

Chinese I Overview 2020 - 2021

This document is designed provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course, and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:

- A [glossary](#) of curriculum components
- The content area [instructional model](#)
- [Parent resources](#) for this content area

To advance to a particular grading period, click on a link below.

- [Grading Period 1](#)
- [Grading Period 2](#)
- [Grading Period 3](#)
- [Grading Period 4](#)

Grading Period 1 Unit 1: Introduction and Greeting Estimated Date Range: 8/17/20-10/9/20 Estimated Time Frame: 39 days

Unit Overview:

Students will then gain the basic understanding of Chinese language, with some cultural background. They will be familiar with the Chinese spoken language's syllabic structure, Pinyin and pronunciation. Students will also gain an understanding of the Chinese writing system and basic grammatical features. In addition, students will also learn basic vocabulary and expressions used in exchanging greetings. Throughout the lessons in Unit 1 and 2, students will gradually get familiar with the culture value, including the do's and don'ts when socializing with the Chinese people.

By the end of this unit, students are expected to exchange greetings in the target language. They also are expected to spell Pinyin with tone marks, pronounce Pinyin with the correct tones, recognize basic Chinese character structure called radicals, and read and write some simple Chinese characters from the lessons with the correct stroke order. Most importantly, they will select a Chinese name for themselves and explain the meanings of their names. They also will recognize, say, read and write their Chinese names.

At home connections:

- Encourage students to practice greeting and introducing themselves with anyone they know who speaks the target language.
- If they do not know anyone who speaks the target language, let them teach you how to introduce yourself to others appropriately.

Concepts within Unit #1
[Link to TEKS](#)

Success Criteria for this concept

<p>Concept #1: Greeting TEKS: 1.1a, 1.1e, 1.2a, 1.2d, 1.3b</p>	<ul style="list-style-type: none"> • Demonstrate understanding of my teacher's instructions in Chinese, such as: stand up, sit down', etc. • Demonstrate understanding of and respond appropriately to some simple greetings in Chinese. • Ask and answer yes/no questions using Chinese. • Get to know my classmates through various classroom activities using Chinese. • Use Chinese to ask how to say something in Chinese • Recognize and write some common characters taught in this lesson
<p>Concept #2: My Chinese Name TEKS: 1.1a, 1.1e, 1.1f, 1.2a, 1.2d, 1.3b</p>	<ul style="list-style-type: none"> • Demonstrate understanding of simple questions in Chinese about given names and family names • Introduce people's names in Chinese. • Ask questions about names in Chinese. • Choose a proper Chinese name for myself that reflects my personality, and explain the meaning of each character in my Chinese name • Understand and respond in Chinese when others ask about my name, and ask questions to others in Chinese about their name. • Address people with appropriate titles in Chinese. • Write simple sentences in Chinese introducing my name • Demonstrate a basic understanding of the Chinese spoken language and Pinyin as it relates to this unit. • Write some characters from this unit with correct stroke order. • Demonstrate a basic understanding of the Chinese written language and radicals. • Identify the major differences of Chinese logographic language from alphabetical languages.
<p>Concept #3: Numbers and Calendar TEKS: 1.1a, 1.1e, 1.2a, 1.2c, 1.3b</p>	<ul style="list-style-type: none"> • Demonstrate understanding when someone talks about phone number, age, dates and days of the week in Chinese. • Ask and respond to simple questions about age, phone number, dates and days of the week using Chinese. • Describe and express information about dates, age and phone numbers in emails, text and/or in conversation in Chinese. • Recognize written numbers one to one hundred, dates and days of the week in Chinese characters. • Write numbers 1-100 in Chinese characters. • Tell how Chinese people celebrate their birthdays and compare that to how Americans celebrate theirs. • Tell how dates are expressed/sequenced differently in Chinese (year/month/day) than how they are expressed in English (month/day/year).

Grading Period 2

Unit 2: My Family

Estimated Date Range: 10/13/20-12/18/20

Estimated Time Frame: 44 Days

Unit Overview:

After obtaining basic vocabulary and essential interpersonal communication skills in greetings from Unit 1, students continuously explore familiar conversation topics and vocabulary such as introducing immediate family members in this unit. Students will not only be able to recall the family members' titles but to tell their relationship with each other. Students also will be able to provide basic descriptors of family members as well. While learning adjectives for descriptors, commonly used possessives, adverbs and measure unit words will be included in the lessons for thorough communication.

