

Language Acquisition-Mandarin Chinese

Subject Group Overview

Phase 1	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content
Unit 1: Basics	<p>Communication</p> <p>Message Convention Form</p> <p>Personal and cultural expression</p>	<p>The building blocks for effective communication in Mandarin are pinyin (a way to convey a message), tones (a convention of the language), and radicals (which are essential to knowing the form of Chinese characters).</p>	<p>Factual: What is pinyin? How is it used? How many tones does Mandarin have? What do all 47 radicals mean?</p> <p>Conceptual: How is pinyin pronounced? How do we differentiate the four tones? Why is it important to learn tones?</p> <p>Debatable: Should native English speakers use pinyin, a romanized system, in order to learn Mandarin? Would it be more beneficial to use a system like zhuyin fuhao since they wouldn't get confused by the appearance of English letters to produce Chinese sounds?</p>	<p>Communication: use and interpret a range of discipline-specific terms and symbols, namely pinyin, tones, and radicals.</p>	<p>The summative assessment is a test.</p>	<p>Criterion A ii Criterion B i Criterion D i</p>	<p>Pinyin Initials Finals Simple Compound Tones The Four Tones Placement of Tone Marks The Neutral Tone Tone Changes Tone Pairs Radicals 40 Most Common Radicals 7 More Added by the Teacher</p>
Unit 2: Classroom and Survival Expressions	<p>Communication</p> <p>Function Meaning</p> <p>Personal and cultural expression</p>	<p>In order for Mandarin language students to understand and communicate effectively both in and outside the classroom, they</p>	<p>Factual: How do you say various classroom and survival expressions in Mandarin? How do you say various classroom objects in Mandarin? What is the pinyin for all of these? What is the</p>	<p>Communication: negotiate ideas and knowledge with peers and teachers.</p>	<p>Criterion A: On Flipgrid, there will be a video of the teacher giving commands and asking questions. After watching the video, students will have to respond to the</p>	<p>Criterion A Criterion D</p>	<p>Classroom expressions Survival expressions Classroom objects Phrases that are used with classroom objects Numbers</p>

		<p>must learn the function and meaning of classroom and survival expressions and always keep in mind the nuances (i.e. pragmatic use) of the language.</p>	<p>difference between “bù hǎo yìsī” and “duìbuqǐ”?</p> <p>Conceptual: Why should we consider the function and deeper meaning of certain phrases such as “bù hǎo yìsī” and “duìbuqǐ”? How would that impact the way we communicate in Mandarin?</p> <p>Debatable: Should we learn how to respond to phrases such as “Sorry” or “Thank you” in another language? Why? Keep in mind that most textbooks typically do not include the response. What does that imply?</p>		<p>commands and questions appropriately. Criterion D: On Flipgrid, the teacher will provide the student with various scenarios. They must respond with an appropriate survival expression. Immersion (Criterion D): Students will be given a test that includes the pinyin and measure words of classroom objects, as well as the pinyin of six survival expressions.</p>		
<p>Unit 3: Greetings</p>	<p>Culture</p> <p>Audience Context</p> <p>Identities and Relationships</p>	<p>When we meet someone from a different culture for the first time, we must recognize our different cultural backgrounds and identities, so we should be aware of our audience and the context of our meeting.</p>	<p>Factual: How do people greet each other when meeting for the first time? What questions should we ask when we meet a Chinese person for the first time? What questions should you expect from a Chinese person?</p> <p>Conceptual: Why do the Chinese say their family name first? How is this different from the American concept of the family name?</p> <p>Debatable: Should we say our family name or first name first? Why?</p>	<p>Communication: use intercultural understanding to interpret communication.</p> <p>Communication: use a variety of speaking techniques to communicate with a variety of audiences.</p>	<p>Criteria A & C for traditional language students: Each student will have a one-on-one conversation with the teacher, in which he/she greets the teacher, asks for her name, says that he/she is a student, states their nationality, and asks where the teacher is from. Criterion B for immersion students: Students will be given a written text using the key vocabulary and grammar from this unit. They will have to translate the text to English and respond to a few reading</p>	<p>Criteria A, B, C, and D</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> • Activities and expressions for saying greetings, saying and asking for family name and full name, saying if I am a student or not, stating nationality, and asking where someone is from <p>Grammar</p> <ul style="list-style-type: none"> • Verbs: 姓, 叫, 是 • Questions ending with 呢, 吗 • Sentence structure: Subject - Verb - Object • Adverbs: 不, 也

					comprehension questions as a way to respond to the text. Criterion D for immersion students: Students write a letter using the vocabulary and grammar learned from this unit to introduce themselves and to ask about another person. They will be provided with a word bank of Chinese character		
Unit 4: Family	Connections Word Choice Audience Identities and Relationships	Family is the core unit that not only substantially contributes to a person's identity but also gives them a network of relationships, in which audience and word choice are of utmost importance.	Factual: How do you say basic kinship terms for family members in Mandarin? What grammar patterns do you use to talk about family? Conceptual: Why do the Chinese have a different way to call each family member? How is this different from the English way of talking about family? Why do you think there is this difference? Debatable: Should each family member be called differently? Should we call people without saying their actual name and by calling them according to our relationship instead?	Communication: organize and depict information logically. Communication: use a variety of media to communicate with a range of audiences.	Criteria A & C: Students will be asked a series of questions about their family by listening to Liao Laoshi ask each question twice in class. While they are listening, they will have to translate the questions and then respond to them using pinyin or characters. Then, they will record themselves responding to these questions. For immersion students, they must demonstrate writing competency, so they will have to write their responses in characters. They will not have to record themselves on Flipgrid.	Criteria A & C	Vocabulary <ul style="list-style-type: none"> Family: immediate and grandparents Asking for how many people are in their family Personal pronouns Grammar <ul style="list-style-type: none"> The particle 的 Measure Word: 个 Question pronouns Indicating possession using 有 Indicating existence using 有 Using 二 and 两 The adverb 都 Culture

							<ul style="list-style-type: none"> • Filial Piety and the Five Great Relationships • Kinship Terms & Family Structure • The Role of Women in China Then and Now • The One Child Policy • Adoption of Chinese Children
Unit 5: Describing People	Communication Conventions Structure Identities and Relationships	Our description of others demonstrates our view of them as humans.	<p>Factual—How do you briefly describe a person (occupation, physical appearance, personality) in Mandarin? What grammar patterns do you use with adjectives, and how are those different from English?</p> <p>Conceptual—Why is one’s occupation considered so important in Chinese culture? Why do the Chinese comment so readily on someone’s appearance or body weight?</p> <p>Debatable—Should we judge people based on their occupation, or physical appearance? How much do we do this in American culture?</p>	<p>Research: understand and use technology systems.</p> <p>Communication: use a variety of media to communicate with a range of audiences.</p>	<p>Criterion B: Students will be given an e-mail to read, and they will have to fill out a graphic organizer, as well as draw the people according to the personality and physical traits.</p> <p>Criterion D: Students will write an e-mail to their host family describing their own family members.</p>	Criteria B & D	<p>Vocabulary</p> <ul style="list-style-type: none"> • Occupation • Physical Appearance • Personality <p>Grammar</p> <ul style="list-style-type: none"> • 也 (used to connect adjectives and verbs) • 又...又 • 太...了 • 可是 • A比B__ • A没有B__
Unit 6: Coming Soon!							