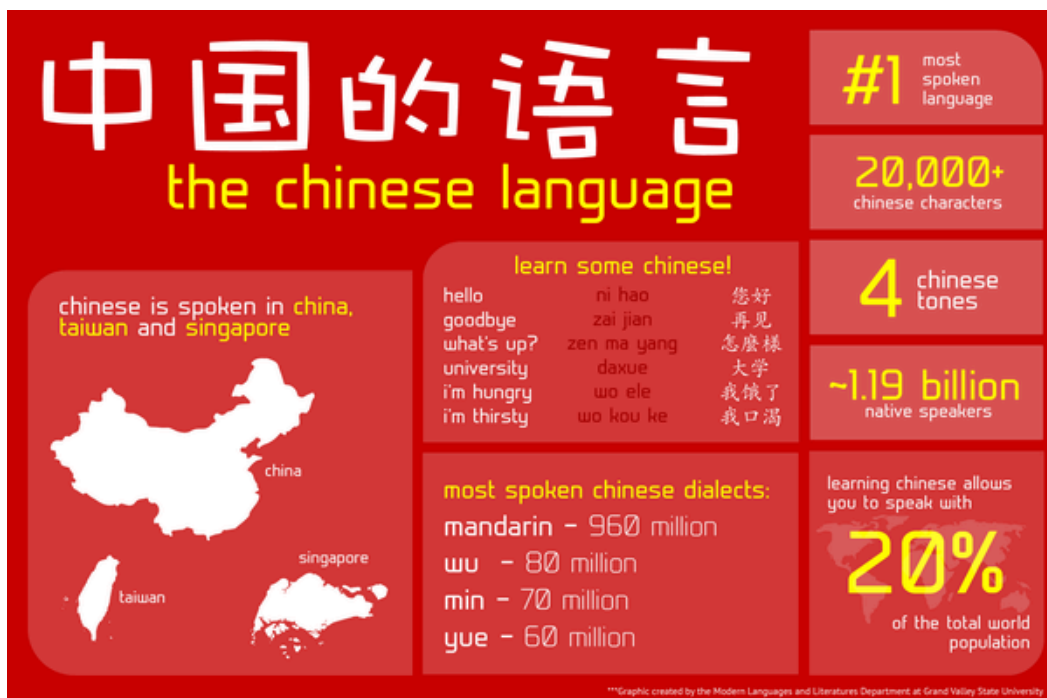


# Unit 1

## Introduction to the Chinese Language



# Unit Introduction

In Unit 1, we will start with the Pinyin system and some basic Hanzi to help you understand how the Chinese language system works. Then we will start to explore the world of numbers, including counting numbers, dates and time.

## Unit Priority Standards

- I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.
- I can present personal information about my life and activities, using simple sentences most of the time.

## Unit Transfer Goals

- Communicate effectively demonstrating cultural competence in order to function in a variety of situations and for multiple purposes in local and global communities.
- Investigate, explain and reflect on aspects of the target culture and language present in authentic materials in order to access and evaluate diverse perspectives.
- Reflect on the nature of language in order to develop effective language-learning strategies.

| Unit Essential questions   |   |
|--|---|
| 1. How is the Chinese language different from another language(s) you can speak?<br>2. Why do we use pinyin? How do we use it when we learn the Chinese language?<br>3. What strategies can you use to learn Chinese characters?   |   |
| Acquisition of Knowledge Skill   |   |
| <i>Students will know...</i> <ol style="list-style-type: none"> <li>1. Pinyin is an important tool for foreigners to learn Chinese.</li> <li>2. The sound-shape-meaning links are used to identify Chinese characters.</li> <li>3. The basic knowledge of the formation of the characters and radicals helps to identify and memorize characters.</li> </ol> | <i>Students will be skilled at...</i> <ol style="list-style-type: none"> <li>1. Recognizing Pinyin Initials and Finals and being able to pronounce syllables with 4 Tones correctly.</li> <li>2. Developing a basic understanding of the Sound-Shape-Meaning links used to identify Chinese characters.</li> <li>3. Being able to say greetings and goodbyes, as well as maintaining simple conversations with personal information including name and birthday.</li> <li>4. Using numbers in different forms: counting, dates and time.</li> </ol> |

