

**BEGINNING CHINESE – Level 1 Curriculum Map**

Grade Level: 7 -12

Time: 50 minutes daily, M-F

**Level 1 Theme: My World . . .****Unit 2 Theme: My Family Is . . .****ENDURING UNDERSTANDING:****ESSENTIAL QUESTIONS :**

Students will understand that everyone is a member of a family and family members help and support each other in many different ways.

- ❖ What is a family?
- ❖ How do families celebrate birthdays?
- ❖ What are the differences between Chinese families and American families?

**What will students be able to do by the end of the unit?**

Topic	Week	Objectives (Can Do)	Suggested Content
<b>A Family Photo</b>	<b>7-8</b>	<ul style="list-style-type: none"> <li>▪ Exchange basic information about immediate families (family size, age of each member, member's relationship to you, birth order, birth date)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Family members, Professions , and Family pets</li> <li>▪ Basic descriptors</li> <li>▪ Possessives</li> <li>▪ I have/I don't have/Do you have</li> <li>▪ Number 2: 二 vs 两</li> <li>▪ Common occupations</li> </ul>
<b>A Birthday Party</b>	<b>9-10</b>	<ul style="list-style-type: none"> <li>▪ Describe and introduce family members and family pet (school status, professions, basic descriptors, where they live, living with you or not)</li> <li>▪ State major birthdays that Chinese celebrate</li> <li>▪ List main foods Chinese and American families eat during birthday celebrations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adverb 都, 很, 还 (还有, 还是, 还没)</li> <li>▪ Demonstrative Pronouns 这, 那</li> <li>▪ Adverb 很 + State Verb/Adjective</li> <li>▪ Question words: What 什么, Who 谁, how many 几个, where 哪儿/哪里</li> <li>▪ Possession word for showing: 的</li> <li>▪ Measure words: 个, 只 and Conjunctions: 和, 还有</li> <li>▪ Alternative questions: 还是</li> <li>▪ Date, big month/small month</li> <li>▪ When's your birthday?</li> <li>▪ Where do you live? 住在哪儿/哪里</li> </ul>
<b>Chinese vs. American Families</b>	<b>11-12</b>	<ul style="list-style-type: none"> <li>▪ Write/record above information in Pinyin/ characters</li> </ul>	<ul style="list-style-type: none"> <li>▪ Live together 住在一起</li> <li>▪ Year/Month/Day order</li> <li>▪ Both/All + verb: 都是, 都有, 都姓, ...</li> <li>▪ Pinyin initials: j q x z c s zh ch sh r</li> <li>▪ Chinese typing using Pinyin IME</li> </ul>

**How will you know that students can do that?**

Interpretive	Interpersonal	Presentational
<ul style="list-style-type: none"> <li>✓ By reading family profiles, students select the family that matches their own most closely, or that they want to have as their host family. Record key information (similarities, preferences) and explain their choices.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Random paired assessments (in-class oral assessment or video assessment) demonstrating the ability to ask and answer questions about families and birthday celebrations, using unscripted, essentially spontaneous language, speaking and behaving in a culturally appropriate way.</li> <li>✓ Exchanging self-introductory e-mail or instant messaging (Skype/Gmail).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Describe orally and/or in writing about one's own family or someone else's family (real or imagined) and how they celebrate birthdays, using visuals such as a family tree poster or Power Point slide show, photo album.</li> </ul>