

## Chinese I Overview 2022 - 2023

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: 8/10/22-10/7/22

### 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"> <li>• Students will be able to demonstrate understanding of spoken Chinese including: <ul style="list-style-type: none"> <li>○ The teacher's instructions, such as stand up, sit down, etc.</li> <li>○ Simple greetings</li> </ul> </li> <li>• Students will be able to demonstrate understanding of written Chinese including: <ul style="list-style-type: none"> <li>○ Simple greetings</li> <li>○ Some common characters taught in this concept</li> </ul> </li> <li>• Students will be able to participate in oral conversations in which they: <ul style="list-style-type: none"> <li>○ Greet others appropriately</li> <li>○ Respond appropriately to some simple greetings</li> <li>○ Ask yes/no questions</li> <li>○ Answer yes/no questions</li> </ul> </li> <li>• Students will be able to write some common characters taught in this concept.</li> </ul>
<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"> <li>• Students will be able to demonstrate understanding of <ul style="list-style-type: none"> <li>○ Simple questions about given names and family names</li> <li>○ Chinese spoken language as it relates to names and introductions</li> <li>○ Pinyin as it relates to names and introductions</li> <li>○ The differences of Chinese logographic language from alphabetical languages</li> <li>○ Written characters and radicals related to this concept</li> </ul> </li> <li>• Students will be able to choose a proper Chinese name for themselves that reflects their personality.</li> <li>• Students will be able to explain the meaning of each character in their Chinese name.</li> <li>• Students will be able to participate in spoken conversations in which they <ul style="list-style-type: none"> <li>○ Understand and respond when others ask about their name</li> <li>○ Ask others questions about their name</li> <li>○ Introduce other people</li> <li>○ Address people with appropriate titles</li> </ul> </li> <li>• Students will be able to use written Chinese characters with correct stroke order to <ul style="list-style-type: none"> <li>○ Write some characters from this unit</li> <li>○ Write simple sentences introducing their name</li> </ul> </li> </ul>
<p>Concept #3: Numbers and Calendar TEKS: 1.1a, 1.1e, 1.2a, 1.2c, 1.3b</p>	<ul style="list-style-type: none"> <li>• Students will be able to demonstrate understanding of spoken Chinese related to: <ul style="list-style-type: none"> <li>○ Phone numbers</li> <li>○ Age</li> <li>○ Dates and days of the week</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Students will be able to demonstrate understanding of written Chinese related to: <ul style="list-style-type: none"> <li>Numbers 1-100</li> <li>Dates and days of the week</li> </ul> </li> <li>Students will be able to participate in spoken and written (i.e. text, emails) conversations in which they <ul style="list-style-type: none"> <li>Respond to simple questions about age, phone number, dates and days of the week.</li> <li>Ask simple questions about age, phone number, dates and the days of the week</li> </ul> </li> <li>Students will be able to use words, phrases and simple sentences in writing to <ul style="list-style-type: none"> <li>Write the numbers 1-100 in Chinese characters</li> <li>Express information related to dates, age and phone numbers</li> <li>Demonstrate the correct sequence when writing a date in Chinese</li> </ul> </li> </ul>
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## Grading Period 2

### Unit 2: My Family

Estimated Date Range: 10/11/22-12/16/22

#### 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.

Concepts within Unit # 2 <a href="#">Link to TEKS</a>	Success Criteria for this concept
Concept #1: A Family Photo TEKS: 1.1a, 1.1e, 1.2a, 1.2d, 1.3b	<ul style="list-style-type: none"> <li>Recognize characters for family members.</li> <li>Identify extended Chinese family vocabulary.</li> <li>Greet family members appropriately in Chinese based on generational status and relationship with them.</li> <li>Demonstrate understanding when others talk (in Chinese) about their family members' ages and relationships to them.</li> <li>Use correct kinship terms in Chinese for my family members.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ask and answer questions in Chinese about family members, including their names, relationship to me, and ages.</li> <li>• Write about my family in Chinese including their names, relationships to me, and ages.</li> <li>• Use possessive nouns and adjectives in Chinese to describe a family member, such as one's profession, basic descriptions, where he/she lives, etc.</li> <li>• Ask and answer questions in Chinese about someone's occupation.</li> <li>• Talk about how many brothers (big-little) and sisters (big-little) I have using Chinese.</li> <li>• Write a simple paragraph in Chinese about my family.</li> </ul>
<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"> <li>• recognize characters about birth dates</li> <li>• ask and answer questions about their birth date and others' birth dates.</li> <li>• ask and answer questions about family members, including, their ages, birthdays, and relationship to me.</li> <li>• recognize characters about birthday parties</li> <li>• Demonstrate understanding of how and why major birthdays are celebrated</li> <li>• say "Happy Birthday" and sing an appropriate birthday song in the target language.</li> <li>• talk about birthday cards, cake or gifts by using target vocabulary</li> </ul>
<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"> <li>• recognize some characters that represent different countries.</li> <li>• read and comprehend information about others' families and nationalities.</li> <li>• ask and answer questions about nationality.</li> <li>• tell my family members' nationalities, where they live, and basic descriptions.</li> <li>• write sentences about nationality</li> <li>• engage in conversation about my family structure, such as the size of my family and my family's origins</li> <li>• Write sentences and compare my family with a family from other cultures.</li> <li>• compare families from different cultures</li> </ul>

