

Masconomet Regional High School Curriculum**

Course Title: Chinese I Honors

Course Number: 4621

Department : Foreign Languages Department Grade Level and Phase 11/12H

Length of Course: Year

Course Description:

This course will be geared toward basic oral proficiency in the Chinese Mandarin language. Students will learn the introductory characters. Along with the fundamentals of Chinese, students will become acquainted with the culture and customs of the Chinese.

Objectives:

As a result of this course, students are expected to reach Stage 1 of proficiency of modern Chinese Mandarin language. As described in Massachusetts Foreign Language Curriculum Framework, during Stage 1 of modern language study, students are expected to “perform simple communicative tasks using single words in naming articles in the classroom or listing their favorite foods. Students also use common phrases and expressions to complete simple tasks such as saying “good morning” and stating their name, age, and where they live”. By the completion of this course:

- A. students will achieve a good foundation in pronunciation, understanding and applying the principle features of the Chinese pronunciation system, phonetics and spelling rules in listening, speaking and reading;
- B. students will understand and apply the most important grammatical structures and rules for sentence formation;
- C. students will learn the character components and rules for constructing and writing characters ; they will be able to write approximately 100 most frequently used simplified characters;
- D. students will be able to initiate and sustain simple conversations in Chinese in a variety of settings pertinent to daily life(greetings, introduction, talking about family, school and work, asking for directions, making simple request, expressing likes and dislikes, describing an event);

- E. students will be able to read and understand simple written Chinese texts relevant to daily life;
- F. students will be able to write simple paragraphs describing and providing information relevant to daily life;
- G. students will learn about various aspects of contemporary Chinese society, including geography and population, ethnic and regional diversity, travel and transportation, climate and weather, holidays and food, as well as Chinese society relationships (family members, elders, and peers) and principle traditional Chinese cultural values.

These objectives support the following **Learning Expectations from the Masconomet**

High School Mission Statement: A1, A3, A4, S1, C2

Materials and Activities:

Textbook : 刘岫(Liu, X.) (Ed.) (2002). 新实用汉语课本 1 *New Practical Chinese Reader 1*.

Beijing Language and Culture University Press.

Supplementary Materials:

- textbook Audio CDs;
- selected Chinese movies;
- selected Chinese learning websites

Activities:

1. A solid foundation of pronunciation, tones, phonetics will be built up in the first six unit in a gradual and spiral process. Each class will attack a few new phonemes in addition to the ones from previous classes. The practice takes form of pronunciation drills, sound/tone discriminations, vocabulary and conversations. Audio CDs are intensively used.

2. Frequent vocabulary is built and practiced through listening, conversations, readings, and writing assignments in contexts related to students' daily life.
3. Key sentences will be built in a gradual and spiral process. The new ones are built upon the learned ones through guided discovery and conversation practice as well as role-plays and group work.
4. Grammar is kept to minimum in terms of explicit instructions of grammar rules; rather, students learn the grammatical rules by guided discovery and practice largely in expanding the key sentences and contextual conversations.
5. Characters are built on regular writing assignments, starting with individual characters and gradually sentences and paragraphs.
6. Several culture-related projects will be assigned to encourage the students explore Chinese culture and compare to their own. The projects will be group work. Internet links and films will be used on certain subjects. One of the projects will be on the topics of individual student's choice.

Learning activities include but are not limited to:

Reading authentic and adapted materials

Describing people, places and things

Classroom discussion

Identifying distinctive cultural aspects

Comparing linguistic characteristics

Cooperative group work

Student presentations

Internet and library research

Film study

Learning games

Grammar study

Vocabulary work

Journal writing

Portfolio building

Literature circles

Writing a variety of compositions

Listening

Conversing with speakers

Asking and responding to questions

Obtaining geographical information

Interacting appropriately in social and cultural activities

Studying literature in context

Writing reviews

Each of these learning activities supports the **Massachusetts Foreign Languages Language Arts Curriculum Framework**.

Scope and Sequence:

Unit	Conversational skills	Vocabulary	Pronunciation & Phonetics	Characters-writing/reading	Grammar	Cultural Knowledge
How 'r you?	Saying hello Greetings	Pronouns Greeting words	1. Initials: b,p,m,n,l,h 2. Finals: a,o,e,i,u,ü,ao,en,ie ,in,ing,uo 3. Four tones 4. Third tone sandhi	Basic strokes of Chinese character	Word order in Chinese sentences: Subject + Predicate	The Chinese language (Hanyu) and "Common Speech" (Putonghua)
Are you busy?	Greetings Asking someone's needs	Pronouns Family members Yes/no-Question words Verbs of asking needs	Initials: d,t,g,k,f Finals: ei,ou,an,ang,eng, iao,iou(iu) Neutral tone	丁, 刀, 又, 大, 口, 土, 六, 不, 尼, 可, 吗, 呢, 妈, 哥	Sentences with an adjectival predicative Yes/no questions	Chinese Characters and simplified script
What's her nationality?	Identifying people Asking somebody's nationality	Countries Nationalities Pronouns Family members Common Chinese family names	Initials: zh,ch,sh,r Finals: -i, ai,uai,ong Third -tone sandhi Tone sandhi of 不	人, 十, 匕, 中, 日, 贝, 玉, 矢, 生, 者, 她, 他, 们, 你, 那,	Review	Scheme for the Chinese phonetic alphabet --Pinyin

