization of China and the geography of the country</p> <p>Vocabulary: greetings, introductions, nationality, names of the cities, etc.</p> <p>Culture: the Chinese major inventions and their influence on the American culture</p> <p>Mastering and recognizing Chinese Pin Yin, the Chinese pronunciation system, its</p>	<p>1.2</p> <p>2.1</p> <p>3.1</p> <p>3.2</p> <p>4.1.</p> <p>4.2</p>	<p>Given a map, students will be able to locate China and its major cities.</p> <p>Given the history timeline of China, Students should be able to demonstrate their understanding of the development of the Chinese history.</p> <p>Demonstrate their knowledge of the Chinese population, dialects, the development of Chinese history, and Chinese major inventions by completing the true or false statements.</p> <p>Given a list of questions, students will be able to do research on China and complete the questions.</p> <p>Compare and contrast similarities and differences between the Chinese culture and their own.</p> <p>Demonstrate their understanding of Chinese Pin Yin, which is the pronunciation system currently being used in China, and the correctness in pronouncing “Pin Yin” and the tones.</p>
<p>1. Demonstrate culturally appropriate behaviors in the classroom;</p> <p>2. Introduce self to others using culturally appropriate language and body language.</p> <p>3. Demonstrate the basic knowledge of Chinese writing</p>	<p>Let’s Introduce Ourselves</p>	<p>components, (which includes 23 initials, 24 vowels, 16 special sounds, 4 tones) and the writing system</p> <p>Comparing the Chinese writing system to English</p> <p>Using the appropriate vocabulary for greetings, introduction, asking one’s name, saying their names, and creating dialogues</p> <p>Asking how someone is and saying how you are</p> <p>Introducing people and saying where they are from</p> <p>Vocabulary: words and expressions of</p>	<p>1.1</p> <p>1.2</p> <p>2.1</p> <p>2.2</p> <p>3.1</p> <p>3.2</p> <p>4.1</p> <p>4.2</p>	<p>Given a work sheet, Students listen and circle the correct sound and the right tone.</p> <p>Students read the Chinese characters and write their meanings.</p> <p>Students describe the development of the Chinese writing system.</p> <p>Students create and present simple conversations using appropriate expressions to demonstrate their learning achievement.</p> <p>Students define the vocabulary correctly by matching the words and their definitions.</p>

system and its evolution		greetings, introduction, etc. Grammar: introducing the basic sentence structures		Students greet each other and introduce themselves. Ask and answer where others are from – demonstrate an understanding of the Mandarin Chinese language world Interact with others in scripted conversations (emotions, health and wellness)
1. Demonstrate the understanding of significant meanings of Chinese number; what numbers are consider fortunate and what not; how Chinese people avoid using those unlucky numbers as much as possible in their daily life; 2. Identify the similarities and differences of the Chinese calendar vs. U.S. and Chinese unique Lunar Calendar	Chinese number and Calendar	Counting and writing from one to one thousand Identifying Chinese calendar, naming and writing the days of the week, the 4 seasons and the months Asking and giving phone numbers Solving the math problems in Mandarin Chinese Vocabulary: numbers, the time of the day, date, the days of the week, seasons, telephone numbers, addition, subtraction, multiplication, division, etc. Grammar: creating questions and responses, basic sentence structures, etc.	1.1 1.2 2.1 2.2 3.1 3.2 4.1 4.2	Students use the numbers correctly by solving the math problems. Students generate dialogues in pairs asking and giving phone numbers, asking and telling the days of the week, the dates and the time. Students identify vocabulary by matching correctly the Mandarin Chinese characters and their definitions. Given the clock, Students recognize and tell the time in Mandarin Chinese. Students identify and sequence a typical daily routine from morning until bedtime on a school day and during the weekend, including grooming habits and time. Students pantomime in pairs their daily routine for each other, and then describe their partner’s morning routine in the target language. Vocabulary quiz by dictation
