

Montgomery County Public Schools

**CHINESE 1-3 CURRICULUM OVERVIEW**

<p><b>Chinese Level 1A</b></p> <p><u>Welcome to Chinese Class/ 歡迎來中文班</u> <u>(欢迎来中文班)</u></p> <ul style="list-style-type: none"><li>• Getting Acquainted /認識你 (认识你)</li><li>• Classroom /課堂 (课堂)</li></ul> <p><b>Chinese Level 1B</b></p> <p><u>Personal Life/ 個人生活 (个人生活)</u></p> <ul style="list-style-type: none"><li>• Family/家庭</li><li>• Daily Routines/日常生活</li><li>• Food Preferences/食物</li></ul>	<p><b>Chinese Level 2A</b></p> <p><u>My Life/ 我的生活</u></p> <ul style="list-style-type: none"><li>• The People Around Me/我周圍的人 (我周围的人)</li><li>• Occupations/職業 (职业)</li><li>• Wellness/健康</li></ul> <p><b>Chinese Level 2B</b></p> <p><u>Everyday Life/ 每天的生活</u></p> <ul style="list-style-type: none"><li>• Festivals &amp; Celebrations/節日 (节日)</li><li>• School/學校 (学校)</li><li>• Restaurant Experiences/飯館 (饭馆)</li></ul>	<p><b>Chinese Level 3A</b></p> <p><u>My Environment/ 我生活的環境</u></p> <ul style="list-style-type: none"><li>• House/房子</li><li>• Pastimes and Weather/天氣 (天气)</li><li>• Clothing and Shopping/購物與服裝 (购物与服装)</li></ul> <p><b>Chinese Level 3B</b></p> <p><u>The World Around Me/ 我的世界</u></p> <ul style="list-style-type: none"><li>• Community/ 社區 (社区)</li><li>• Transportation/交通</li><li>• Travel/旅行</li></ul>
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# Chinese 1A

## Theme: WELCOME TO CHINESE CLASS / 歡迎來中文班 (欢迎来中文班)

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
<b>1. Getting Acquainted</b> 認識你 (认识你)	1.1 Engage in and respond to introductory conversations to exchange greetings and information about self and others. 1.2 Recognize numbers written in Chinese characters. 1.2 Follow simple classroom instructions. 1.3 Present basic self-introductions.	2.1 Describe the origin of the Chinese language and identify where it is spoken in the world. 2.1 Recognize appropriate expressions (formal vs. informal) and gestures for greetings and leave-taking. 2.1 Explain how the age is counted in Chinese-speaking cultures. 2.1 Explain how first names are given in Chinese-speaking cultures. 2.2 Explain the concept of the pictograph. 2.2 Explain the use of the Pinyin System as a tool to introduce new words.	4.1 Compare punctuation in Chinese sentences to English. 4.1 Compare how last and first name are positioned 4.2 Compare how the age is counted in Chinese and western cultures	Numbers 0-99 Formal vs. Informal <i>ni / nin</i> Question words <i>ma / ne / na</i> Adverbs : <i>ye / hen / dou</i> Possessive <i>de</i> Subject Pronouns Stative verb <i>shi</i> Name format Interrogatives: negative and affirmative Negation: <i>bu</i> Measure words <i>ge</i> in order to perform: number + mw + person
<b>2. Classroom</b> 課堂 (课堂)	1.1, 1.2, and 1.3 Engage in short conversations, interpret, and present basic information about classroom items. 1.2 Identify basic classroom items written in Chinese. 1.1 Engage in short conversations using classroom expressions. 1.2 Recognize classroom expressions. 1.1, 1.2, and 1.3 Engage in short conversations, interpret, and present basic information about days of the week, months of the year.	2.1, 2.2 Describe a typical school day in Chinese-speaking countries. 2.2 Identify traditional school supplies used in Chinese-speaking countries.	4.2 Compare number symbolism in Chinese and western cultures. 4.2 Compare school systems and course offerings. 4.2 Compare the way dates are expressed in Chinese and in English.	Date format Question words <i>ji, shui</i> Question formation Ordinal numbers: <i>di</i> Measure words <i>ben, zhi</i> Verbs: listen, speak, read, and write <b>Review:</b> cardinal numbers
<b>Connections Goal 3</b> 		3.1 Use map skills to identify and locate Chinese-speaking countries on a world map. 3.1 Use numbers to perform math operations.		
<b>Communities Goal 5</b> 		5.1 Identify current or community events and holidays relating to Chinese-speaking cultures, as appropriate. 5.1 Describe evidence of Chinese language and culture in the community.		

