



## Mandarin 1 - Unit 1 - Ni Hao, China

### Unit Focus

"Ni Hao, China" is the Daniel Hand's students' welcome into Mandarin. This unit introduces students to China, its history, geography, and language. Students will discover the important geographical points of China to build their awareness of the Chinese country, people, and its culture. This unit includes the relationship between Taiwan and mainland China.

Students will also learn the initial sounds of Chinese including the Romanized pronunciation guide known as pin-yin and the radicals or components of Chinese character. Students will see how radicals were formed from pictures to express their meanings as characters.

Students will learn the importance of writing with proper stroke order to build muscle memory and promote accuracy.

The Unit will culminate in a PBA where students will collaboratively, as a class, produce a radical catalog, including their own interpretation of the basic meaning.

### Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<b>World Readiness Standards for Learning Languages</b> <i>World-Readiness Standards for Learning Languages (All)</i> <b>C.1 COMMUNICATION</b> - <i>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</i> <ul style="list-style-type: none"> <li>• C.1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions</li> <li>• C.1.2 Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics</li> </ul> <b>C.2 CULTURES</b> - <i>Interact with cultural competence and understanding</i> <ul style="list-style-type: none"> <li>• C.2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</li> </ul> <b>C.4 COMPARISONS</b> - <i>Develop insight into the nature of language and culture in order to interact with cultural competence</i> <ul style="list-style-type: none"> <li>• C.4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</li> </ul> <b>Madison Public Schools Profile of a Graduate</b> <ul style="list-style-type: none"> <li>• Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)</li> </ul>	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> <b>U1</b> The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people. <b>U2</b> Comparison of cultural products and practices with our own creates opportunities to better understand and appreciate each culture and its people. <b>U3</b> One can use English language skills to ease pinyin pronunciation.	<i>Students will keep considering...</i> <b>Q1</b> How can I figure out what a character means? <b>Q2</b> Can I read pinyin without knowledge of Chinese? <b>Q3</b> What am I trying to say and how do I say it? <b>Q4</b> How does basic knowledge of China and its history enhance my enthusiasm and motivation to learn the Chinese language?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> <b>K1</b> Chinese radicals <b>K2</b> Geography of China - map, major cities (Shanghai, Taipei, Beijing, Hong Kong, Xian), rivers (Yangtze	<i>Students will be skilled at...</i> <b>S1</b> Identifying radicals in order to build a foundation to identify more complex characters.

## Stage 1: Desired Results - Key Understandings

- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

and Yellow River), Great Wall of China, Terracotta Soldiers, Forbidden City  
**K3** Evolution of Chinese characters  
**K4** Traditional characters vs. simplified characters  
**K5** Pinyin pronunciation  
**K6** Useful classroom expressions (teacher, thank you, can I use the bathroom?, etc)  
**K7** Stroke order for character writing  
**K8** 4 tones of Mandarin Chinese  
**K9** Chinese Greeting: "ni hao" - hello; "wo hen hao" - I am well; "xie xie" thank you; "zai jian" - goodbye; "lao shi" - teacher; "tong xue" - classmate; Ni Hao song

**S2** Using classroom expressions in the target language to express themselves in their daily lives.  
**S3** Using pinyin to correctly pronounce and speak in the target language.  
**S4** Writing with correct stroke in order to build muscle memory.  
**S5** Understanding China's unique geographic features.  
**S6** Understanding the history of traditional character vs. simplified characters and how they will learn using simplified characters.