1. Demonstrate the understanding of using the appropriate terms of address when introducing yourself to others or getting to know someone; 2. Demonstrate the	Getting to Know Someone My Birthday	Asking information, such as name, age, birthday, including year of birth and identity of someone Introducing and describing themselves Vocabulary: age, birthday, etc. Grammar: pronouns, questions and the basic sentence structures Asking someone’s birthday, and the zodiac signs	1.1 1.2 1.3 2.1 2.2 3.1	Students create and present a dialogue in pairs asking for information of someone. Students demonstrate the writing skills by creating a short paragraph about themselves using the appropriate words and expressions. Vocabulary quiz Students interview at least four classmates and find out their classmates’ birthdays and the zodiac signs. Students compare and contrast similarities and differences

understanding of Chinese zodiac tradition;		<p>Role playing a birthday party</p> <p>Vocabulary: names of the 12 animals in the Chinese zodiac, food, gifts, etc.</p> <p>Grammar: sentence patterns</p> <p>Writing: Write a birthday invitation to a friend</p>	<p>3.2</p> <p>4.1</p> <p>4.2</p> <p>5.1</p>	<p>between the Chinese way of celebrating their birthdays and their own, and share in the class.</p> <p>Students demonstrate their knowledge of the Chinese zodiac and the connection to the animal symbols.</p> <p>Students role play a birthday party.</p>
		<p>Create a dialogue in pairs</p> <p>Culture:</p> <ol style="list-style-type: none"> 1. Compare and contrast the way that Chinese celebrate their birthdays 2. Gain knowledge of the Chinese zodiac, Chinese traditionally use 12 animals in a definite order to designate different years of birth 3. Listing 12 animals in the Chinese zodiac, and telling its story <p>Identifying objects</p> <p>Asking who owns an object, if things belong to someone, etc.</p> <p>Grammar: sentence structures: how to ask questions and respond</p>	<p>1.1</p> <p>1.2</p> <p>1.3</p> <p>2.1</p> <p>2.2</p> <p>3.1</p> <p>3.2</p> <p>4.1</p> <p>4.2</p> <p>5.1</p>	<p>Students create a birthday invitation to a friend.</p> <p>Students compose and present a dialogue of a birthday party.</p> <p>Vocabulary quiz</p> <p>Given pictures of objects, SWBAT identify them.</p> <p>Students will work and practice in pairs asking who owns the objects, if things belong to someone, etc.</p> <p>Students will generate dialogues to demonstrate their learning achievement.</p>
<p>1. Understand the cultural significance of Chinese traditional holidays; Compare and contrast them with U.S. holidays;</p> <p>2. Participate in school or local Chinese community</p>	<p>Chinese Culture and Holidays</p> <p>Where are You from?</p>	<p>Researching information about the Chinese culture, the Chinese holidays, Chinese New Year, Chinese Moon Festival, Chinese Zodiac, Sun Zi Bing Fa and famous Tang Poet, Li Bai, etc. and analyzing their influence on the American culture</p> <p>Comparing and contrasting traditional American festivities to those in China</p> <p>Expressing congratulations and gratitude for celebrations; recognizing vocabulary for</p>	<p>1.1</p> <p>1.2</p> <p>1.3</p> <p>2.1</p> <p>2.2</p> <p>3.1</p> <p>3.2</p>	<p>Students demonstrate their knowledge of the Chinese culture and holidays by creating at least eight slides of a PowerPoint presentation.</p> <p>Students will share in the class.</p> <p>Students create and present dialogues talking about one's nationality.</p> <p>Students write a personal profile using appropriate words and expressions.</p> <p>Given other people's personal profiles, Students read and</p>

Chinese Lunar New Year Celebrations;		parties, traditions and Chinese holidays Talking about their nationalities Asking and describing one’s language ability Reading comprehension: read other people’s personal profiles Listening comprehension: listen to some personal profiles and then answer questions	4.1 4.2 5.1	answer the questions