# Chinese 1B

## Theme: PERSONAL LIFE / 個人生活 (个人生活)

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. Family 家庭	1.1, 1.2, and 1.3 Engage in short conversations, interpret, and present basic information about family and family members.	2.1 Describe family traditions in Chinese-speaking countries.	4.2 Compare family structure in Chinese-speaking countries and the U.S.	Sentence structure with: - <i>zhi, zhi you</i> - possessive adjectives - question word <i>shenme</i> <b>Review:</b> - date format - subject pronouns - <i>de ji</i> - ordinal numbers - measure words - question words
2. Daily Routines 日常生活	1.1, 1.2 and 1.3 Engage in short conversations, interpret, and present basic information about personal daily routines in past and present time.	2.1 Describe daily routines and explain how they reflect the Chinese culture.	4.2 Compare typical daily routines of Chinese-speaking students to those of students in the U.S.	Sentence structure for telling time: <i>ji dian, ji fen.</i> Sentence structure with time and daily routine verbs: e.g. <i>liu dian qichuang</i> Sentence structure with location and daily routine verbs: <i>zai</i> +location+ verbs Sentence structure with frequency expressions for daily routines: <i>changchang, meitian...</i> <b>Review:</b> <i>ji</i>
3. Food Preferences 食物	1.1, 1.2, and 1.3 Engage in short conversations, interpret, and present information about food preferences.	2.1 Describe eating customs in Chinese-speaking countries. 2.2 Identify typical Chinese foods 2.2 Identify utensils used in Chinese-speaking countries.	4.2 Compare the order in which food is served in Chinese-speaking countries and in the U.S.	Structure to indicate preference: <i>xihuan/bu xihuan; xihuan shenme; xihuan buxihuan</i> Sentence structure with: <i>xihuan/buxihuan</i> + verb+food items - measure words: <i>bei, wan</i> - color names with <i>de</i> as adjectives <b>Review:</b> - "he" and "ye" with <i>xihuan</i> e.g. A he B he C <i>xihuan</i> , - or <i>Xihuan.A...ye xihuanB</i> Frequency words

<p><b>Connections Goal 3</b></p> 	<p>3.1 Use the metric system to calculate quantities in food preparation.</p>
<p><b>Communities Goal 5</b></p> 	<p>5.1 Locate stores in the community where one can purchase typical Chinese foods. 5.2 Sample food from Chinese-speaking cultures.</p>

# Chinese 2A

## Theme: MY LIFE/我的生活

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
<b>1. The People Around Me</b> 我周圍的人 (我周圍的人)	1.1, 1.2, and 1.3 Engage in conversations, interpret, and present information about physical descriptions of one's own family and extended family members.	2.1 Explain the relationships with extended family members in Chinese-speaking cultures. 2.2 Identify and explain the way people are addressed according to their age and social relationship in Chinese-speaking cultures.	4.1 Compare how kinship terms are used in Chinese and in English. 4.2 Compare relationships with extended family in Chinese-speaking cultures and in the U.S.	Sentence structure with: time words--- <i>deshihou, yiqian, yihou</i> -comparative and superlative forms--- <i>bi, zui</i> -neither...nor: <i>bu...bu</i> -the usage of <i>le</i> for change of status or state Review: -question words -question formation -color words
<b>2. Occupations</b> 職業 (职业)	1.1, 1.2, and 1.3 Engage in conversations, interpret, and present information about occupational preferences and future plans.	2.1 Identify traditional occupations in Chinese-speaking cultures.	4.2 Compare the work-day schedule in Chinese-speaking countries and in the U.S.	Sentence structure with: <i>xiang+zuo+n</i> Review: <i>qian</i>
<b>3. Wellness</b> 健康	1.1, 1.2, and 1.3 Engage in conversations, interpret, and present information about health concerns that includes describing symptoms, giving advice, and explaining remedies.	2.1 Explain the concept of wellness in Chinese-speaking cultures. ( <i>yinyang</i> ) 2.1 Identify traditional Chinese health practices. ( <i>taijiquan, zhenjiu, caoyao</i> )	4.2 Compare the approach to medicine in Chinese-speaking cultures and in the U.S.	Sentence structure with: subj.+ <i>gei</i> +indirect obj.+direct obj. ... <i>yizhi zai+v</i> <i>v+de+zenmeyang?</i> <i>v+yi+v (kan yi kan)</i> <i>v+v (Kankan)</i> <i>ba+n+v (ba zui dakai)</i> adv+v , e.g. <i>fan hou chiyao</i>

