

**DARIEN PUBLIC SCHOOLS**

**CURRICULUM GUIDE**

---

**MANDARIN CHINESE II**

**APPROVED BY THE BOARD OF EDUCATION  
ON DECEMBER 9, 2008**

# **DARIEN PUBLIC SCHOOLS**

---

---

## **BOARD OF EDUCATION**

---

---

John V. Boulton, Chair  
Kimberly P. Westcott, Vice Chair  
Clara C. Sartori, Secretary  
Elizabeth A. Hagerty-Ross  
James A. Plutte  
George A. Reilly  
Heather L. Shea  
Morgan B. Whittier  
Susan T. Perticone

## **CURRICULUM GUIDE AUTHORS**

---

---

Richard DiPasquale\*  
Hai-Ming Wu

\* Denotes Curriculum Author

## **DATES**

---

---

Include:

DRAFT Completion Date: September 2008

Board of Education Approval December 9, 2008

## TABLE OF CONTENTS

### SECTION I – Course Information

Statement of Philosophy.....	6
Program Goals.....	7
Overview.....	8
Essential Questions.....	9
Process Skills.....	10
Student Performance Summary.....	11
Grading Guidelines.....	12

### SECTION II – Units of Study

Summary of Units.....	14
Unit 1: REVIEW OF MANDARIN I.....	15
Unit 2: DINING.....	20
Unit 3: AT THE LIBRARY.....	25
Unit 4: ASKING DIRECTIONS.....	30
Unit 5: BIRTHDAY PARTY.....	35
Unit 6: SEEING A DOCTOR.....	40
Unit 7: DATING.....	45
Unit 8: RENTING AN APARTMENT.....	50
Unit 9: AT THE POST OFFICE.....	55
Unit 10: SPORTS.....	60
Unit 11: TRAVEL.....	65

Unit 12: HOMETOWN.....70  
Unit 13: AT THE AIRPORT.....75

**SECTION III - Related Goals and Standards**

The Connecticut Framework: K-12 Curricular Goals and Standards.....80  
National Standards.....80

**SECTION IV – Learning Resources**

Supplemental Resources.....82

## **SECTION I - Course Information**

---

## **STATEMENT OF PHILOSOPHY**

---

Mandarin is the national language of China, and is the world's most widely spoken native Language. Today China's economy is second in size only to the United States, and is expected to surpass the U.S. within the next few decades. There currently is a global demand to learn Mandarin as a second language, especially for business. In addition, Mandarin is an important academic language and a requirement for M.A. and PhD programs in East Asian history departments. The ability to offer Chinese at the secondary level is developing throughout Fairfield County, and the demand for this language is growing in Darien, where parents and students expect our schools to be at the forefront of educational developments. This course continues an administrative initiative to add an additional foreign language sequence to Darien High School. Future goals include expanding Mandarin Chinese to the middle school and perhaps into the elementary level.

Mandarin Chinese II will continue a careful progression of skill development that spirals and repeats from one level to the next. Students will develop speaking and listening skills within a classroom that focuses on immersion in the language as much as possible.

Reading and writing in Chinese will progress more slowly due to the complexity of the written form. Student understanding of the building blocks of Chinese characters will be stressed over rote memorization, and calligraphy will be practiced to reinforce learning the characters. Student's ability to function in a Chinese language environment will be of

paramount importance in Mandarin Chinese II.

## **PROGRAM GOALS**

---

The most important goal of this course will be to prepare students to function effectively in a Chinese language environment. The program goals of Mandarin Chinese II in Darien Public Schools are also aligned with the **ACTFL** national standards for teaching Chinese.

1. The primary goal of Mandarin Chinese II is communication in Chinese. Students will be able to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese. Students will be able to understand and interpret written and spoken language on a variety of topics in Chinese. Students will also be able to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2. A secondary goal of Mandarin Chinese II is to gain knowledge and understanding of the cultures of the Chinese speaking world. Students will be able to demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese speaking world. Students will also be able to demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese speaking world.
3. Students will reinforce and further their knowledge of other disciplines through the study of Mandarin Chinese. Students will acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.
4. Learning Mandarin Chinese will also help students develop insight into the nature of language and culture. Students will demonstrate an understanding of the nature of language through comparisons of the Chinese language with their own. Students will also demonstrate an understanding of the concept of culture through comparisons of Chinese culture with their own.
5. Finally, students will participate in multilingual communities at home and around the world through the study of Mandarin Chinese. Students will have opportunities to use Mandarin Chinese both within and beyond the school

setting. Long term goal of Mandarin Chinese II is to have students become life-long learners by using Chinese for personal enjoyment and enrichment.

## **OVERVIEW**

---

Mandarin Chinese II will further develop beginning skills in speaking, listening, reading and writing Chinese, as well as provide cultural enrichment concerning Chinese culture and civilization. Each subsequent level, III-IV, will then build upon the skills developed in the previous level. This course will follow a similar scope and sequence as existing world language courses. Students will learn and practice speaking, listening, reading and writing Chinese within the context of thematic units. Acquired language skills will be reinforced in new units. The major emphasis will thus be towards the spoken language and the use of Pinyin Romanization, as well as building a vocabulary of traditional written characters and their simplified equivalents, all within the context of understanding China and Chinese culture. The expectations for greater fluency will develop over the course of a four-year sequence. Travel opportunities will also be explored, most likely as an extra-curricular summer opportunity, but could be developed either as part of a formal aspect of the course, or in conjunction with other DHS student exchanges.

## **ESSENTIAL QUESTIONS**

---

1. How can students develop correct pronunciation of Mandarin Chinese phonemes and tones?
2. How can students effectively communicate information about themselves and others in Mandarin Chinese?
3. How can students develop an understanding and usage of the building blocks of Chinese characters?
4. How can students develop an understanding of the cultural context of Mandarin Chinese?
5. How can students develop greater competency in other areas of study through the study of Mandarin Chinese?
6. How can students develop greater ability to compare cultures and languages through the study of Mandarin Chinese?
7. How will students gain opportunities to utilize Mandarin Chinese both within and beyond the school setting?

## **PROCESS SKILLS**

---

Each of these skills will contribute to the achievement of communicative proficiency in Mandarin Chinese:

- Reading (Decoding/Analyzing)  
*Translating dialogs*
- Reading (Comprehending)  
*Book readings*
- Reading (Appreciating)  
*Cultural information in articles/magazines*
- Writing and Language Mechanics  
*Grammar and practice pages, practice writing characters*
- Speaking  
*Oral presentations, teacher-student discourse, student-student communicative activities*
- Listening  
*Receiving teacher explanations/instructions, Listening/responding to native speakers on CD and video*
- Viewing  
*Observing native speakers interacting in authentic situations*
- Using Maps and Globes  
*Locating and translating Chinese place names*
- Studying  
*Preparation for presentations, quizzes and written assessments*
- Reasoning and Reflecting  
*Analyzing and interpreting in the target language*
- Using Learning Resources and Technology  
*Use of the language lab, on-line practice and assessment tools, internet activities*
- Working Independently and Collaboratively  
*Independently: language lab, calligraphy practice*  
*Collaboratively: group work, communicative activities, and games*
- Appreciating Art and Music  
*Exposure to cultural music and art through CD's, videos, demonstrations, Internet information and field trips*
- Creating  
*Applying cultural and grammatical information through personal expression.*  
*Calligraphy and painting*
- Performing  
*Skits, oral presentations, poem*
- Quantifying  
*Using numbers to express quantities, currency and cost of products in Mandarin Chinese to do math problems*
- Problem Solving  
*Understanding how to speak from different perspectives*  
*Analyzing clues in the target language in order to behave culturally appropriate*

## **STUDENT PERFORMANCE SUMMARY**

---

The following is a list of things students will be required to do, in addition to tests and quizzes, to exhibit understanding and proficiency with content and skills taught.

