

LCISD Chinese I

At A Glance 2020 - 21

Course Description:

Students will learn basic survival skills to communicate in Chinese. This course integrates the five Program Goals of the TEKS for LOTE: Communication, Cultures, Connection, Comparison, and Communities. The exercises concentrate heavily on spoken language and pronunciation, with a special focus on pinyin and tones, as well as the perspective and insight into the Chinese culture. Students will finish this course with approximately 300 (100 for writing, 200 for recognition) characters to socialize, to acquire, and to communicate. Classes are conducted in Chinese as much as possible.

Texas Essential Knowledge and Skills:

In April 2014, the State Board of Education (SBOE) gave final approval to the revised LOTE TEKS. The revised TEKS are available online alongside the current TEKS. The revised TEKS are indicated by the phrase "Adopted, 2014" in the title.

Texas Essential Knowledge and Skills for Languages Other Than English Chapter 114

<http://ritter.tea.state.tx.us/rules/tac/chapter114/index.html>

Instructional Units

1st Semester

Foundation: Overview of China-Its country, its language, and its writing

Essential Question: How does Chinese culture impact its language? Unit Goals:

- Find China on the map
- Describe what China looks in the past and today
- Pronounce initials and finals
- Pronounce the four tones and the neutral tones
- Explain how Chinese characters evolved
- Explained how Chinese characters transformed from Traditional to Simplified
- Identify the 24 most common simplified radicals
- Follow the basic strokes of Chinese characters
- Engage in short daily greeting and expressions
- Define the meanings of several common Chinese names-choose a Chinese name
- Use Chinese name to introduce yourself and use Chinese Calligraphy to write

Unit 2: Hello-Personal and Public Identity

Essential Questions: Who am I Unit Goals:

- Greet someone in a culturally appropriate way
- Introduce yourself and others
- Tell what time of day it is
- Ask how someone is and tell how you are
- Tell someone your nationality, age, and grade in school
- Ask someone else' name, nationality, age, and grade in school
- Tell about school subjects
- Count from one to hundred

Unit 3: Food

Essential Questions:

How does the Chinese food reflect its regional aspect?

What is Chinese people's perspective about alcohol consuming?

Unit Goals:

- Order food and beverages in a Chinese restaurant
- Use courtesy expressions appropriately
- Discuss the Chinese etiquette of dining
- Discuss prices and quantities
- Describe how different foods taste
- Make a Chinese food at home and share with class

Unit 4: My Family and Community

Essential Questions:

In what ways do our careers, hobbies, and leisure activities reflect and express our personal and cultural identities?

How do geography, culture and education influence a person's choice of leisure activities?

What strategies can I use to communicate more effectively? Unit Goals:

- Identify and describe family members and pets
- Use words of measurement when discussing quantities
- Discuss dates and months of the year
- Ask for someone's telephone number and give your own
- Discuss hobbies-express your likes and dislikes
- Ask others what they like and dislike
- Give and respond to invitations

Unit 5: School Life

Essential Questions:

What does a Chinese high school student' day look like?

What are the advantages and disadvantages of Chinese Educational and Testing Systems?

How do geography, culture and education influence a person's choice of leisure activities?

In what ways do our careers, hobbies, and leisure activities reflect and express our personal and cultural identities?

How does understanding the lives and perspectives of others impact how I respond to and interact with them?

Unit Goals:

- **Compare and contrast the educational system in China and the US**
- **Discuss the culture and the education influence on leisure activities, perspective of career, and learning attitude**
- **Identify and describe classroom objects**
- **Explain the location of something**
- **Tell the time and the day of the week**
- **Express needs and wants**
- **Ask to borrow something**
- **Describe your class schedule**
- **Discuss a variety of sports and activities**
- **Describe what you are going to do in the future**

Unit 6: Hobbies and weather

Essential Questions:

How does Chinese culture affect their hobbies and leisure activities? Unit Goals:

- **Discuss a variety of sports and leisure activities in the America and in Chinese**
- **Describe your favorite sport and leisure activity**
- **Compare and contract your leisure activities with your Chinese friend's leisure activity**
- **Describe and discuss temperatures and weather**
- **Describe and discuss the seasons of the year**
- **Talk about future events**
- **Make comparisons between objects**
- **Describe and discuss Chinese festival and customs**