This unit also aims to move students to higher level thinking skills by using previously mastered learning skills, such as comparing and contrasting Chinese and American families. Students are to compare, to list, to describe, and to contrast the similarities and differences of the families in two cultures. Students are encouraged to use graphic organizers to organize their thinking before scripted interpersonal communication or presentation.

At home connections:

- Share family history with your child, such as grandparents' and great grandparents' names.
- Tell about friends you have that are as close as family; not everyone has a happy family situation, so celebrate those close friendships with your child.

<p>Concepts within Unit # 2 Link to TEKS</p>	<p>Success Criteria for this concept</p>
<p>Concept #1: A Family Photo TEKS: 1.1a, 1.1e, 1.2a, 1.2d, 1.3b</p>	<ul style="list-style-type: none"> • Recognize characters for family members. • Identify extended Chinese family vocabulary. • Greet family members appropriately in Chinese based on generational status and relationship with them. • Demonstrate understanding when others talk (in Chinese) about their family members' ages and relationships to them. • Use correct kinship terms in Chinese for my family members. • Ask and answer questions in Chinese about family members, including their names, relationship to me, and ages. • Write about my family in Chinese including their names, relationships to me, and ages. • Use possessive nouns and adjectives in Chinese to describe a family member, such as one's profession, basic descriptions, where he/she lives, etc. • Ask and answer questions in Chinese about someone's occupation. • Ask and answer questions in Chinese about the size of a family. • Talk about how many brothers (big-little) and sisters (big-little) I have using Chinese. • Write a simple paragraph in Chinese about my family.
<p>Concept #2: A Birthday Party TEKS: 1.1a, 1.1b, 1.1d, 1.2a, 1.2b, 2.2d, 1.3a, 1.3b</p>	<ul style="list-style-type: none"> • Recognize characters about birth dates. • Ask and answer questions in Chinese about my birthdate and others' birthdates. • Ask and answer questions in Chinese about family members, including, their ages, birthdays, and relationship to me. • Recognize characters about birthday parties. • Demonstrate understanding of how and why major birthdays are celebrated in the target culture. • Say "Happy Birthday" and sing an appropriate birthday song in Chinese. • Describe a birthday party in Chinese. • Write a birthday card or invitation in Chinese. • Talk about birthday cards, cake or gifts by using target Chinese vocabulary .

<p>Concept #3: Chinese vs American Families TEKS: 2.1a, 2.1e, 1.2a, 1.2b, 1.2d, 1.3b</p>	<ul style="list-style-type: none"> • Recognize some characters that represent different countries. • Read and comprehend information about others' families and nationalities. • Ask and answer questions and write sentences in Chinese about nationality. • Tell my family members' nationalities, where they live, and basic descriptions using Chinese. • Engage in conversation in Chinese about my family structure, such as the size of my family and my family's origins. • Write sentences in Chinese and compare my family with a family from other cultures. • Compare families from different cultures using simple Chinese sentences.
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<h2 style="text-align: center;">Grading Period 3</h2>	
<h3 style="text-align: center;">Unit 3: My Friends</h3> <p style="text-align: center;">Estimated Date Range: 1/6/21-3/12/21 Estimated Time Frame: 45 Days</p>	
<p>Unit Overview: It is common for teenagers to explore and to communicate with others outside of one's family. After obtaining basic greetings to strangers and to family members, this unit extends Chinese language learning to making friends in school, other social occasions and communities. Students anticipate engaging in conversation and building relationships with others by learning to introduce a friend to another friend, welcome a visitor, and briefly describe a friend, including one's physical appearance, personality traits and some facts about the friend such as nationality or grade level. This unit continuously practices comparing, contrasting and describing skills in oral and written language. Cultural lessons should be addressed in lesson content, including reminders to students about sensitive topics one may not ask when meeting someone the very first time; and how to respond to other's praises in various ways. In this unit, teacher may gradually add some unscripted conversations for the purpose of authentic social interaction.</p> <p>At home connections:</p> <ul style="list-style-type: none"> • Encourage students to seek out opportunities to interact with the target language, either through reading, listening or speaking with those who also speak the language. 	
<p style="text-align: center;">Concepts within Unit # 3 Link to TEKS</p>	<p style="text-align: center;">Success Criteria for this concept</p>
<p>Concept #1: My Friends at School TEKS: 1.1a, 1.1b, 1.1e, 1.3b</p>	<ul style="list-style-type: none"> • Ask and answer questions in Chinese about one's physical appearance including hair color/length, eye color, skin color, height, specific traits, etc. • Describe someone's physical appearance both orally and in writing in simple Chinese sentences. • Describe someone's personality both orally and in writing in simple Chinese sentences. • Ask and answer questions in Chinese about one's grade level and school.
<p>Concept #2: My Friends in Foreign Lands TEKS: 1.1a, 1.1b, 1.1e, 1.3b</p>	<ul style="list-style-type: none"> • Express my nationality, hometown, and current residence in Chinese. • Ask and answer questions about one's nationality, hometown and residence in Chinese.