Regular homework assignments

Note taking on cultural subjects

Language lab practice

Internet-based language comprehension practice

Practice writing Chinese characters, including calligraphy

Writing short pen-pal letters

Practice Tai-Chi with instruction in the target language

Reporting on internet searches of topics of current interest in China

Watching videos in the target language and discussing the content in Mandarin

Reporting on field trip experiences

Role playing in the target language

## **GRADING GUIDELINES**

---

In Each quarter students can expect their grade to consist of the following elements. The amount and type of each kind of evaluation will vary somewhat from quarter to quarter. In addition there will be a semester exam that will factor into their final grade according to World Language department guidelines.

	<b><u>Expectations of Students</u></b>	<b><u>% of Report Card Grade</u></b>
Homework	100% of all assignments	@ 20%
Workbooks	100% of all assignments	@ 10%
Tests	All tests taken/made up	@ 25%
Oral Quizzes	All quizzes taken/made up	@ 15%
Projects	100% of all assignments	@ 20%
Class Participation	Positive and active in class	@ 10%

## **SECTION II – Units of Study**

---

## **SUMMARY OF UNITS**

---

List units of study and duration

<b><u>Unit Title</u></b>	<b><u>Duration (Weeks)</u></b>
Unit 1: Review of Mandarin Chinese I	2-3
Unit 2: Dining	3-4
Unit 3: At the Library	3-4
Unit 4: Asking Directions	3-4
Unit 5: Birthday Party	3-4
Unit 6: Seeing a Doctor	3-4
Unit 7: Dating	3-4
Unit 8: Renting an Apartment	3-4
Unit 9: At the Post Office	3-4
Unit 10: Sports	3-4
Unit 11: Travel	3-4
Unit 12: Hometown	3-4
Unit 13: At the Airport	3-4

## **UNIT 1: REVIEW OF MANDARIN I: Pronunciation, Tones, Grammar and the Chinese Writing System**

---

### **ESSENTIAL QUESTIONS**

---

How can students further develop correct pronunciation of Mandarin Chinese phonemes and tones?

How can students further develop an understanding and usage of the building blocks of Chinese characters?

How can students further develop an understanding of the cultural context of Mandarin Chinese?

How can students further develop greater ability to compare cultures and languages through the study of Mandarin Chinese?

How can students integrate past study of Mandarin with continued instruction?

## **RELATED GOALS AND STANDARDS**

---

### **GOAL ONE: Communicate in Chinese**

#### **Standard 1.1**

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese.

#### **Standard 1.2**

Students understand and interpret written and spoken language on a variety of topics in Chinese.

#### **Standard 1.3**

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

### **GOAL TWO: Gain Knowledge and Understanding of the Cultures of the Chinese-Speaking World**

#### **Standard 2.1**

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese speaking world.

#### **Standard 2.2**

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese speaking world.

### **GOAL THREE: Connect with Other Disciplines and Acquire Information**

#### **Standard 3.1**

Students reinforce and further their knowledge of other disciplines through the study of Chinese.

#### **Standard 3.2**

Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.

#### **GOAL FOUR: Develop Insight into the Nature of Language and Culture**

##### **Standard 4.1**

Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.

##### **Standard 4.2**

Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.

#### **CONTENT KNOWLEDGE OBJECTIVES**

---

##### **Initial Understanding**

Students will review the Pinyin Romanization system for Chinese pronunciation.  
Students will review the difference between the four tones.  
Students will review how Chinese characters developed and are written.  
Students will practice Mandarin phoneme pronunciation with the four tones.  
Students will review grammar and vocabulary from Mandarin I

##### **Developing an Interpretation**

Students will review the different ways to make sounds in Mandarin Chinese.  
Students will review that identical phonemes mean very different things when spoken with different tones.  
Students will review the different ways sentences are structured in Mandarin.

##### **Making Connections**

Students will compare tones in Mandarin with tonal intonation in English.  
Students will compare the Chinese writing system with the alphabet.  
Students will compare and contrast differences in sentence structure and vocabulary in Mandarin I

##### **Taking a Critical Stance**

Students will apply their knowledge of pronunciation and tones with a series of basic exercises.

Students will apply their knowledge of Mandarin I grammar and vocabulary with a series of basic exercises.

Students will apply their knowledge of how Chinese characters are written through calligraphy.

---

---

## **VOCABULARY**

---

---

Pinyin

Simple Finals

Initials

Compound Finals

Tones

Chinese Characters

Subject

Verb

Object

Adverb

Adjective

Particle

Measure Word

Time Word

---

---

## **ACTIVITIES**

---

---

Individual and group pronunciation practice (1.2)

Pronunciation games (1.2, 3.2)

Grammar and Vocabulary Review (1.1, 1.2, 1.3)

Language lab exercises (1.2)

Calligraphy practice (1.2, 3.2, 4.1)

Cultural connections (2.1, 2.2)

---

---

## **PERFORMANCE ASSESSMENT**

---

---

Grammar and vocabulary quiz to assess level of retention of Mandarin I

Recorded oral proficiency quiz for accuracy of pronunciation and tones.

Character calligraphy quiz for understanding of underlying principles  
Portfolio projects that demonstrate competency of unit content

---

### **CAREER AWARENESS (where appropriate)**

---

International business, diplomacy, translation, education.

### **CORE TEXT FOR STUDENTS**

---

*Integrated Chinese Textbook*, Level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

### **ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS**

---

*Integrated Chinese Workbook*, Level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

*Integrated Chinese Character Workbook*, Level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

### **MATERIALS AND SUPPLIES**

---

Various supplemental DVD, CD-rom and on-line resources  
Calligraphy brushes, ink and paper

### **INTEGRATED TECHNOLOGY**

---

Use of the language lab  
Use of the in-class projector  
Use of a class set of wireless head phones

## **UNIT 2: DINING**

---

### **ESSENTIAL QUESTIONS**

---

How can students further develop correct pronunciation of Mandarin Chinese phonemes and tones?

How can students effectively communicate in a restaurant or cafeteria setting in Mandarin Chinese?

How can students further develop an understanding and usage of the building blocks of Chinese characters?

How can students further develop an understanding of the cultural context of Mandarin Chinese?

How can students develop greater ability to compare cultures and languages through the study of Mandarin Chinese?

---

---

## **RELATED GOALS and STANDARDS**

---

---

### **GOAL ONE: Communicate in Chinese**

#### **Standard 1.1**

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese.

#### **Standard 1.2**

Students understand and interpret written and spoken language on a variety of topics in Chinese.

#### **Standard 1.3**

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

### **GOAL TWO: Gain Knowledge and Understanding of the Cultures of the Chinese-Speaking World**

#### **Standard 2.1**

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese speaking world.

#### **Standard 2.2**

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese speaking world.

### **GOAL THREE: Connect with Other Disciplines and Acquire Information**

#### **Standard 3.1**

Students reinforce and further their knowledge of other disciplines through the study of Chinese.

#### **Standard 3.2**

Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.

## **GOAL FOUR: Develop Insight into the Nature of Language and Culture**

### **Standard 4.1**

Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.

### **Standard 4.2**

Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.

## **GOAL FIVE: Participate in Multilingual Communities at Home and Around the World**

### **Standard 5.1**

Students use the Chinese language both within and beyond the school setting.

### **Standard 5.2**

Students show evidence of becoming life-long learners by using Chinese for personal enjoyment and enrichment.

