




Chinese-Mandarin, Level I (150 Instructional Hours)

Key Question: Who am I, who are you?

THEME	Communication 	Culture 	Comparisons 	Essential Structures
	LEARNER OUTCOMES (PERFORMANCE INDICATORS)			
1. Getting started in Chinese	<p>B3. Take dictation on numbers 1-99 using Pinyin romanization.</p> <p>B3. Distinguish the four tones of Mandarin through listening activities.</p> <p>B3. Interpret a brief message written in Pinyin.</p> <p>C5. Use the Pinyin system to send a greeting to a friend.</p>	<p>D2. Participate in games, songs, and tongue twisters using numbers.</p> <p>D3. Describe the origin of the Chinese language and where it is spoken in the world.</p> <p>E1. Identify the national flags of Chinese-speaking nations.</p> <p>E1. Locate major countries and/or areas of the world where Chinese is spoken.</p> <p>E1. Identify symbols associated with Chinese culture.</p> <p>E2. Identify major Chinese contributions to world civilization.</p> <p>E3. Identify major figures in China's past and their contributions to Chinese and/or world civilization.</p>	<p>H1. Identify Chinese words that have become part of English vocabulary.</p> <p>H1. Compare Chinese and English verb use.</p> <p>H4. Explain the difference between traditional Chinese characters and simplified Chinese characters.</p> <p>H5. Compare the sound system of Mandarin with American English.</p> <p>H5. Compare the concept of intonation in American English with Chinese tone.</p> <p>I1. Compare traditional writing utensils with modern writing utensils.</p>	<ul style="list-style-type: none"> • Tone marks • Pinyin • Numbers 0-99 • 40 Basic radicals • 11 Basic strokes for writing characters • Greetings • Rules of stroke order • Tongue twisters • Songs
2. Community	<p>A2. Engage in a dialogue with new acquaintances to exchange greetings and ask one's status.</p> <p>B1. Read and interpret a conversation reflecting introductions.</p> <p>B2. Convert aural Chinese into the Pinyin system for the purpose of understanding an introductory dialogue.</p>	<p>D1. Use and recognize appropriate expressions and gestures for greetings and leave-takings.</p> <p>D3. Determine the appropriate order in using Chinese names (surname first) and forms of address.</p>	<p>H4. Compare the forms of formal and informal address in Chinese-speaking countries with those used in the U.S.</p>	<ul style="list-style-type: none"> • Verb Xing (姓) • Particle Ne (呢) • Verb Jiao (叫) • Question Particle Ma (吗) • Negative Adverb Bu (不) • Adverb Ye (也)



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3. Home	<p>A1. Dialogue about family, including relationships and professions of family members.</p> <p>B2-B3. Interpret oral and written descriptions of family.</p> <p>C2. Using pictures, develop a presentation about family, which can be presented orally and/or in written form.</p>	<p>D1. Describe the various ways to address family members in a Chinese family.</p> <p>D3. Describe what one can expect to see in a typical Chinese household.</p>	<p>H3. Compare use of measure words in Chinese with quantitative expressions in English.</p> <p>I3. Compare and contrast the concept of family in Chinese-speaking countries with its American counterpart.</p>	<ul style="list-style-type: none"> • Measure words • Question Pronouns • Sentence word order • Subj.+Verb+Obj. • Use of You (有) • Er and Liang (两) • Dou (都)
4. School	<p>A1-A5 Engage in a short conversation about school, including class schedules, subjects studied, and feelings about classes and teachers.</p> <p>B3. Recognize and use basic classroom expressions.</p> <p>C2. Recite and use numbers in context.</p>	<p>D1. Demonstrate hand gestures used for numbers .</p> <p>D2. Describe a typical school day in a Chinese-speaking country. (using English and Chinese vocabulary)</p> <p>D3 Explain a typical school schedule from a Chinese-speaking culture.</p>	<p>H4 Compare the number system used in Chinese and English.</p> <p>I2. Compare course offerings and educational systems of the U.S. and China.</p>	<ul style="list-style-type: none"> • Nouns • Clock time • Dates • Ordinal numbers • Cardinal numbers • Adjectives • Tai and Zhen (太, 真) • Jiu and Cai (就, 才) • You yi dianr (有一点儿) • Zenme (怎么) • Classroom vocabulary
5. Having Fun	<p>A1. Engage in a conversation about daily and/or week-end activities.</p> <p>B1-B3. Given a friend's schedule of activities, read and describe orally the schedule.</p> <p>C2. Prepare a written schedule of activities and share orally.</p>	<p>D2. Observe (via film) holiday events and activities celebrated in Chinese-speaking countries.</p> <p>D3. Describe leisure activities that are commonly seen in a Chinese-speaking environment.</p>	<p>I2. Compare leisure activities of young people in Chinese-speaking environments with those of American youth.</p>	<ul style="list-style-type: none"> • Affirmative and negative questions • Chinese word order • Na (那) as cohesive device • Qu (去)+ verb • Auxiliary verb xiang (想) • Questions with Hao

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<p>Connections</p> 	<p>G1., G2. Use the Internet to access Chinese sources for information on topics studied.</p>
<p>Communities</p> 	<p>J2. Participate in activities sponsored by the La Crosse-Luoyang Friendship Association (sister city organization) J3. Interact with exchange teachers from China and exchange information with Chinese pen pals.</p>