	<ul style="list-style-type: none"> • Introduce someone to others in Chinese, including his/her nationality, hometown, and what language(s) he/she speaks. • Recognize some Chinese characters of major countries and cities.
<p>Concept #3: Contacting Friends TEKS: 1.1a, 1.1b, 1.3b</p>	<ul style="list-style-type: none"> • Tell my address, phone number, email address, and other basic contact information in Chinese. • Write my address and other basic contact information in Chinese. • Recognize some common characters taught in class.

Grading Period 4
Unit 4: My School
Estimated Date Range: 3/22/21-5/26/21
Estimated Time Frame: 45 days

Unit Overview:

Unit 3 has introduced topics related to friends, including one's physical appearance and personality traits. Unit 4 is continuing this concept not only by describing one's characteristics, but building relationships with the friends by asking for help, providing personal opinions, and exchanging useful resources. Oral practice of scripted and unscripted conversations become the essential focus of this unit. Moreover, this unit contains lots of new vocabulary related to school supplies, courses and schedule.

At home connections:

- Ask your child to teach you what they are learning in class.

Concepts within Unit # 4 Link to TEKS	Success Criteria for this concept
<p>Concept #1: My Classroom and School Supplies TEKS: 1.1a, 1.1e, 1.2a, 1.3b</p>	<ul style="list-style-type: none"> • Give basic descriptions in Chinese about most of the school supplies, including color, size, location of the supply, etc. • Ask and respond to questions in Chinese about school supplies, including color, size, location, etc. • Use common measure words in Chinese related to school supplies by using correct unit for a specific supply (e.g. a piece of paper) • Ask permission and give response with 可以 (can).
<p>Concept #2: My Schedule TEKS: 1.1a, 1.1e, 1.2d, 1.3b</p>	<ul style="list-style-type: none"> • Speak and to understand terms in Chinese related to time, dates, days of the week, and numbers • Recognize characters related to time, dates, days of the week and numbers • Read and to write one's schedule in graph with characters and time/date

<p>Concept #3: Hosting an Exchange Student TEKS: 1.1a, 1.1c, 1.1d, 1.1e, 1.3b</p>	<ul style="list-style-type: none"> • Communicate orally in Chinese one's basic information for introduction, including one's full name, nationality, age, school background, personality interests, etc. • Help an exchange student's everyday life needs such as finding ways to the next class, giving directions to the nearest grocery store, etc. using the target language. • Help an exchange student's school preparation and study plan, such as calling a classmate to arrange group study using the target language.
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Glossary of Curriculum Components

Overview— The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.

Concept – A subtopic of the main topic of the unit.

Success Criteria—a description of what it looks like to be successful in this concept.