## **CONTENT KNOWLEDGE OBJECTIVES**

---

### **Initial Understanding**

Student will learn how to order various types of food in Chinese.  
Students will learn how read and understand a basic menu in Chinese.

### **Developing an Interpretation**

Students will learn the social importance of dining etiquette in Chinese.

### **Making Connections**

Students will practice Chinese dining etiquette through role playing people of different status in Chinese.

## **Taking a Critical Stance**

Students will compare dining experiences in China and the U.S.

## **VOCABULARY**

---

Terms related to food and dining  
To exist; to be at a certain place (zai4)  
Emphatic negation (yi1...ye3/dou1...bu4/mei2  
verb Complement (hao3)  
Reduplication of Adjectives  
Superlatives (ji2le)  
Resultative compliments  
Imperative expressions (lai2)  
Deviation in number (duo1/shao3 + verb)

## **ACTIVITIES**

---

Individual and group pronunciation practice (1.2)  
Pronunciation games (1.2, 3.2)  
Language lab exercises (1.2)  
Grammar and Vocabulary Review (1.1, 1.2, 1.3)  
Role Playing (1.1, 2.1)  
Character practice (1.2, 3.2, 4.1)  
Calligraphy practice (1.2, 3.2, 4.1)  
Cultural connections (2.1, 2.2)  
Participation with China Exchange visitors (5.1, 5.2)

## **PERFORMANCE ASSESSMENT**

---

Written quiz for understanding of grammar and vocabulary.  
Recorded oral proficiency quiz for accuracy of pronunciation, tones and proper usage.  
Character quiz for understanding of reading comprehension and writing ability.  
Portfolio projects that demonstrate competency of unit content.

## **CAREER AWARENESS (where appropriate)**

---

International business, diplomacy, translation, education.

### **CORE TEXT FOR STUDENTS**

---

*Integrated Chinese Textbook*, Level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

### **ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS**

---

*Integrated Chinese Workbook*, Level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

*Integrated Chinese Character Workbook*, Level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

### **MATERIALS AND SUPPLIES**

---

Various supplemental DVD, CD-rom and on-line resources  
Calligraphy brushes, ink and paper

### **INTEGRATED TECHNOLOGY**

---

Use of the language lab  
Use of the in-class projector  
Use of a class set of wireless head phones

## **UNIT 3: AT THE LIBRARY**

---

### **ESSENTIAL QUESTIONS**

---

How can students effectively communicate in a library setting in Mandarin Chinese?

How can students further develop an understanding and usage of the building blocks of Chinese characters?

How can students further develop an understanding of the cultural context of Mandarin Chinese?

How can students develop greater ability to compare cultures and languages through the study of Mandarin Chinese?

How will students gain opportunities to utilize Mandarin Chinese both within and beyond the school setting?

## **RELATED GOALS and STANDARDS**

---

### **GOAL ONE: Communicate in Chinese**

#### **Standard 1.1**

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese.

#### **Standard 1.2**

Students understand and interpret written and spoken language on a variety of topics in Chinese.

#### **Standard 1.3**

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

### **GOAL TWO: Gain Knowledge and Understanding of the Cultures of the Chinese-Speaking World**

#### **Standard 2.1**

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese speaking world.

#### **Standard 2.2**

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese speaking world.

### **GOAL THREE: Connect with Other Disciplines and Acquire Information**

#### **Standard 3.1**

Students reinforce and further their knowledge of other disciplines through the study of Chinese.

#### **Standard 3.2**

Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.

## **GOAL FOUR: Develop Insight into the Nature of Language and Culture**

### **Standard 4.1**

Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.

### **Standard 4.2**

Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.

## **GOAL FIVE: Participate in Multilingual Communities at Home and Around the World**

### **Standard 5.1**

Students use the Chinese language both within and beyond the school setting

## **CONTENT KNOWLEDGE OBJECTIVES**

---

### **Initial Understanding**

Students will learn to use the library in Mandarin Chinese.  
Students will learn about identification papers in China.

### **Developing an Interpretation**

Students will learn the cultural significance of terms for types of workers in Chinese.  
Students will learn about the importance of identification papers in China.

### **Making Connections**

Students will learn about the modern changes occurring in Chinese library science.

### **Taking a Critical Stance**

Students will compare and contrast libraries in China and the U.S.

---

## **VOCABULARY**

---

Terms related to the library  
The Ba3 Construction  
Verb Complements (zai4, dao4, gei3)  
Time-When and Time-Duration expressions compared  
Duration of an Action

## **ACTIVITIES**

---

Individual and group pronunciation practice (1.2)  
Pronunciation games (1.2, 3.2)  
Language lab exercises (1.2)  
Character practice (1.2, 3.2, 4.1)  
Calligraphy practice (1.2, 3.2, 4.1)  
Cultural connections (2.1, 2.2)  
Participation with Chinese visitors (5.1)

## **PERFORMANCE ASSESSMENT**

---

Written quiz for understanding of grammar and vocabulary.  
Recorded oral proficiency quiz for accuracy of pronunciation, tones and proper usage.  
Character quiz for understanding of reading comprehension and writing ability.  
Portfolio projects that demonstrate competency of unit content

## **CAREER AWARENESS (where appropriate)**

---

International business, diplomacy, translation, education.

## **CORE TEXT FOR STUDENTS**

---

*Integrated Chinese Textbook*, Level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

## **ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS**

---

*Integrated Chinese Workbook*, Level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

*Integrated Chinese Character Workbook*, Level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

## **MATERIALS AND SUPPLIES**

---

Various supplemental DVD, CD-rom and on-line resources  
Calligraphy brushes, ink and paper

## **INTEGRATED TECHNOLOGY**

---

Use of the language lab  
Use of the in-class projector  
Use of a class set of wireless head phones

## **UNIT 4: ASKING DIRECTIONS**

---

### **ESSENTIAL QUESTIONS**

---

How can students further develop correct pronunciation of Mandarin Chinese phonemes and tones?

How can students effectively ask for information about finding their way in a Chinese city?

How can students further develop an understanding and usage of the building blocks of Chinese characters?

How can students develop an understanding of the cultural context of Mandarin Chinese?

How can students develop greater competency in other areas of study through the study of Mandarin Chinese?

How can students develop greater ability to compare cultures and languages through the study of Mandarin Chinese?

---

## **RELATED GOALS and STANDARDS**

---

### **GOAL ONE: Communicate in Chinese**

#### **Standard 1.1**

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese.

#### **Standard 1.2**

Students understand and interpret written and spoken language on a variety of topics in Chinese.

#### **Standard 1.3**

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

### **GOAL TWO: Gain Knowledge and Understanding of the Cultures of the Chinese-Speaking World**

#### **Standard 2.1**

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese speaking world.

#### **Standard 2.2**

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese speaking world.

### **GOAL THREE: Connect with Other Disciplines and Acquire Information**

#### **Standard 3.1**

Students reinforce and further their knowledge of other disciplines through the study of Chinese.

#### **Standard 3.2**

Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.

## **GOAL FOUR: Develop Insight into the Nature of Language and Culture**

### **Standard 4.1**

Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.

### **Standard 4.2**

Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.

## **CONTENT KNOWLEDGE OBJECTIVES**

---

### **Initial Understanding**

Students will learn the words for finding directions around a city.

### **Developing an Interpretation**

Students will learn how to interpret answers to various questions in Chinese in culturally appropriate ways.

### **Making Connections**

Students will learn how to exhibit culturally appropriate etiquette in various social situations in China.

### **Taking a Critical Stance**

Students will compare and contrast attitudes towards strangers needing assistance in China and the U.S.