## Grading Period 3

### Unit 3: My Friends

Estimated Date Range: 1/5/23-3/10/23

#### 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.

**At home connections:**

- 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.

Concepts within Unit # 3 <a href="#">Link to TEKS</a>	Success Criteria for this concept
<p>Concept #1: My Friends at School TEKS: 1.1a, 1.1b, 1.1e, 1.3b</p>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of materials related to someone's physical appearance.</li> <li>• Demonstrate understanding of materials related to someone's personality.</li> <li>• Demonstrate understanding of materials related to someone's school and grade.</li> <li>• Ask and answer questions about someone's physical appearance.</li> <li>• Ask and answer questions about someone's personality.</li> <li>• Ask and answer questions about someone's school or grade.</li> <li>• Write basic information about their friends, including their physical appearance and personality.</li> <li>• Orally describe their friends, including their physical appearance and personality.</li> </ul>
<p>Concept #2: Where are we from? TEKS: 1.1a, 1.1b, 1.1e, 1.3b</p>	<ul style="list-style-type: none"> <li>• Talk and write about their nationality, hometown, and current residence</li> <li>• Tell what languages they can speak.</li> <li>• ask and answer about one's nationality, hometown and residence</li> <li>• introduce someone to others including his/her nationality, hometown, and what language(s) he/she speaks</li> <li>• recognize some Chinese characters of major countries and cities</li> </ul>
<p>Concept #3: Contacting Friends TEKS: 1.1a, 1.1b, 1.3b</p>	<ul style="list-style-type: none"> <li>• Read and demonstrate understanding of addresses written in Chinese</li> <li>• Demonstrate understanding of simple resources relating to someone's contact information</li> <li>• Orally tell my address, phone number, email address, and other basic contact information</li> <li>• write an address and other basic contact information in Chinese</li> <li>• Compare and contrast the way addresses are written in English and in Chinese</li> <li>• Communicate with friends in writing using various methods such as email, texts, letters, etc. using proper formatting and details.</li> </ul>

## Grading Period 4

### Unit 4: My School

Estimated Date Range: 3/20/23-5/25/23

#### 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 <a href="#">Link to TEKS</a>	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"> <li>• Recognize characters for basic school supplies and things in their classroom.</li> <li>• Understand basic descriptions for school supplies (name, color, size and number)</li> <li>• Read and demonstrate understanding of authentic materials related to school supplies, such as advertisements.</li> <li>• Write the characters for school supplies and things in their classroom.</li> <li>• Ask and answer questions about school supplies.</li> <li>• Have a conversation with others about school supplies and things in the classroom.</li> </ul>
<p>Concept #2: My Schedule TEKS: 1.1a, 1.1e, 1.2d, 1.3b</p>	<ul style="list-style-type: none"> <li>• Read a calendar in Chinese</li> <li>• Read the time in characters</li> <li>• Write the day and time in Chinese characters.</li> <li>• Read characters for names of classes.</li> <li>• Demonstrate understanding of an authentic class schedule in Chinese</li> <li>• Demonstrate understanding when someone talks about their schedule</li> <li>• Talk about the classes I take at school.</li> <li>• Ask someone about their class schedule</li> <li>• Answer questions about my class schedule</li> <li>• Write my own schedule using characters</li> <li>• Compare my schedule to a typical schedule in a Chinese school.</li> </ul>

