



Mandarin 1 - Unit 2 - Family/Greetings/Time and Date

Unit Focus

My Family and I - The purpose of the second unit of Mandarin I is to teach students how to count using Chinese numbers, talk about their family members, and combine the two concepts into discussions concerning family members, birthdays, and ages. The unit is broken down into three major components which each are geared toward the repetition and mastery of the aforementioned concepts. Students will learn that in Chinese culture, there are separate names for all family members, even between a paternal uncle and a maternal uncle.

Students will also begin writing and answering questions themselves in order to begin having conversations with each other in Chinese concerning their family members, birthdays, and ages.

Students will also begin working in the Language Lab in order to get used to the functions necessary for assessments and the PBA.

The unit will culminate in the students creating a family photo album which they could bring on a trip to China, which they will present to their fellow classmates both in class and in the Language Lab.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
ACTFL World Readiness Standards for Learning Languages <ul style="list-style-type: none">Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (C.1.1)Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C.1.2)Presentational Communication: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (C.1.3)Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and	<i>Students will be able to independently use their learning to...</i> T1 Initiate communication on and respond effectively to a given topic based on interactions/exchanges. T2 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal) U2 Words and gestures have specific meanings in a given culture that may impact your connections to people (e.g., demonstration of respect/disrespect). U3 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) U4 Knowledge of another language and culture help one to participate in the global community (real and virtual).	<i>Students will keep considering...</i> Q1 What am I trying to say and how do I say it? Q2 Is what I'm saying and doing culturally appropriate? Q3 How does the target language/ culture compare and contrast with my own? How do I use that comparison to connect with people? Q4 How can I express the time and date to state my birthday and arrange other activities? Q5 How do I describe my family, nationality, job, age, birthday and embrace my identity? Q6 How will typing in Chinese make me a better communicator?

Stage 1: Desired Results - Key Understandings

<p>perspectives of the cultures studied. (C.2.1)</p> <ul style="list-style-type: none"> Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (C.4.1) <p>Madison Public Schools Profile of a Graduate</p> <ul style="list-style-type: none"> Product Creation: Effectively use a medium to communicate important information. (POG.3.2) 	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p>K1 Family member characters and pinyin:</p> <ul style="list-style-type: none"> Chinese Family Names and the culture behind it. Vocab: yeye, nainai, baba, mama, gege, jiejie, didi, meimei, shushu, ayi <ul style="list-style-type: none"> paying attention to difference in older vs. younger relatives and maternal vs. paternal relatives Pets: gou, mao <p>K2 Dates: Year, Month, Day, Week Expressing age and birthday in Chinese Vocabulary:</p> <ul style="list-style-type: none"> 年 nián -year 月 yue-month 日 rì-day 星期 xīngqī -week 几月几号-jǐ yuè jǐ hào- what day it is today? 生日-shēng rì-birthday <p>K3 Question words:</p> <ul style="list-style-type: none"> 吗-ma (?) 几-jǐ (how many, which) 什么-shén me (what) A 不 A A bu A (is or is not; can or can't, want or not want) <ul style="list-style-type: none"> Use "Can-huì" as an example: 会-huì – can; 不会-bú huì - can not; 会不会-huì bú huì - can you? <p>K4 Countries; Nationality; Language</p> <ul style="list-style-type: none"> Possibly: United States, China, Australia, New Zealand, England, Canada, Germany, France, Italy, Ireland and Japan. Vocabulary: When these are added to a country it means the following <ul style="list-style-type: none"> guó - Country rén - Nationality (person) yǔ - language nǎ (which) - indicates "which" country you are from. <p>K5 Occupations:</p> <ul style="list-style-type: none"> Possible jobs: doctor, lawyer, student, teacher, worker, college student, nurse, etc. <p>K6 Typing in Chinese</p> <ul style="list-style-type: none"> Using Chinese input system. Strategy to improve accuracy and speed. 	<p><i>Students will be skilled at...</i></p> <p>S1 Presenting information about self and family members including age and birthdate</p> <p>S2 Using question words properly to ask about family and personal identity</p> <p>S3 Expressing the nationality and language spoken of themselves and others.</p> <p>S4 Expressing the occupation of self and family members</p> <p>S5 Typing Chinese characters using the simplified keyboard (pinyin)</p> <p>S6 Writing characters legibly with proper stroke order.</p>