



CHINESE LANGUAGE CURRICULUM FRAMEWORK  
MANDARIN 1

Strand: Communication		
<p>Using selected words and expressions in personal and familiar contexts, students demonstrate linguistic competency while performing the communication functions identified for Mandarin I level across 3 communication modes. Students communicated with some hesitation and errors, which do no interfere with meaning---(addressing Accuracy) --- with increasing Syntax proficiency and accuracy across the three communication modes.</p>		
Communication Functions <i>State Foreign Language Framework</i>	Communication Content	Linguistic Proficiency <i>(or Language Development)</i>
<b><u>Interpersonal Communication</u></b>	<i>(more in Appendix on Topic/Themes with Vocabulary and Structures for level MI)</i>	<b><u>Listening</u></b>
<p><b>Objectives:</b> <i>at the end of M I, students will:</i></p> <ul style="list-style-type: none"> <li>· Greet and respond to greetings</li> <li>· Obtain information and begin providing info</li> <li>· Introduce and respond to introductions</li> <li>· Ask / answer short questions</li> <li>· Make and respond to requests</li> <li>· Express likes and dislikes</li> <li>· Express needs and emotions</li> </ul>	<p><b>Objectives:</b> Students will communicate on the following topics and themes:</p> <ul style="list-style-type: none"> <li>· Numbers 1-100</li> <li>· 10 HF measure words</li> <li>· colors and shapes</li> <li>· calendar: year, month, date, week</li> <li>· clock and time schedule</li> <li>· all about me</li> <li>· family and friends</li> <li>· school and classroom</li> <li>· sports and games</li> <li>· folklore, myths, rhymes, poetry, songs, and proverbs</li> <li>· music and musical instruments</li> <li>· daily routines</li> <li>· shopping, money, and prices</li> <li>· food and restaurant menus</li> <li>· clothing</li> <li>· weather and seasons</li> <li>· transportation</li> <li>· lunar festivals and celebrations</li> <li>· New Year, Dragon Boat</li> </ul>	<p><b>Objectives:</b> Students will discriminate critical elements in the Chinese phonetic system.</p> <p>Students will understand:</p> <ul style="list-style-type: none"> <li>· Tones as well as words carry meanings</li> <li>· key words in simple dialogues</li> <li>· main ideas and familiar details on everyday topics</li> <li>· basic classroom directions and commands</li> <li>· the gist of short stories</li> </ul>
<b><u>Interpretive Communication</u></b>		<b><u>Speaking</u></b>
<p><b>Objectives:</b> <i>Students will</i></p> <ul style="list-style-type: none"> <li>· follow directions*</li> <li>· understand some ideas and details on familiar topics</li> <li>· obtain information and knowledge on familiar topics</li> </ul>		<p><b>Objectives:</b> <i>Students will</i></p> <ul style="list-style-type: none"> <li>· approximate pronunciation, intonation, and tones</li> <li>· respond to simple set phrases and visual prompts</li> <li>· engage in short dialogue on</li> </ul>



<ul style="list-style-type: none"> <li>· read or listen to and interpret signs, simple stories, poems, and informational texts</li> </ul>	<p>Festival</p> <ul style="list-style-type: none"> <li>· 12 zodiac animals</li> <li>· plants and animals</li> <li>· community: Chinatown in Boston</li> </ul>	<p>familiar topics</p> <ul style="list-style-type: none"> <li>· sing songs, recite rhymes, and short poems</li> </ul>
<p><b><u>Presentational Communication</u></b></p>		<p><b><u>Reading</u></b></p>
<p><b>Objectives:</b> <i>Students will</i></p> <ul style="list-style-type: none"> <li>· express opinions and ideas</li> <li>· express needs and emotions</li> <li>· express agreement and disagreement</li> <li>· describe people, places, and things</li> <li>· compose lists and notes</li> <li>· present information in a brief report</li> <li>· *As identified in Massachusetts Foreign Languages Curriculum Framework</li> </ul>	<ul style="list-style-type: none"> <li>· China on a world map</li> <li>· important people and places</li> <li>· important structures: the Great Wall</li> <li>· contributions</li> </ul>	<p><b>Objectives:</b> <i>Students will</i></p> <ul style="list-style-type: none"> <li>· identify pinyin alphabet, tonal marks, and associated sounds</li> <li>· recognize about 10 HF radicals and characters</li> <li>· read set phrases in written or audiovisual texts</li> <li>· recognize key words/phrases in simple texts</li> <li>· read (adapted) authentic materials in familiar contexts: menus, schedules, maps, notes, posters, signs, ads, book titles, headlines, and captions</li> </ul>
		<p><b><u>Handwriting/Typing/Composition</u></b></p>
		<p><b>Objectives:</b> <i>Students will write</i></p> <ul style="list-style-type: none"> <li>· pinyin letters</li> <li>· tonal marks</li> <li>· some HF radicals</li> <li>· 50(?) simple characters with appropriate stroke order</li> <li>· their names</li> <li>· numbers, lists, and charts</li> <li>· personal notes and postcards</li> <li>· learned phrases and sentences</li> </ul>



Strand: Connection (and Comparison)

**District World Language Standard:**

- Students will use Chinese to access new information for work in other subject areas and use their knowledge in other subject areas to enhance their Mandarin study.

**Objectives**

- Students will perform simple math operation in Chinese, tell time, and use the metric system
- Students will graph and compare leisure time activities---to MII?
- Students will use skills and talents (sing, dance, draw, brush paint, and brush stroke) to build and enrich their studies

Strand: Culture (and Community)

**District World Language Standard:**

- Students will have an understanding and appreciation for the practices and products of the regions where Chinese is spoken.

**Objectives:**

- Students will locate and recognize major features (i.e. rivers, mountains, and cities) and important structures (i.e. the Great Wall, and Tiananmen Square) in China
- Students will distinguish major ethnic groups in China
- Students will identify symbols and objects in Chinese cultures (i.e. money, lucky words, ying and yang)
- Students will participate in age appropriate activities (i.e. games, crafts, cooking, eating, storytelling, plays, singing, dancing, celebrations, and ceremonies)
- Students will use proper courtesies
- Students will observe and imitate appropriate gestures