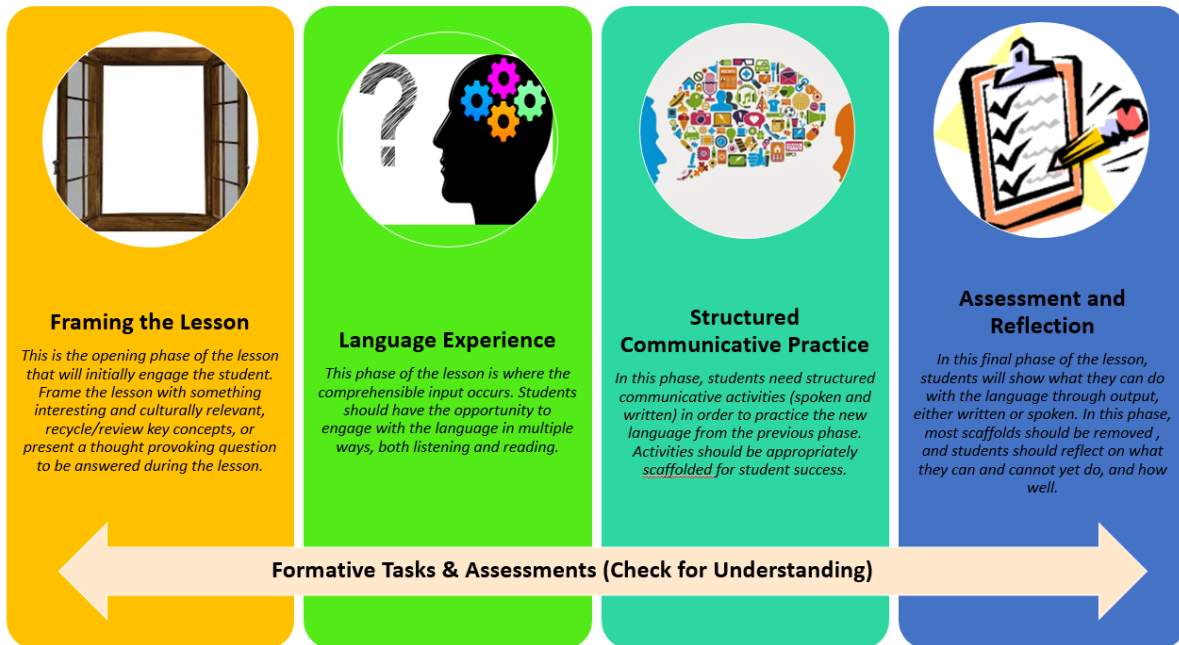
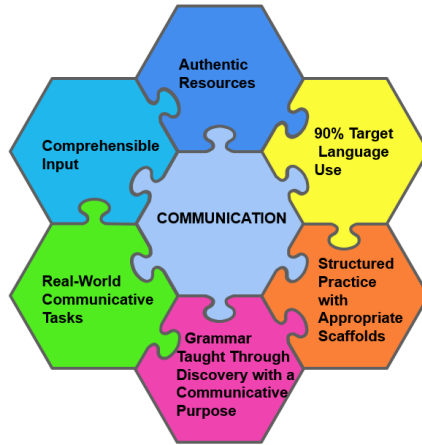
Parent Resources

The following resources provide parents with ideas to support students' understanding. For sites that are password protected, your child will receive log-in information through their campus.

Resource	How it supports parent and students
Integrated Chinese 1	This is the link to the Chinese textbook. While our curriculum does not align to the textbook, it can be used as a resource for students who might want/need additional practice.
Duolingo	This site provides students with extra practice in a variety of languages. It is not aligned with the curriculum, but could be a great way to reinforce the basics.
Multilingual Books	This site has links to foreign newspapers and magazines. Reading in the target language is one of the best ways to increase proficiency with the language.

Instructional Model

The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.



The World Language Instructional Model has two key components: the core practices and the lesson cycle. The six core practices reflect current best practice in language teaching, as well as the expectations from our state and national standards. While teachers will not necessarily accomplish all six every day, they should incorporate them all into their lessons on a regular basis. The lesson cycle is where all of the core practices come together in a cohesive manner. The teacher begins by framing the lesson, either drawing on students’ prior knowledge, or priming the pump for what is to come. During Language Experience, the focus is on comprehensible input, as it is through input that language proficiency is achieved. During Structured Communicative Practice, students get to engage with the language through structured opportunities for output. This is when they and the teacher can see if they have been able to internalize the new language from the input phase. Finally, students will reflect and assess their understanding