---

## **VOCABULARY**

---

Vocabulary for asking directions  
Direction and location words  
Comparative Sentences with mei2you3  
Indicating degree (na4me)  
Place and action (dao4...qu4...)  
The conjunction jiu4  
The dynamic particle for occurrence (guo)  
Resultative Compliments II  
Immediate result (yi1...jiu4...)

## **ACTIVITIES**

---

Individual and group pronunciation practice (1.2)  
Pronunciation games (1.2, 3.2)  
Language lab exercises (1.2)  
Role Playing (1.1, 1.2)  
Character practice (1.2, 3.2, 4.1)  
Calligraphy practice (1.2, 3.2, 4.1)  
Cultural connections (2.1, 2.2)

## **PERFORMANCE ASSESSMENT**

---

Written quiz for understanding of grammar and vocabulary.  
Recorded oral proficiency quiz for accuracy of pronunciation, tones and proper usage.  
Character quiz for understanding of reading comprehension and writing ability.  
Portfolio projects that demonstrate competency of unit content

## **CAREER AWARENESS (where appropriate)**

---

International business, diplomacy, translation, education.

## **CORE TEXT FOR STUDENTS**

---

*Integrated Chinese Textbook*, Level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

## **ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS**

---

*Integrated Chinese Workbook*, Level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

*Integrated Chinese Character Workbook*, level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

## **MATERIALS AND SUPPLIES**

---

Various supplemental DVD, CD-rom and on-line resources  
Calligraphy brushes, ink and paper

## **INTEGRATED TECHNOLOGY**

---

Use of the language lab  
Use of the in-class projector  
Use of a class set of wireless head phones

## **UNIT 5: BIRTHDAY PARTY**

---

### **ESSENTIAL QUESTIONS**

---

How can students further develop correct pronunciation of Mandarin Chinese phonemes and tones?

How can students effectively communicate information about themselves and others in Mandarin Chinese?

How can students further develop an understanding and usage of the building blocks of Chinese characters?

How can students develop an understanding of the cultural context of Mandarin Chinese?

How can students develop greater competency in other areas of study through the study of Mandarin Chinese?

How can students develop greater ability to compare cultures and languages through the study of Mandarin Chinese?

How will students gain opportunities to utilize Mandarin Chinese both within and beyond the school setting?

## **RELATED GOALS and STANDARDS**

---

### **GOAL ONE: Communicate in Chinese**

#### **Standard 1.1**

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese.

#### **Standard 1.2**

Students understand and interpret written and spoken language on a variety of topics in Chinese.

#### **Standard 1.3**

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

### **GOAL TWO: Gain Knowledge and Understanding of the Cultures of the Chinese-Speaking World**

#### **Standard 2.1**

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese speaking world.

#### **Standard 2.2**

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese speaking world.

### **GOAL THREE: Connect with Other Disciplines and Acquire Information**

#### **Standard 3.1**

Students reinforce and further their knowledge of other disciplines through the study of Chinese.

#### **Standard 3.2**

Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.

## **GOAL FOUR: Develop Insight into the Nature of Language and Culture**

### **Standard 4.1**

Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.

### **Standard 4.2**

Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.

## **GOAL FIVE: Participate in Multilingual Communities at Home and Around the World**

### **Standard 5.1**

Students use the Chinese language both within and beyond the school setting.

## **CONTENT KNOWLEDGE OBJECTIVES**

---

### **Initial Understanding**

Students will learn the vocabulary for talking about birthdays.

### **Developing an Interpretation**

Students will learn about traditional and modern birthday activities in China.

### **Making Connections**

Students will learn about the changing attitudes of young people in China today in relation to family issues.

### **Taking a Critical Stance**

Students will compare and contrast common birthday celebrations across time and between cultures in China and the U.S.

## **VOCABULARY**

---

Vocabulary for talking about birthdays  
The Chinese Zodiac  
Indicating an action in progress (ne)  
Verbal phrases used as attributives  
Subject-predicate phrases used as attributives  
Follow-up inquiries using shi4...de  
Pivotal Sentences

## **ACTIVITIES**

---

Individual and group pronunciation practice (1.2)  
Pronunciation games (1.2, 3.2)  
Language lab exercises (1.2)  
Character practice (1.2, 3.2, 4.1)  
Calligraphy practice (1.2, 3.2, 4.1)  
Cultural connections (2.1, 2.2)  
Pen pal letters to China (5.1)

## **PERFORMANCE ASSESSMENT**

---

Written quiz for understanding of grammar and vocabulary.  
Recorded oral proficiency quiz for accuracy of pronunciation, tones and proper usage.  
Character quiz for understanding of reading comprehension and writing ability.  
Portfolio projects that demonstrate competency of unit content

## **CAREER AWARENESS (where appropriate)**

---

International business, diplomacy, translation, education.

## **CORE TEXT FOR STUDENTS**

---

*Integrated Chinese Textbook*, Level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

## **ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS**

---

*Integrated Chinese Workbook*, Level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

*Integrated Chinese Character Workbook*, Level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

## **MATERIALS AND SUPPLIES**

---

Various supplemental DVD, CD-rom and on-line resources  
Calligraphy brushes, ink and paper

## **INTEGRATED TECHNOLOGY**

---

Use of the language lab  
Use of the in-class projector  
Use of a class set of wireless head phones

## **UNIT 6: SEEING A DOCTOR**

---

### **ESSENTIAL QUESTIONS**

---

How can students further develop correct pronunciation of Mandarin Chinese phonemes and tones?

How can students effectively communicate information about themselves and others in Mandarin Chinese?

How can students further develop an understanding and usage of the building blocks of Chinese characters?

How can students develop an understanding of the cultural context of Mandarin Chinese?

How can students develop greater competency in other areas of study through the study of Mandarin Chinese?

How can students develop greater ability to compare cultures and languages through the study of Mandarin Chinese?

## **RELATED GOALS and STANDARDS**

---

### **GOAL ONE: Communicate in Chinese**

#### **Standard 1.1**

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese.

#### **Standard 1.2**

Students understand and interpret written and spoken language on a variety of topics in Chinese.

#### **Standard 1.3**

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

### **GOAL TWO: Gain Knowledge and Understanding of the Cultures of the Chinese-Speaking World**

#### **Standard 2.1**

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese speaking world.

#### **Standard 2.2**

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese speaking world.

### **GOAL THREE: Connect with Other Disciplines and Acquire Information**

#### **Standard 3.1**

Students reinforce and further their knowledge of other disciplines through the study of Chinese.

#### **Standard 3.2**

Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.

## **GOAL FOUR: Develop Insight into the Nature of Language and Culture**

### **Standard 4.1**

Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.

### **Standard 4.2**

Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.

## **CONTENT KNOWLEDGE OBJECTIVES**

---

---

### **Initial Understanding**

Students will learn the vocabulary for visiting a doctor.

### **Developing an Interpretation**

Students will learn about health issues and the practice of medicine in China today.

### **Making Connections**

Students will learn how medical issues were traditionally dealt with in China, and how these practices have evolved over time.

### **Taking a Critical Stance**

Students will compare and contrast medical care in China and the U.S.

---

---

## **VOCABULARY**

---

Vocabulary for common terms when visiting a doctor

What's the matter? (zen3me le?)

Indicating extreme degree (si3)

Measure word for actions (ci4)

The preposition for effect (dui4)

Directional Complements

Questions (shi4 bu2 shi4/dui4 bu2 dui4)

## **ACTIVITIES**

---

Individual and group pronunciation practice (1.2)

Pronunciation games (1.2, 3.2)

Role Playing (1.1, 2.1)

Language lab exercises (1.2)

Character practice (1.2, 3.2, 4.1)

Calligraphy practice (1.2, 3.2, 4.1)

Cultural connections (2.1, 2.2)

## **PERFORMANCE ASSESSMENT**

---

Written quiz for understanding of grammar and vocabulary.