1. Understand the traditional Chinese family structure, and roles of parents and children; 2. Demonstrate the understanding of how family structure have changed in the past 30 years 3. Identify pros and cons of China’s “One Child Policy” 4. Identify Confucian concepts and practices related to family; 5. Compare how concepts of family are similar or different in China and the U.S. 6. Discuss how	My Family	Grammar: <ul style="list-style-type: none"> • Personal pronouns • Yes/no questions and answers • Sentence structures Vocabulary: names of the countries, their languages, etc. Writing: write a personal profile Talking about their family members, their relationships, their occupations, age and hobbies Talking about where they live Talking about the difference between the traditional Chinese families and the 21st century Chinese families Project: show the photos of the family members and introduce them to the classmates Vocabulary: words and expressions about the family, professions, hobbies, etc. Grammar: Using possessive adjectives with family members	1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.1 4.2	Given a list of questions, which someone will often hear people say when he/she visits China, Students demonstrate their understanding of the questions by writing the response in each situation. Vocabulary quiz Test preparation Students will work in pairs and talk about each other’s family members and their occupations. They will complete a record sheet of their conversation. Students create and present a family tree including a detailed description of each family member, incorporating possessive adjectives to describe their relationships. AT conduct a survey in pairs by asking and answering the questions. Students write a short paragraph describing their families. Vocabulary quiz – Given picture cards, Students recognize them and write in Mandarin Chinese. Students correctly create 5 sentences with the new words learned.

<p>Chinese families life style are changing as a result of modern economic development & newer generations' different family perspective;</p>		<p>Measure words “ge”, etc.</p> <p>Writing: write about their families</p> <p>Culture:</p> <ul style="list-style-type: none"> • Explain the traditional Chinese family • Compare and contrast the way that Chinese address their family members to the American way <p>Identifying/describing animals, expressing feelings toward animals</p>		<p>Students demonstrate their knowledge of pandas by writing a one-page report and presenting it in class.</p>
<p>1. Identify the similarities and differences of raising the pets at home in China and the U.S.</p> <p>2. Identify the popular sports and activities for Chinese people and high School students;</p> <p>3. Analyze and report the differences and overlaps on the popular sports of the two countries;</p> <p>4. Demonstrate the understanding of the range of</p>	<p>Pets at Home</p> <p>I Like Swimming</p>	<p>Talking and describing their pets</p> <p>Searching information about giant pandas, and writing a report</p> <p>Grammar: numerals, measure words and antonyms</p> <p>Vocabulary: supplementary words, living things around us</p> <p>Writing: Write a short paragraph describing their pets</p> <p>Write a family portrait</p> <p>Talking about their favorite sports, the sports they like or dislike</p> <p>Asking if someone likes sports, what sports he/she likes</p> <p>Creating a short paragraph describing the</p>	<p>1.1</p> <p>1.2</p> <p>1.3</p> <p>2.1</p> <p>2.2</p> <p>3.1</p> <p>3.2</p> <p>4.1</p> <p>4.2</p>	<p>Students use the vocabulary learned and generate a dialogue in pairs, practice and share in the class.</p> <p>Given picture cards of animals, Students identify and name them correctly.</p> <p>With given information, Students write a short paragraph with at least eight sentences to describe their pets, and share in the class.</p> <p>Students write a family portrait describing their family members and their pets, and present in the class.</p> <p>Given picture cards, Students say correctly the name of the sport</p> <p>Students will discuss with their partners about the sports they like or dislike, and share in the class.</p> <p>Students conduct a survey in the class by creating a list of questions and write down the answers.</p> <p>Students compose a short paragraph</p>

<p>popular extra-curricular activities Chinese students enjoy.</p>		<p>sports they like Vocabulary: like, dislike, names of the sports, etc.</p>		