<b>Connections Goal 3</b> 	3.1 Use the metric system to express height and weight. 3.2 Use authentic resources to obtain information about Chinese health practices.
<b>Communities Goal 5</b> 	5.1 Identify current events relating to Chinese-speaking cultures as they occur. 5.2 Listen to Chinese music, sing songs, and experience Chinese exercise form.

# Chinese 2B

## Theme: EVERYDAY LIFE / 每天的生活

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
<b>1. Festivals &amp; Celebrations</b> 節日 (节日)	1.1, 1.2, and 1.3 Engage in conversations, interpret, and present basic information about festivals and celebrations in Chinese-speaking countries.	2.1 Identify and describe festivals and celebrations in Chinese-speaking cultures. 2.2. Identify foods and objects associated with festivals and celebrations in Chinese-speaking cultures.	4.2 Compare good luck symbols used in Chinese-speaking cultures and in the U.S.	Sentence structure with: “ <i>shenme shihou + v ...</i> ” “ <i>time word+ subj.+ zho sheme?</i> ”  <b>Review:</b> “ <i>subj+ gei+ indirect obj.+ direct obj.</i> ” “ <i>Zenme +zuo...</i> ”
<b>2. School</b> 學校 (学校)	1.1, 1.2, and 1.3 Engage in conversations, interpret, and present basic information about school courses, schedules, and extracurricular activities.	2.2 Identify and describe school courses offered in Chinese-speaking countries.	4.2 Compare school courses in Chinese-speaking countries and in the U.S.	Sentence structure with: -present, past and future indicators. - time word+ <i>shang+ jimen ke?</i> - <i>xiake hou+zho+ shenme?</i>  <b>Review:</b> -time words -review comparative and superlatives forms -question sentence formation
<b>3. Restaurant Experiences</b> 飯館 (饭馆)	1.1, 1.2, and 1.3 Engage in conversations, interpret, and present basic information about dining experiences in a restaurant. 1.1 Inquire about a menu and talk about food.	2.2 Identify typical Chinese regional dishes and their ingredients.	4.2 Compare the seating arrangements, table settings and order in which dishes are served in a formal dining situation in Chinese-speaking cultures and in the U.S.	Sentence structure with: -conjunction <i>haishi, huo zhe</i> - <i>weishenme...</i> - measure words: <i>dao, ba, shuang, pan</i> -present perfect <i>guo</i> <b>Review:</b> -negative expressions -interrogative <i>zenmeyang</i> - <i>wan/bei</i>
<b>Connections Goal 3</b> 		3.1 Use a food pyramid to identify food groups used in typical Chinese diets. 3.2 Use authentic resources to obtain information on celebrations and traditions in Chinese-speaking countries.		
<b>Communities Goal 5</b> 		5.1 Identify major events and festivals in Chinese communities in the U.S. 5.2 Sample traditional Chinese cuisine.		