## Unit Plan

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| <b>Week 1:</b>  | How is the Chinese language different from another language(s) you can speak?  |
| <b>Learning Target(s):</b>                            | <input type="checkbox"/> Be clear about the class routines<br><input type="checkbox"/> Create your own Chinese name<br><input type="checkbox"/> Compare and understand how Chinese is different from other languages |
| <b>Acquired Knowledge:</b>                            | <input type="checkbox"/> Class routines<br><input type="checkbox"/> Course requirement<br><input type="checkbox"/> A bit of Chinese  |
| <b>Skills, Activities, Due Dates and Assessments:</b> | Prepare learning equipment   |

|   |  |
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| <b>Week 2:</b>  | Why do we use pinyin? How do we use it when we learn the Chinese language?   |
| <b>Learning Target(s):</b>                            | <input type="checkbox"/> Be able to spell out the Pinyin syllables correctly<br><input type="checkbox"/> Be able to recognise Basic Hanzi as required  |
| <b>Acquired Knowledge:</b>                            | <input type="checkbox"/> 6 basic and other complex finals with initials<br><input type="checkbox"/> 4 tones<br><input type="checkbox"/> Basic Hanzi 大, 木, 禾, 米, 日, 女, 石, 子, 耳, 车, 牛, 人, 水, 口, 目, 鸟, 田, 土, 山, 羊, 月, 火 |
| <b>Skills, Activities, Due Dates and Assessments:</b> | Learning Check by the end of the week<br>- Spelling Pinyin syllables<br>- Recognising Hanzi (sound & meaning)  |

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| <b>Week 3:</b>  | What strategies can you use to learn Chinese characters?<br>How is the Chinese language different from another language(s) you can speak?   |
| <b>Learning Target(s):</b>                            | <input type="checkbox"/> Be able to spell out the Pinyin syllables correctly<br><input type="checkbox"/> Be able to count from 0 - 9999<br><input type="checkbox"/> Be able to form Hanzi in correct orders of Bihua<br><input type="checkbox"/> Be able to write Hanzi as required |
| <b>Acquired Knowledge:</b>                            | <input type="checkbox"/> 8 Basic Bihua<br><input type="checkbox"/> Complex Bihua<br><input type="checkbox"/> Counting numbers<br><input type="checkbox"/> Basic rules for Hanzi writing   |
| <b>Skills, Activities, Due Dates and Assessments:</b> | Learning Check by the end of the week<br>- Write numbers in Chinese<br>- Say numbers correctly in Chinese (hundred, thousand, ten thousand)<br>Practice<br>- Project: An introduction to the Chinese Language   |

|                 |  |
|-----------------|--|
| <b>Week 4:</b>  | What strategies can you use to learn Chinese characters?                                       |
| <b>Learning</b> | <input type="checkbox"/> Be able to tell date correctly including year, month, day and weekday |

|   |   |
|---|---|
| <b>Target(s):</b>                                     | <input type="checkbox"/> Be able to exchange dates with others<br><input type="checkbox"/> Be able to exchange birthday with others<br><input type="checkbox"/> Be able to read and write Hanzi as required         |
| <b>Acquired Knowledge:</b>                            | <input type="checkbox"/> Chinese data format<br><input type="checkbox"/> 'Happy Birthday' Song in Chinese<br><input type="checkbox"/> Question sentence structure   |
| <b>Skills, Activities, Due Dates and Assessments:</b> | Performance Task <ul style="list-style-type: none"> <li>- Interpretive listening</li> <li>- Interpersonal speaking</li> </ul> Learning Check <ul style="list-style-type: none"> <li>- Dictation on Hanzi</li> </ul> |

|   |   |
|---|---|
| <b>Week 5:</b>  | What strategies can you use to learn Chinese characters?<br>How is the Chinese language different from another language(s) you can speak?   |
| <b>Learning Target(s):</b>                            | <input type="checkbox"/> Be able to ask and tell the time in Chinese<br><input type="checkbox"/> Be able to provide time information for an appointment<br><input type="checkbox"/> Be able to read and write Hanzi as required |
| <b>Acquired Knowledge:</b>                            | <input type="checkbox"/> Time expression in Chinese: half, one/ three quarter(s), fall short of<br><input type="checkbox"/> 6 words to indicate am/pm in Chinese  |
| <b>Skills, Activities, Due Dates and Assessments:</b> | Performance Task <ul style="list-style-type: none"> <li>- Interpretive listening</li> <li>- Interpersonal speaking</li> <li>- Interpersonal writing</li> </ul>  |

# Assessment Details

| Evidence  |  |
|---|--|
| I will check students' understanding throughout the unit by...  |  |
| <b>Summative</b><br>Performance Tasks <ul style="list-style-type: none"><li>● Interpretive listening</li><li>● Interpretative reading</li><li>● Interpersonal speaking</li><li>● Presentational speaking</li><li>● Presentational writing</li><li>● Interpersonal writing</li></ul> Standards Aligned Linked Rubric | <b>Formative</b><br>Learning Check <ul style="list-style-type: none"><li>● Vocab and Grammar Quiz</li><li>● Project</li></ul> Information about all graded quizzes will be provided to the students prior to the quiz day. |