	<ul style="list-style-type: none"> <li>• Write an email in Chinese in correct letter format.</li> </ul>
<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"> <li>• Read signs around a school building written in Chinese characters.</li> <li>• Tell someone the names of different places in the school in the target language.</li> <li>• Ask and answer questions about places in the school in the target language.</li> <li>• Demonstrate understanding of simple authentic resources about a typical school day in the target culture</li> <li>• Write the characters for places in the school and other words related to a typical school day.</li> <li>• Explain how their day compares to a typical day at a Chinese school, using simple sentences.</li> <li>• Talk to an "exchange student" about their schedule and the location of their classes.</li> <li>• Introduce the "exchange student" to their friends.</li> <li>• Have a conversation to plan a study date with the "exchange student".</li> </ul>

### 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.

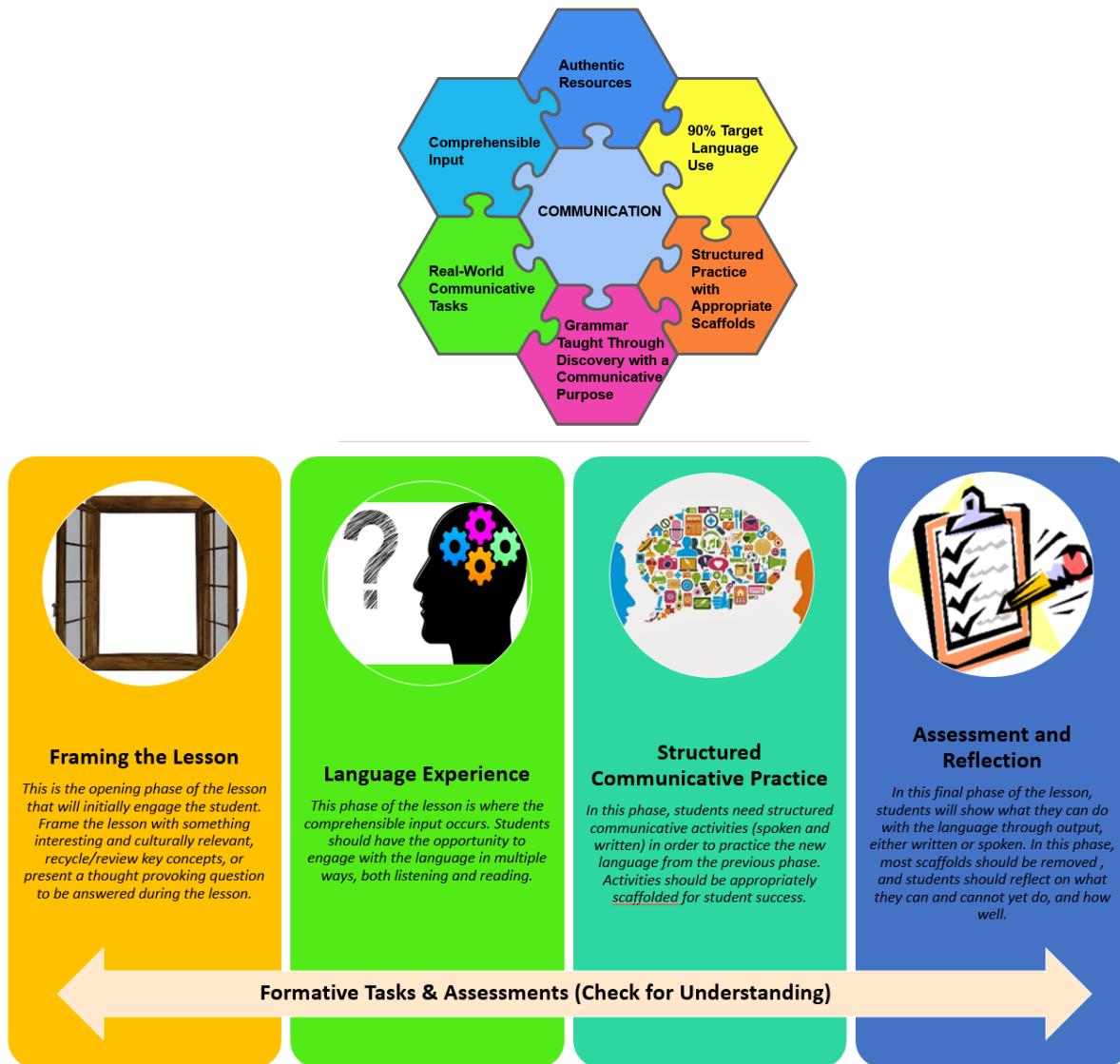
### Parent Resources

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.
<a href="#">Duolingo</a>	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.
<a href="#">Multilingual Books</a>	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