# Chinese 3A

## Theme: MY ENVIRONMENT/ 我生活的環境

TOPIC	Communication Goal 1 	Cultures Goal 2 	Comparisons Goal 4 	Essential Structures
	PERFORMANCE INDICATORS			
1. House 房子	1.1, 1.2, and 1.3 Engage in conversations, interpret, and present information about homes, rooms, basic furnishings, and their placement.	2.1 Describe the concept of <i>fengshui</i> in Chinese-speaking countries. 2.2 Identify and describe styles of housing and furnishings in Chinese-speaking countries.	4.2 Compare housing styles and furnishings in Chinese-speaking countries and in the U.S.	Sentence structure with: -present progressive <i>zhe</i> -measure words <i>dong, ceng, jian</i> - position words <i>bian, pang, mian</i>  <b>Review:</b> -preposition of location: <i>zai</i> -measure words <i>ba, zhang</i>
2. Pastimes and Weather 天氣 (天气)	1.1, 1.2, and 1.3 Engage in conversations, interpret, and present information about pastimes and leisure activities related to weather.	2.1 Describe typical seasonal leisure activities in Chinese-speaking countries.	4.1 Compare Chinese sayings and proverbs related to the seasons and those used in other languages. 4.2 Compare leisure activities in Chinese-speaking countries and the U.S.	Sentence structures: “ <i>yiban</i> +season+ <i>xihuan</i> +v..” “... <i>qu</i> + v” “... <i>qu</i> + location+ v” <b>Review:</b> <i>Xihuan</i> +v Frequency words: <i>meitian/ changchang</i> +v ... <i>zai</i> + v “... <i>deshihou</i> , +v...”
3.Shopping and Clothing 購物與服裝 (购物与服装)	1.1, 1.2, and 1.3 Engage in conversations, interpret, and present information about shopping and clothing.	2.1 Describe the shopping practices in Chinese-speaking cultures. 2.1 Explain the Silk Road. 2.2 Describe and explain clothing choices for special occasions in Chinese-speaking countries.	4.1 Compare shopping practices in Chinese-speaking countries and the U.S. 4.2 Compare clothing choices for special occasions in Chinese-speaking countries and the U.S.	Sentence structure with: -measure words <i>jian, shuang, ding, fu</i> - ... <i>qi lai</i> -currency – <i>yuan/kuai ,jiao/mao, fen</i> - Question words: <i>duoshao</i> -Introduce approximate numbers <b>Review:</b> -comparisons -the usage of <i>de</i> -measure words - <i>zenme</i>

<p><b>Connections Goal 3</b></p> 	<p>3.1 Use Celsius temperature scale.</p>
<p><b>Communities Goal 5</b></p> 	<p>5.1 Identify fashion or furnishing in Chinese-speaking countries from print media or the internet.</p>

# Chinese 3B

## Theme: THE WORLD AROUND ME / 我的世界

TOPIC	<b>Communication Goal 1</b> 	<b>Cultures Goal 2</b> 	<b>Comparisons Goal 4</b> 	<b>Essential Structures</b>
<b>PERFORMANCE INDICATORS</b>				
<b>1. Community</b> 社區 (社区)	1.1, 1.2, and 1.3 Engage in conversations, interpret, and present information about places and activities in the community.  1.1, 1.2 Provide and follow directions for going places in the community.	2.1 Identify and describe common services found in Chinese-speaking communities. 2.2 Identify and describe typical places in Chinese-speaking communities 2.2 Identify and describe typical architecture in Chinese-speaking countries.	4.2 Compare modern community layouts in Chinese-speaking countries and the U.S.	Sentence structure with: -compound words with directions: e.g. <i>cong...dao...</i> -prepositions with directions: e.g. “ <i>zai ... zuo/you bian, you...</i> ” <b>Review:</b> -position words: <i>bian, pang, mian</i> -measure words <i>liang, ban</i>
<b>2. Transportation</b> 交通	1.1, 1.2, and 1.3 Engage in conversations, interpret, and present information about means of transportation.	2.1, 2.2 Identify and describe past and present modes of transportation (and travel practices as they relate to transportation )in Chinese-speaking countries.	4.2 Compare means of transportation in Chinese-speaking countries and the U.S,	Sentence Structure with: -means of transportaion: e.g. <i>cheng.... che qu...</i> <i>e.g. zai.... Shangche/xia che e.g.jidian dao?</i> <b>Review:</b> - <i>Zenme qu?</i> - <i>Zenme laide?</i>
<b>3. Travel</b> 旅行	1.1, 1.2, and 1.3 Engage in conversations, interpret, and present information about travel plans, including accommodations.	2.1 Identify and describe travel and vacation practices in Chinese-speaking cultures. 2.2 Identify and describe historical sites and travel destinations in Chinese-speaking countries.	4.2 Compare travel and vacation practices in Chinese-speaking countries and the U.S.	Sentence structure with: -event sequence: e.g. <i>xian...zai...zuihou...</i> - prepositions: <i>jiu,cai</i> <b>Review:</b> -interrogatives -preposition: <i>ba</i> -verb: <i>gei</i> -adverb: <i>yijing</i> -measure words: <i>ci, zhang,ban</i> time using the 24-hour clock
<b>Connections Goal 3</b> 	3.1 Use the metric system to express distance. 3.1 Use map-reading skills to follow and give directions. 3.2 Use authentic resources to research vacation spots in Chinese-speaking countries.			
<b>Communities Goal 5</b> 	5.1 Locate Chinese shops or services in the community. 5.2 Visit a museum where Chinese cultural objects are featured.			