Recorded oral proficiency quiz for accuracy of pronunciation, tones and proper usage.

Character quiz for understanding of reading comprehension and writing ability.

Portfolio projects that demonstrate competency of unit content

## **CAREER AWARENESS (where appropriate)**

---

International business, diplomacy, translation, education.

## **CORE TEXT FOR STUDENTS**

---

*Integrated Chinese Textbook*, Level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

## **ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS**

---

*Integrated Chinese Workbook*, Level 1, part 2, Second Edition, Cheng and Tsui Company, 2007.

*Integrated Chinese Character Workbook*, Level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

## **MATERIALS AND SUPPLIES**

---

Various supplemental DVD, CD-rom and on-line resources  
Calligraphy brushes, ink and paper

## **INTEGRATED TECHNOLOGY**

---

Use of the language lab  
Use of the in-class projector  
Use of a class set of wireless head phones

## **UNIT 7: DATING**

---

### **ESSENTIAL QUESTIONS**

---

How can students develop correct pronunciation of Mandarin Chinese phonemes and tones?

How can students effectively communicate information about themselves and others in Mandarin Chinese?

How can students develop an understanding and usage of the building blocks of Chinese characters?

How can students develop an understanding of the cultural context of Mandarin Chinese?

How can students develop greater competency in other areas of study through the study of Mandarin Chinese?

How can students develop greater ability to compare cultures and languages through the study of Mandarin Chinese?

## **RELATED GOALS and STANDARDS**

---

### **GOAL ONE: Communicate in Chinese**

#### **Standard 1.1**

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese.

#### **Standard 1.2**

Students understand and interpret written and spoken language on a variety of topics in Chinese.

#### **Standard 1.3**

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

### **GOAL TWO: Gain Knowledge and Understanding of the Cultures of the Chinese-Speaking World**

#### **Standard 2.1**

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese speaking world.

#### **Standard 2.2**

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese speaking world.

### **GOAL THREE: Connect with Other Disciplines and Acquire Information**

#### **Standard 3.1**

Students reinforce and further their knowledge of other disciplines through the study of Chinese.

#### **Standard 3.2**

Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.

## **GOAL FOUR: Develop Insight into the Nature of Language and Culture**

### **Standard 4.1**

Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.

### **Standard 4.2**

Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.

## **CONTENT KNOWLEDGE OBJECTIVES**

---

### **Initial Understanding**

Students will learn the vocabulary necessary for making dates and appointments with friends and associates.

### **Developing an Interpretation**

Students will learn the proper etiquette of making friends and making dates in China.

### **Making Connections**

Students will learn about traditional values in China concerning dating, and how those values are changing.

### **Taking a Critical Stance**

Students will compare what types of activities are deemed appropriate in each society and contrast the level of formality in making dates in China and the U.S.

## **VOCABULARY**

---

Vocabulary necessary for making dates with friends  
That settles it (yi4 yan1 wei2 ding4)  
Descriptive Compliments  
Potential Compliments  
Reduplication of Verbs

## **ACTIVITIES**

---

Individual and group pronunciation practice (1.2)  
Pronunciation games (1.2, 3.2)  
Language lab exercises (1.2)  
Character practice (1.2, 3.2, 4.1)  
Calligraphy practice (1.2, 3.2, 4.1)  
Cultural connections (2.1, 2.2)

## **PERFORMANCE ASSESSMENT**

---

Written quiz for understanding of grammar and vocabulary.  
Recorded oral proficiency quiz for accuracy of pronunciation, tones and proper usage.  
Character quiz for understanding of reading comprehension and writing ability.  
Portfolio projects that demonstrate competency of unit content

## **CAREER AWARENESS (where appropriate)**

---

International business, diplomacy, translation, education.

## **CORE TEXT FOR STUDENTS**

---

*Integrated Chinese Textbook*, level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

## **ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS**

---

*Integrated Chinese Workbook*, level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

*Integrated Chinese Character Workbook*, Level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

## **MATERIALS AND SUPPLIES**

---

Various supplemental DVD, CD-rom and on-line resources  
Calligraphy brushes, ink and paper

## **INTEGRATED TECHNOLOGY**

---

Use of the language lab  
Use of the in-class projector  
Use of a class set of wireless head phones

## **UNIT 8: RENTING AN APARTMENT**

---

### **ESSENTIAL QUESTIONS**

---

How can students further develop correct pronunciation of Mandarin Chinese phonemes and tones?

How can students effectively communicate information about themselves and others in Mandarin Chinese?

How can students develop an understanding and usage of the building blocks of Chinese characters?

How can students further develop an understanding of the cultural context of Mandarin Chinese?

How can students develop greater competency in other areas of study through the study of Mandarin Chinese?

How can students develop greater ability to compare cultures and languages through the study of Mandarin Chinese?

How will students gain opportunities to utilize Mandarin Chinese both within and beyond the school setting?

## **RELATED GOALS and STANDARDS**

---

### **GOAL ONE: Communicate in Chinese**

#### **Standard 1.1**

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese.

#### **Standard 1.2**

Students understand and interpret written and spoken language on a variety of topics in Chinese.

#### **Standard 1.3**

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

### **GOAL TWO: Gain Knowledge and Understanding of the Cultures of the Chinese-Speaking World**

#### **Standard 2.1**

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese speaking world.

#### **Standard 2.2**

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese speaking world.

### **GOAL THREE: Connect with Other Disciplines and Acquire Information**

#### **Standard 3.1**

Students reinforce and further their knowledge of other disciplines through the study of Chinese.

#### **Standard 3.2**

Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.

## **GOAL FOUR: Develop Insight into the Nature of Language and Culture**

### **Standard 4.1**

Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.

### **Standard 4.2**

Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.

## **GOAL FIVE: Participate in Multilingual Communities at Home and Around the World**

### **Standard 5.1**

Students use the Chinese language both within and beyond the school setting.

## **CONTENT KNOWLEDGE OBJECTIVES**

---

### **Initial Understanding**

Students will learn the vocabulary necessary to rent an apartment in Chinese.

### **Developing an Interpretation**

Students will learn what Chinese apartments are like, and what life is like in a Chinese apartment environment..

### **Making Connections**

Students will learn about the changing landscape of Chinese cities as they rapidly expand.

### **Taking a Critical Stance**

Students will compare and contrast standards of living between rural and urban areas in China and living standards in the U.S.

---

## **VOCABULARY**

---

Vocabulary to discuss renting an apartment

Continuing action (verb + le + numeral +measure word + le)

Potential Compliments (verb + bu2 xia4)

Indicating an approximate number (duo1)

Interrogative pronouns with dou1/ye3

## **ACTIVITIES**

---

Individual and group pronunciation practice (1.2)

Pronunciation games (1.2, 3.2)

Language lab exercises (1.2)

Character practice (1.2, 3.2, 4.1)

Calligraphy practice (1.2, 3.2, 4.1)

Cultural connections (2.1, 2.2)

Interpreting Chinese city maps (5.1)

## **PERFORMANCE ASSESSMENT**

---

Written quiz for understanding of grammar and vocabulary.

Recorded oral proficiency quiz for accuracy of pronunciation, tones and proper usage.

Character quiz for understanding of reading comprehension and writing ability.

Portfolio projects that demonstrate competency of unit content

## **CAREER AWARENESS (where appropriate)**

---

International business, diplomacy, translation, education.