				哪，娜，都老师，国，医，是		
Glad to know you	Asking for permission Asking someone's name Introducing oneself	Jobs Titles Permission Name Verbs of introducing somebody countries	Initials: j,q,x Finals: ia,ian,iang ui, un, üe, üan combination of tones disyllabic words	七，小，心，水，月，手，田，白，只，言，认识，语言，汉语，您朋友，贵姓，叫，的	Sentences with "Be" verb	How Chinese people show respect for the elderly and the higher-ranked in names
5 Where is the restaurant?	Looking for someone Asking for directions Saying goodbye Expressing thanks	Location Apology Gratitude Goodbye Verbs of asking directions	Initials: z,c,s Finals: -i, er,iong,ua,uan,uang, ün Retroflex ending	Combined character strokes (1)	Questions with an interrogative pronoun	Celebrating Chinese New Year
6 Let's go swimming, shall we ?	Making comments Asking someone to repeat Making suggestions Refusing/declining politely	Activities Time words Comments Decline	Review	Combined Character strokes (2)	Sentences with a verbal predicate	Beijing Opera
7 Do you	Meeting	Majors	sound /tone	Chinese	Attributives	Personal names

know him?	somebody for the first time Taking about one's major	Titles Study-related	discrimination	character components Reading comprehension: introducing people	expressing possession V/A –not-V/A questions Abbreviated questions with 呢 The position of adverbs 也 and 都	
8 How many people are there in your family?	Talking about one's family Asking about one's occupations Talking about one's school	Occupations Majors School-related Family members Numbers Measure words	Sound/tone discrimination	Structure of Chinese characters(1) Reading comprehension: Talking about somebody's work and family	Numbers from 11-100 Sentences with 有 Questions with 几/ 多 少	Forms of address for family and relatives
9 He is twenty this year	Making an appointment Asking about age and birthplace Celebrating birthday	Age Drinks/food Celebrating Dates and days	Sound/tone discrimination	Structure of Chinese characters (2) Reading Comprehension: birthday	Expressing the date and days of the week Words expressing time as adverbials Sentences with a nominal predicate Questions with "...好吗?"	How Chinese celebrate birthdays
10 I bought the CD here	Likes and dislikes Solving language problems shopping	Purchase Price-related Measure words Likes and dislikes	Review	Structure of Chinese characters (3)	Positional phrase Sentences with double objects (1) 给/送 Sentences with an adjectival predicate and 很	Chinese currency

11 I can speak a little Chinese	Asking about time Expressing one's ability Expressing permission and prohibition	Time Permission/prohibition Ability Daily activities	Negative connotation	Structure of Chinese character (4)	Telling time Modals 会, 能, 可以, 应该 Sentences with serial verb phrases: purposes Sentences with double objects 教, 问	Borrowed words in Chinese from English
12 I don't feel good	Talking about one's health Expressing one's desire Expressing needs /necessity	Body parts Illness Physical exam	Use 吧 to soften the tone of speech	Structure of Chinese character (5)	Sentences with a subject-predicate structure as predicate Alternative questions Modals 要, 想, 愿意	Chinese herbal medicine
13 I met a pretty girl	Talking about something that has happened Renting a house Asking for suggestions Making a phone call Invitations	Daily activities Possibilities utilities	intonation	Consulting a Chinese dictionary using radicals	The particle 了 Pivotal sentences Optative verbs 可能, 会	The student dormitory in Chinese universities
14 Happy Holidays	Making complaints/apology Passing on sb's regards Expressing holiday greetings	Holidays Travel Directions	Intonation	Consulting a Chinese dictionary arranged by pinyin alphabetical order	Four kinds of simple sentences Six main question types	Beijing, Shanghai, the Yangzi River, the Yellow River, and the Great Wall

Assessment:

The assessment of student performance takes form of unit quizzes, semester exams, assignments, projects and class participation.

The computation of students' semester grade will follow school policy:

First Quarter 40%

Second Quarter 40%

Exams 20%

For each quarter, the grade is calculated as follows:

Quizzes 25%

Assignments 25%

Projects 25%

Class participation 25%

During the first year study, the evaluation of student performance is focused on communicative skills, which is divided into three modes: Interpersonal, interpretive, and presentational . Tested skills and evidence of learning are listed below, derived from Massachusetts foreign language curricular framework and College Board AP Chinese Course description.

Skills	Evidence of learning
Interpersonal Communication: students will converse in Chinese to provide and obtain information, express feelings, and exchange opinions.	Using selected words, phrases, and expressions with no major repeated patterns of error, students can <ol style="list-style-type: none"> 1. Greet and respond to greetings 2. Introduce and respond to introductions 3. Ask and answer context-appropriate questions

	<ol style="list-style-type: none"> 4. Make and respond to requests 5. Exchange information and knowledge 6. Express likes and dislikes 7. Express needs
<p>Interpretive skills : Students will understand and interpret ideas and information written or spoken in Chinese.</p>	<p>Using selected words, phrases, and expressions with no major repeated patterns or errors, students can</p> <ol style="list-style-type: none"> 1. Identify appropriate continuation of a conversation that implies a certain context 2. Understand some ideas and familiar details 3. Obtain information and knowledge 4. Read or listen to and interpret signs, simple descriptive texts
<p>Presentational skills : Students will write and speak in simplified Chinese characters to present information on a variety of topics.</p>	<p>Using selected words, phrases, and expressions with no major repeated patterns of error, students can</p> <ol style="list-style-type: none"> 1. Express opinions and ideas 2. Express needs and emotions 3. Describe people, places, and things