



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



CONTENT AREA(S): World Languages

**COURSE/GRADE LEVEL(S): Chinese 1
Grades 9-12**

I. Course Overview

This course is designed for beginning students who would like to learn Chinese. Instruction is organized around thematic units for everyday communication. The planning, activities, and assessment of each unit reflect the three modes of communication and culture: interpersonal, interpretive, and presentational. In addition to an emphasis on listening and speaking, the basic elements of the pinyin system are introduced, and commonly used characters are taught for reading and writing. Games, songs, and language activities simulating daily life situations are conducted to enhance student interest and to encourage application of skills. This course also has been designed to encourage students to pursue further exploration of the Chinese language and to develop an appreciation of Chinese culture.

II. Units of Study

Unit 1: Greetings

Unit 2: Hobbies

Unit 3: Visiting Friends

Unit 4: Studying Chinese

III. Learning Objectives

By the conclusion of this course, students should be able to:

7.1 World Languages

A. Interpretive Mode:

- Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.
- Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
- Recognize a few common gestures and cultural practices associated with the target culture(s).
- Identify familiar people, places, and objects based on simple oral and/or written descriptions

B. Interpersonal Mode:



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- Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.
- Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.
- Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.
- Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
- Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.

C. Presentational Mode:

- Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- Copy/write words, phrases, or simple guided texts on familiar topics.
- Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- Name and label tangible cultural products and imitate cultural practices from the target culture(s).

IV. Essential Questions

Unit 1: Greetings

Can I distinguish the four tones in Chinese?

Can I write the pinyin when hearing words?

Can I write basic Chinese radicals and characters with accurate strokes?

Can I exchange basic greetings?

Can I say my last name and full name?

Can I ask someone's last name and full name?

Can I say if I am a student or not

Can I state my nationality

Can I ask someone's nationality?

Can I count number from one to ten?

Can I say and write the kinship terms?

Can I ask someone how many family members her/she has?

Can I ask someone if he/she has any siblings?

Can I tell my family members' professions and my own?

Can I ask someone's professions?

Can I say and write some common professions?

Can I type in Chinese?

Can I write my Chinese name?



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Can I tell what the Moon Festival is?

Unit 2: Hobbies

Can I say and write date and time?

Can I ask someone's age and birthday?

Can I tell my age and birthday?

Can I name my favorite cuisine?

Can I ask about someone's availability and set up a dinner appointment?

Can I estimate the price of regular items in RMB?

Can I talk about my favorite pastimes and ask about someone else's?

Can I invite someone to a weekend activity?

Can I accept or decline an invitation to a outing activity?

Can I invite someone to do activities with?

Unit 3: Visiting Friends

Can I introduce one person to another?

Can I greet guests when they visit my house?

Can I offer guests beverages?

Can I ask the host/hostess for a beverage?

Can I ask about a friend's availability and set up a dinner appointment?

Can I ask about the reason for a phone call?

Can I ask for a favor?

Can I set up an appointment on the phone?

Can I negotiate with friends to find a time to meet up?

Can I request to call back?

Can I say some common terms that Chinese people use during the Chinese New Year?

Can I write these common terms?

Unit 4: Studying Chinese

Can I describe how well/badly I did on a test?

Can I ask someone to help with my Chinese learning?

Can I explain how I prepare for the Chinese class?

Can I describe my experiences in learning Chinese?

Can I recognize and pronounce all the characters I have learned?

Can I apply all the grammar and vocabulary I acquired this year?

Can I have simple conversation in specific topics?

V. Key Performance and Benchmark Tasks

Unit 1: lesson test, project presentation (my Chinese name)

Unit 2: unit test, birthday invitation (oral conversation & card)

Unit 3: unit tests, writing a story based on the pictures (group project), task – making an appointment through phone, Authentic Assessment 1 (Conversation)



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Unit 4: unit test, Authentic Assessment 2 (250 word essay), Authentic Assessment 3 (PowerPoint presentation), story creating + PowerPoint presentation

VI. Instructional Materials

A. Textbook:

1. Integrated Chinese, Level 1 Part 1 Textbook, 3rd Edition (Simplified)
2. Integrated Chinese, Level 1 Part 1 Character Workbook, 3rd Edition (Simplified and Traditional)

B. Teacher-designed materials