---

## **CORE TEXT FOR STUDENTS**

---

*Integrated Chinese Textbook*, Level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

## **ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS**

---

*Integrated Chinese Workbook*, Level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

*Integrated Chinese Character Workbook*, Level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

## **MATERIALS AND SUPPLIES**

---

Various supplemental DVD, CD-rom and on-line resources  
Calligraphy brushes, ink and paper

## **INTEGRATED TECHNOLOGY**

---

Use of the language lab  
Use of the in-class projector  
Use of a class set of wireless head phones

## **UNIT 9: AT THE POST OFFICE**

---

### **ESSENTIAL QUESTIONS**

---

How can students develop correct pronunciation of Mandarin Chinese phonemes and tones?

How can students effectively communicate information about themselves and others in Mandarin Chinese?

How can students develop an understanding and usage of the building blocks of Chinese characters?

How can students develop an understanding of the cultural context of Mandarin Chinese?

How can students develop greater competency in other areas of study through the study of Mandarin Chinese?

How can students develop greater ability to compare cultures and languages through the study of Mandarin Chinese?

## **RELATED GOALS and STANDARDS**

---

### **GOAL ONE: Communicate in Chinese**

#### **Standard 1.1**

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese.

#### **Standard 1.2**

Students understand and interpret written and spoken language on a variety of topics in Chinese.

#### **Standard 1.3**

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

### **GOAL TWO: Gain Knowledge and Understanding of the Cultures of the Chinese-Speaking World**

#### **Standard 2.1**

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese speaking world.

#### **Standard 2.2**

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese speaking world.

### **GOAL THREE: Connect with Other Disciplines and Acquire Information**

#### **Standard 3.1**

Students reinforce and further their knowledge of other disciplines through the study of Chinese.

#### **Standard 3.2**

Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.

### **GOAL FOUR: Develop Insight into the Nature of Language and Culture**

#### **Standard 4.1**

Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.

**Standard 4.2**

Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.

**GOAL FIVE: Participate in Multilingual Communities at Home and Around the World****Standard 5.1**

Students use the Chinese language both within and beyond the school setting.

**CONTENT KNOWLEDGE OBJECTIVES**

---

---

**Initial Understanding**

Students will learn the vocabulary for using the Post Office in China.

**Developing an Interpretation**

Students will learn how and why envelopes are formatted in China.

**Making Connections**

Students will create virtual tours of their homes to share on-line with Chinese students.

**Taking a Critical Stance**

Students will compare and contrast the role traditional mail and digital communications play in the lives of students in China and the U.S.

---

---

## **VOCABULARY**

---

Vocabulary for using the Post Office in China

Combination of two adjacent numbers as expression of approximation

Corresponding relationship (yue4...yue4...)

The conjunction jiu4

In addition to... (chu2le...yi3wai4, hai2/dou1...)

From...to... (cong2...dao4...)

Directional complements indicating result

## **ACTIVITIES**

---

Individual and group pronunciation practice (1.2)

Pronunciation games (1.2, 3.2)

Language lab exercises (1.2)

Character practice (1.2, 3.2, 4.1)

Calligraphy practice (1.2, 3.2, 4.1)

Cultural connections (2.1, 2.2)

Pen-pal letters to Chinese students (5.1)

## **PERFORMANCE ASSESSMENT**

---

Written quiz for understanding of grammar and vocabulary.

Recorded oral proficiency quiz for accuracy of pronunciation, tones and proper usage.

Character quiz for understanding of reading comprehension and writing ability.

Portfolio projects that demonstrate competency of unit content

## **CAREER AWARENESS (where appropriate)**

---

International business, diplomacy, translation, education.

## **CORE TEXT FOR STUDENTS**

---

*Integrated Chinese Textbook*, Level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

## **ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS**

---

*Integrated Chinese Workbook*, Level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

*Integrated Chinese Character Workbook*, Level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

## **MATERIALS AND SUPPLIES**

---

Various supplemental DVD, CD-rom and on-line resources  
Calligraphy brushes, ink and paper

## **INTEGRATED TECHNOLOGY**

---

Use of the language lab  
Use of the in-class projector  
Use of a class set of wireless head phones

## **UNIT 10: SPORTS**

---

---

### **ESSENTIAL QUESTIONS**

---

---

How can students further develop correct pronunciation of Mandarin Chinese phonemes and tones?

How can students effectively communicate information about themselves and others in Mandarin Chinese?

How can students further develop an understanding and usage of the building blocks of Chinese characters?

How can students develop an understanding of the cultural context of Mandarin Chinese?

How can students develop greater competency in other areas of study through the study of Mandarin Chinese?

How can students develop greater ability to compare cultures and languages through the study of Mandarin Chinese?

How will students gain opportunities to utilize Mandarin Chinese both within and beyond the school setting?

## **RELATED GOALS and STANDARDS**

---

### **GOAL ONE: Communicate in Chinese**

#### **Standard 1.1**

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese.

#### **Standard 1.2**

Students understand and interpret written and spoken language on a variety of topics in Chinese.

#### **Standard 1.3**

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

### **GOAL TWO: Gain Knowledge and Understanding of the Cultures of the Chinese-Speaking World**

#### **Standard 2.1**

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese speaking world.

#### **Standard 2.2**

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese speaking world.

### **GOAL THREE: Connect with Other Disciplines and Acquire Information**

#### **Standard 3.1**

Students reinforce and further their knowledge of other disciplines through the study of Chinese.

#### **Standard 3.2**

Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.

## **GOAL FOUR: Develop Insight into the Nature of Language and Culture**

### **Standard 4.1**

Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.

### **Standard 4.2**

Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.

---

---

## **CONTENT KNOWLEDGE OBJECTIVES**

---

---

### **Initial Understanding**

Students will learn the vocabulary for discussing sports and exercise.

### **Developing an Interpretation**

Students will learn about the role of sports in Chinese student's life.

### **Making Connections**

Students will learn about how sporting activities have changed in China over time.

### **Taking a Critical Stance**

Students will compare and contrast cultural attitudes towards sports and exercise in China and the U.S.

---

---

## **VOCABULARY**

---

Vocabulary helpful for discussing sports and exercise  
Time expression + mei2 +verb + le  
Hao3/nan2 +verb  
Indicating Continuation (xiaqu)  
verb + expression of time duration + object  
Indicating the beginning of an action (qilai)  
Passive voice sentences (bei4)  
Because of (wei4le)

## **ACTIVITIES**

---

Individual and group pronunciation practice (1.2)  
Pronunciation games (1.2, 3.2)  
Language lab exercises (1.2)  
Character practice (1.2, 3.2, 4.1)  
Calligraphy practice (1.2, 3.2, 4.1)  
Cultural connections (2.1, 2.2)

## **PERFORMANCE ASSESSMENT**

---

Written quiz for understanding of grammar and vocabulary.  
Recorded oral proficiency quiz for accuracy of pronunciation, tones and proper usage.  
Character quiz for understanding of reading comprehension and writing ability.  
Portfolio projects that demonstrate competency of unit content

## **CAREER AWARENESS (where appropriate)**

---

International business, diplomacy, translation, education.

## **CORE TEXT FOR STUDENTS**

---

*Integrated Chinese Textbook*, Level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

## **ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS**

---

*Integrated Chinese Workbook*, Level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

*Integrated Chinese Character Workbook*, Level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

## **MATERIALS AND SUPPLIES**

---

Various supplemental DVD, CD-rom and on-line resources  
Calligraphy brushes, ink and paper

## **INTEGRATED TECHNOLOGY**

---

Use of the language lab  
Use of the in-class projector  
Use of a class set of wireless head phones

## **UNIT 11: TRAVEL**

---

---

### **ESSENTIAL QUESTIONS**

---

---

How can students develop correct pronunciation of Mandarin Chinese phonemes and tones?