<p>1. Compare and contrast dating and social interaction styles for teenagers from China and in U.S. 2. Develop a Chinese Pen-pal and write to him/her on what they like to do outside of school;</p>	<p>My Friends</p>	<p>Grammar: sentence structures, verbs, etc. Introducing their friends to other people Asking someone’s identity, the grade someone is in, and responding to them Talking about their friends Talking about and comparing the schools in America and in China and acquiring a basic knowledge of school life in China Researching information about Confucius and his influence on the culture of China and other countries Utilizing adjectives learned to describe correctly the appearance of someone Vocabulary: words and expressions, adjectives to describe people, school, school subjects, etc.</p>	<p>1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.1 4.2 5.1</p>	<p>Students introduce their friends in groups. Students compose and present a short paragraph in Mandarin Chinese to describe their friends utilizing the appropriate words and expressions. Given pictures, students will demonstrate their language skills to describe verbally the appearance of that person. Given a description of a missing person, Students make an identity card. Students participate a competition to create an alien and give his/her facial descriptions. Students write a letter to their new friends or pen pals using appropriate words and expressions. Vocabulary quiz</p>
<p>1. Demonstrate the understanding of cultural significance of Chinese food culture, and differences on the dinning practices and table manners between U.S. and China. 2. Learn to cook a Chinese dish;</p>	<p>I am Hungry</p>	<p>Grammar: Sentence structures Letter writing techniques How to write an envelope Writing: Write a short paragraph to describe their friends Write a letter to your new friend Identifying and naming the list of food and the beverage correctly</p>	<p>1.1 1.2 2.1 2.2 3.1 3.2 4.1 4.2</p>	<p>Given picture cards, Students name them correctly both in spoken and written Mandarin Chinese. Students will design heir lunch menus. Students interview their partners and ask his/her favorite food and beverages. After the interview, find out what the most popular food and beverages are for the whole class. Students will create a short paragraph</p>

		<p>Asking and describing their favorite food</p> <p>Vocabulary: names of the food, beverages, breakfast, lunch, dinner, adjectives, such as hot, sweet, salty, sour, etc.</p> <p>Listing and explaining ingredients for making dumplings</p>	5.1	
	Food & drinks you like	<p>Grammar: adjectives, sentence structures</p> <p>Culture: demonstrating the skills of holding and using the chopsticks</p> <p>Writing:</p> <p style="padding-left: 40px;">Create a short paragraph describing the food they like</p> <p style="padding-left: 40px;">Write the recipe of dumplings</p> <p>Identifying, naming and describing the fruits</p> <p>Talking about the fruit they like or dislike</p> <p>Creating dialogues in pairs</p> <p>Vocabulary: names of the fruit and adjectives of colors, taste, shape, etc.</p> <p>Grammar: sentence patterns – “prefer”</p>	<p>1.1</p> <p>1.2</p> <p>2.1</p> <p>2.2</p> <p>3.1</p> <p>3.2</p> <p>4.1</p> <p>4.2</p>	<p>describing the food they like in Mandarin Chinese.</p> <p>Students will create the recipe of dumplings, and illustrate in groups.</p> <p>Chopstick competition</p> <p>Given supermarket circulars, students will work in pairs and ask each other the names of the food.</p> <p>Vocabulary quiz</p> <p>Given the pictures of fruit, Students name and write them correctly.</p> <p>Students will create a short paragraph describing the fruit they like or dislike.</p> <p>Class exercises and activities</p> <p>Vocabularies quiz matching pictures of fruit and the names.</p>
Proficiency-based final assessment on students communicative ability to perform an authentic real life-like task using the target language	Final Review	<p>Students will have the study guide and work on them in class for the final exam preparation.</p> <p>Students will write a paper describing themselves, their families, hobbies, pets, etc.</p>		<p>Students will demonstrate mastery of material learned in listening, speaking, reading and writing in Mandarin Chinese.</p> <p>Final exam</p>