How can students effectively communicate information about themselves and others in Mandarin Chinese?

How can students develop an understanding and usage of the building blocks of Chinese characters?

How can students develop an understanding of the cultural context of Mandarin Chinese?

How can students develop greater competency in other areas of study through the study of Mandarin Chinese?

How can students develop greater ability to compare cultures and languages through the study of Mandarin Chinese?

How will students gain opportunities to utilize Mandarin Chinese both within and beyond the school setting?

## **RELATED GOALS and STANDARDS**

---

### **GOAL ONE: Communicate in Chinese**

#### **Standard 1.1**

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese.

#### **Standard 1.2**

Students understand and interpret written and spoken language on a variety of topics in Chinese.

#### **Standard 1.3**

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

### **GOAL TWO: Gain Knowledge and Understanding of the Cultures of the Chinese-Speaking World**

#### **Standard 2.1**

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese speaking world.

#### **Standard 2.2**

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese speaking world.

### **GOAL THREE: Connect with Other Disciplines and Acquire Information**

#### **Standard 3.1**

Students reinforce and further their knowledge of other disciplines through the study of Chinese.

#### **Standard 3.2**

Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.

## **GOAL FOUR: Develop Insight into the Nature of Language and Culture**

### **Standard 4.1**

Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.

### **Standard 4.2**

Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.

## **GOAL FIVE: Participate in Multilingual Communities at Home and Around the World**

### **Standard 5.1**

Students use the Chinese language both within and beyond the school setting.

### **Standard 5.2**

Students show evidence of becoming life-long learners by using Chinese for personal enjoyment and enrichment.

## **CONTENT KNOWLEDGE OBJECTIVES**

---

---

### **Initial Understanding**

Students will learn the vocabulary to make and discuss travel plans.

### **Developing an Interpretation**

Students will learn why certain locations in China are such popular domestic tourist attractions and why Chinese people travel when they do. Students will experience Chinatown in New York as a living neighborhood.

### **Making Connections**

Students will learn about why there are numerous travel restrictions in China.

### **Taking a Critical Stance**

Students will compare and contrast the most popular domestic tourist attractions in China and the U.S.

## **VOCABULARY**

---

Vocabulary to plan and discuss travel  
you3de and yi4xie1 compared  
Numbers over one thousand  
Interrogative pronouns as indefinite references  
Indicating disparity (bi3)  
Some...some... (you3de...you3de...)  
Giving a discount (da3 zhe2)  
First...then... (xian1...ran2hou4)  
If...then...(yao4shi4/ru2guo3...jiu4...)

## **ACTIVITIES**

---

Individual and group pronunciation practice (1.2)  
Pronunciation games (1.2, 3.2)  
Language lab exercises (1.2)  
Character practice (1.2, 3.2, 4.1)  
Calligraphy practice (1.2, 3.2, 4.1)  
Cultural connections (2.1, 2.2)  
Field Trip to Chinatown, NYC (5.1, 5.2)

## **PERFORMANCE ASSESSMENT**

---

Written quiz for understanding of grammar and vocabulary.  
Recorded oral proficiency quiz for accuracy of pronunciation, tones and proper usage.  
Character quiz for understanding of reading comprehension and writing ability.  
Portfolio projects that demonstrate competency of unit content

## **CAREER AWARENESS (where appropriate)**

---

International business, diplomacy, translation, education.

## **CORE TEXT FOR STUDENTS**

---

*Integrated Chinese Textbook*, Level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

## **ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS**

---

*Integrated Chinese Workbook*, level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

*Integrated Chinese Character Workbook*, level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

## **MATERIALS AND SUPPLIES**

---

Various supplemental DVD, CD-rom and on-line resources  
Calligraphy brushes, ink and paper

## **INTEGRATED TECHNOLOGY**

---

Use of the language lab  
Use of the in-class projector  
Use of a class set of wireless head phones

## **UNIT 12: HOMETOWN**

---

### **ESSENTIAL QUESTIONS**

---

How can students develop correct pronunciation of Mandarin Chinese phonemes and tones?

How can students effectively communicate information about themselves and others in Mandarin Chinese?

How can students develop an understanding and usage of the building blocks of Chinese characters?

How can students develop an understanding of the cultural context of Mandarin Chinese?

How can students develop greater competency in other areas of study through the study of Mandarin Chinese?

How can students develop greater ability to compare cultures and languages through the study of Mandarin Chinese?

## **RELATED GOALS and STANDARDS**

---

### **GOAL ONE: Communicate in Chinese**

#### **Standard 1.1**

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese.

#### **Standard 1.2**

Students understand and interpret written and spoken language on a variety of topics in Chinese.

#### **Standard 1.3**

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

### **GOAL TWO: Gain Knowledge and Understanding of the Cultures of the Chinese-Speaking World**

#### **Standard 2.1**

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese speaking world.

#### **Standard 2.2**

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese speaking world.

### **GOAL THREE: Connect with Other Disciplines and Acquire Information**

#### **Standard 3.1**

Students reinforce and further their knowledge of other disciplines through the study of Chinese.

#### **Standard 3.2**

Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.

## **GOAL FOUR: Develop Insight into the Nature of Language and Culture**

### **Standard 4.1**

Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.

### **Standard 4.2**

Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.

## **CONTENT KNOWLEDGE OBJECTIVES**

---

### **Initial Understanding**

Students will learn the vocabulary for describing one's hometown.

### **Developing an Interpretation**

Students will learn about the rapid changes occurring across China in both rural and urban settings.

### **Making Connections**

Students will learn about the relationship of the individual to traditional family hometowns in China.

### **Taking a Critical Stance**

Students will compare and contrast the notion of hometown in China and the U.S.

---

## **VOCABULARY**

---

Vocabulary for discussing where one is from  
Chinese kinship terms  
Signifying erroneous understanding (yi3wei2...)  
Existential sentences (place word + verb + numeral +measure word + noun)  
Continuation of an action or a state (zhe)  
Semantic reversal (verb1 + shi4 + verb1, ke3shi4 verb2)  
Sounds as if... (ting1 qilai...)  
For example... (bi3fang shou1...)  
Just about (cha4buduo1)

## **ACTIVITIES**

---

Individual and group pronunciation practice (1.2)  
Pronunciation games (1.2, 3.2)  
Language lab exercises (1.2)  
Character practice (1.2, 3.2, 4.1)  
Calligraphy practice (1.2, 3.2, 4.1)  
Cultural connections (2.1, 2.2)

## **PERFORMANCE ASSESSMENT**

---

Written quiz for understanding of grammar and vocabulary.  
Recorded oral proficiency quiz for accuracy of pronunciation, tones and proper usage.  
Character quiz for understanding of reading comprehension and writing ability.  
Portfolio projects that demonstrate competency of unit content

## **CAREER AWARENESS (where appropriate)**

---

International business, diplomacy, translation, education.

## **CORE TEXT FOR STUDENTS**

---

*Integrated Chinese Textbook*, Level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

## **ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS**

---

*Integrated Chinese Workbook*, level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

*Integrated Chinese Character Workbook*, Level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

## **MATERIALS AND SUPPLIES**

---

Various supplemental DVD, CD-rom and on-line resources  
Calligraphy brushes, ink and paper

## **INTEGRATED TECHNOLOGY**

---

Use of the language lab  
Use of the in-class projector  
Use of a class set of wireless head phones

## **UNIT 13: AT THE AIRPORT**

---

### **ESSENTIAL QUESTIONS**

---

How can students develop correct pronunciation of Mandarin Chinese phonemes and tones?

How can students effectively communicate information about themselves and others in Mandarin Chinese?

How can students develop an understanding and usage of the building blocks of Chinese characters?

How can students develop an understanding of the cultural context of Mandarin Chinese?

How can students develop greater competency in other areas of study through the study of Mandarin Chinese?

How can students develop greater ability to compare cultures and languages through the study of Mandarin Chinese?

---

## **RELATED GOALS and STANDARDS**

---

### **GOAL ONE: Communicate in Chinese**

#### **Standard 1.1**

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese.

#### **Standard 1.2**

Students understand and interpret written and spoken language on a variety of topics in Chinese.

#### **Standard 1.3**

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

### **GOAL TWO: Gain Knowledge and Understanding of the Cultures of the Chinese-Speaking World**

#### **Standard 2.1**

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese speaking world.

#### **Standard 2.2**

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese speaking world.

### **GOAL THREE: Connect with Other Disciplines and Acquire Information**

#### **Standard 3.1**

Students reinforce and further their knowledge of other disciplines through the study of Chinese.

#### **Standard 3.2**

Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.

## **GOAL FOUR: Develop Insight into the Nature of Language and Culture**

### **Standard 4.1**

Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.

### **Standard 4.2**

Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.

## **CONTENT KNOWLEDGE OBJECTIVES**

---

### **Initial Understanding**

Students will learn the vocabulary for using the airport in China.

### **Developing an Interpretation**

Students will learn about the challenges of traveling by air in China.

### **Making Connections**

Students will learn how to navigate the airport in China.

### **Taking a Critical Stance**

Students will compare and contrast the airport experience in China and the U.S.

---

## **VOCABULARY**

---

Vocabulary needed for the airport  
Comparing de shi2hou and yi3hou  
Comparing possessive, linking and attributive particles  
Potential complement using bu2dong4  
Too early or not enough (cai2)  
Hai2 + positive adjective  
Seems like (hao3 xiang4)

## **ACTIVITIES**

---

Individual and group pronunciation practice (1.2)  
Pronunciation games (1.2, 3.2)  
Language lab exercises (1.2)  
Character practice (1.2, 3.2, 4.1)  
Calligraphy practice (1.2, 3.2, 4.1)  
Cultural connections (2.1, 2.2)

## **PERFORMANCE ASSESSMENT**

---

Written quiz for understanding of grammar and vocabulary.  
Recorded oral proficiency quiz for accuracy of pronunciation, tones and proper usage.  
Character quiz for understanding of reading comprehension and writing ability.  
Portfolio projects that demonstrate competency of unit content

## **CAREER AWARENESS (where appropriate)**

---

International business, diplomacy, translation, education.

## **CORE TEXT FOR STUDENTS**

---

*Integrated Chinese Textbook*, Level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

## **ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS**

---

*Integrated Chinese Workbook*, level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

*Integrated Chinese Character Workbook*, Level 1, Part 2, Second Edition, Cheng and Tsui Company, 2007.

## **MATERIALS AND SUPPLIES**

---

Various supplemental DVD, CD-rom and on-line resources  
Calligraphy brushes, ink and paper

## **INTEGRATED TECHNOLOGY**

---

Use of the language lab  
Use of the in-class projector  
Use of a class set of wireless head phones

## **SECTION III - Goals and Standards**

---

The goals and standards followed in Mandarin Chinese I come from the ACTFL national standards for teaching Chinese. ACTFL goals and standards conform to the standards used throughout Connecticut and the Darien World Language Department courses.

### **RELATED GOALS and STANDARDS**

---

#### **GOAL ONE: Communicate in Chinese**

##### **Standard 1.1**

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese.

##### **Standard 1.2**

Students understand and interpret written and spoken language on a variety of topics in Chinese.

##### **Standard 1.3**

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

#### **GOAL TWO: Gain Knowledge and Understanding of the Cultures of the Chinese-Speaking World**

##### **Standard 2.1**

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese speaking world.

##### **Standard 2.2**

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese speaking world.

### **GOAL THREE: Connect with Other Disciplines and Acquire Information**

#### **Standard 3.1**

Students reinforce and further their knowledge of other disciplines through the study of Chinese.

#### **Standard 3.2**

Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.

### **GOAL FOUR: Develop Insight into the Nature of Language and Culture**

#### **Standard 4.1**

Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.

#### **Standard 4.2**

Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.

### **GOAL FIVE: Participate in Multilingual Communities at Home and Around the World**

#### **Standard 5.1**

Students use the Chinese language both within and beyond the school setting.

#### **Standard 5.2**

Students show evidence of becoming life-long learners by using Chinese for personal enjoyment and enrichment.

## **SECTION IV – Learning Resources**

---

### **SUPPLEMENTAL RESOURCES**

---

*Integrated Chinese*, Multimedia Companion, Level 1, Part 1. Cheng and Tsui, 2007.

*Integrated Chinese*, Work Book DVD, Level 1 Part 1. Cheng and Tsui, 2004.

*DISCOVER CHINESE*. Summer Professional Development Program for Teachers of Chinese. Reading Materials, July 2007.

*Oxford Beginner's Chinese Dictionary*. Oxford University Press, 2006.

*China Odyssey*, Text Book, Vol 1. Cheng and Tsui, 2005

*China Odyssey*, Work Book, Vol 1. Cheng and Tsui, 2005.

*China Odyssey*, CD-rom, Vol 1. Cheng and Tsui, 2005.

*China Odyssey*, Text Book, Vol 2. Cheng and Tsui, 2005

*China Odyssey*, Work Book, Vol 2. Cheng and Tsui, 2005.

*China Odyssey*, CD-rom, Vol 2. Cheng and Tsui, 2005.

*China Link*, Elementary Chinese Text Book. Prentice Hall, 2006.

*Making Connections*. Cheng and Tsui, 2002.

*China Link*, Elementary Chinese Work Book. Prentice Hall, 2006.

*China Link*, Elementary Chinese Cassette Tapes. Prentice Hall, 2006.

*Chinese Builder Cards.* Cheng and Tsui, 2005.

*The Way of Chinese Characters.* Book and CD-ROM. Cheng and Tsui, 2007.

*Picture Characters.* China Books, 2005.

*Amazing Chinese Characters, Vol 1: Animals.* Panda Media Co., 2003.

*Amazing Chinese Characters, Vol 2: Plants and Nature.* Panda Media Co., 2003.

*Wenlin Software for Learning Chinese.* Wenlin Institute, 2002.

*Clavis Sinica, Chinese Text Reader CD-ROM.* David Porter, 2003.

*Chengo Chinese, E-Language Learning System,* NOCFL, 2005.

*Yang Style Taiji Quan, Vol. 1, DVD.* 2005.

*Yang Style Taiji Quan, Vol. 2, DVD.* 2005.

*Yang Style Taiji Quan, Vol. 3, DVD.* 2005.

*Chinese Calligraphy.* Cico Books, 2002

Additional on-line resources.

Additional Resources on Chinese culture and history held in the DHS library collection.

## INCLUSION OF SPECIAL EDUCATION STUDENTS

---

This course is designed to be student-activity based, where all different types of learning styles will be engaged. Modifications for special educations could cover a range of possibilities depending on the needs of the student. The only area where modification for special education students would not be warranted would be in the area of speaking and listening comprehension.

The following is a list of such possibilities:

1. A Chinese-speaking in-class aide
2. A regular aide in the class
3. Modified homework
4. Modified tests
5. Modified grading; special ed grade
6. Grading of the speaking and listening comprehension only
7. Use of on-line resources as tutorials
8. Use of students who are heritage speakers as tutors