

## Marietta City Schools Pacing Guide

**Subject: Chinese 1**

**Grade Level: 8-12th grade**

**Time Frame: Year Long**

Month / Week	CCS Benchmarks	Skills/Activities	Resources	Assessment
Aug		Pre-test		
Sep	<p>Communication Standard: Interpretive Communication; Interpersonal Communication; Presentational Communication</p> <p>(Novice Low)</p>	<p><b>Unit 1: School, Classmates and Teachers</b></p> <p>→Lesson 1: <i>Ni Hao</i></p> <ul style="list-style-type: none"> <li>Greet others</li> <li>Introduce own name</li> <li>Explore the geography of China</li> <li>Comprehend classroom commands</li> <li>Sing the Pinyin song</li> <li>Introduce verb “to call (oneself)” 叫</li> </ul> <p>→Lesson 2: <i>Zaijian</i></p> <ul style="list-style-type: none"> <li>Greet and say farewell to teacher and fellow classmates</li> <li>Pronounce correctly 4 tones and the neutral tone</li> <li>Write tone marks according to the three rules of tone mark placement</li> </ul> <p>Write characters according to correct stroke order “永”</p> <p>→Lesson 3: <i>Wo shi Wang Jiaming</i></p> <ul style="list-style-type: none"> <li>Form sentences using “to be”</li> <li>Identify character radicals</li> </ul> <p>→Lesson 4: <i>Xie xie</i></p> <ul style="list-style-type: none"> <li>Express gratitude</li> <li>Ask and answer each other’s names</li> <li>Count from 1-99</li> </ul> <p><b>4 SKILLS ACTIVITIES:</b> <b>WRITING:-</b>Practice writing characters 1-5</p>	<p>Text book: Learn Chinese with Me</p> <p>Teacher-created packets for practice and handout.</p> <p>Youtube video of songs”nihao, wo jiao Tim”</p> <p>PPT</p> <p>Tones posters</p>	<p>-Oral and listening assessment: Greetings and class commands</p> <p>- Writing assessment: characters 1-5 and corresponding compounds</p> <p><b>Projects:</b></p> <ul style="list-style-type: none"> <li>- Research the radicals for the characters of the students’ Chinese names</li> <li>- Select a Chinese city and design a travel brochure for the city</li> </ul>

		<b>LISTENING:-</b> Conversation phrases, 4 tones and neutral tone <b>SPEAKING:</b> Role-play greetings and introducing; Practice 4 tones and neutral tone <b>READING:</b> -Introduction dialogue		
Oct	Communication Standard: Interpretive Communication; Interpersonal Communication; Presentational Communication  (Novice Low)	→Lesson 5: <i>Tamen shi xuesheng ma?</i> · Inquire about others · Ask and answer yes or no questions with particle 吗  →Lesson 6: <i>Tamen shi wo de pengyou</i> · Indicate ownership by using possessive 的 Form sentences using plural pronouns  →Unit test  <b>Unit 2: Hanging out with My Friends</b> →Lesson 7: <i>Ta shi shui?</i> · Inquire about someone's identify · Ask and describe what sports someone plays · Express someone also does a sport  →Lesson 8: <i>Shui shi ni de hao pengyou?</i> · Talk about who is your friend · Ask and describe what languages someone speaks  <b>4 SKILLS ACTIVITIES:</b> <b>WRITING:</b> -Practice writing characters and compounds -Write a role play introducing each other <b>LISTENING:</b> - Listening to a self-introduction <b>SPEAKING:</b> - Act out a role-play of two people meeting each other <b>READING:</b> -Introduction dialogue	Text book: Learn Chinese with Me  Teacher-created packets for practice and handout.  PPT	- Oral and listening assessment: Inquiring about other's identity, express gratitude - Writing and reading assessment: Characters and compounds. - Unit test  <b>PROJECTS:</b> - Draw a picture of your three best friends. Pretending they were meeting each other for the first time, write a brief dialog between the three people. Perform the dialog in class with two other classmates.

Nov	<p>Communication Standard: Interpretive Communication; Interpersonal Communication; Presentational Communication (Novice Low)</p> <p><b>CULTURES STANDARD</b> Cultures: Gain and use knowledge and understanding of other cultures.</p>	<p>→Lesson 9: <i>Ni you ji zhang zhongwen guangpan?</i></p> <ul style="list-style-type: none"> <li>· Inquire about the quantity of certain things</li> </ul> <p>Express quantity using the correct measure words</p> <p>→Lesson 10: <i>Zhe shi shui de qianbao?</i></p> <ul style="list-style-type: none"> <li>· Inquire about the owner of classroom items</li> <li>· Inquire about the amount of money</li> </ul> <p>→Lesson 11: <i>Zhu ni shengri kuaile!</i></p> <ul style="list-style-type: none"> <li>· Inquire about the whereabouts of someone or something</li> <li>· Wish someone a happy birthday</li> </ul> <p>→Thanksgiving and Mid-Autumn festival</p> <ul style="list-style-type: none"> <li>· Understand the culture and legend behind Mid-Autumn festival</li> <li>· Compare Thanksgiving to Mid-Autumn Festival</li> </ul>	<p>Text book: Learn Chinese with Me</p> <p>Teacher-created packets for practice and handout.</p> <p>PPT</p> <p>Chinese money</p> <p>Mooncake cooking material</p> <p>Lantern making material</p> <p>Video of Mid-Autumn festival legend</p>	<p>-Writing and reading assessments: Fill in the blank with correct characters and compounds</p> <p>-Speaking and listening assessments: Voicethread</p> <p><b>PROJECTS:</b></p> <p>-Research a Chinese athlete and write a brief biography of his/her athletic career</p> <p>-Venn Diagram to compare Thanksgiving and Mid-Autumn festival</p>
Dec	<p>Communication Standard: Interpretive Communication; Interpersonal Communication; Presentational Communication (Novice Low)</p> <p><b>CULTURES STANDARD</b> Cultures: Gain and use knowledge and understanding of other cultures.</p>	<p>→Lesson 12: <i>Jintian wo hen gaoxing</i></p> <ul style="list-style-type: none"> <li>· Express one is happy today</li> </ul> <p>Express eating and drinking party foods and drinks</p> <p>→Christmas and Spring Festival</p> <ul style="list-style-type: none"> <li>· Learn about difference and similarity of Christmas and Spring Festival</li> <li>· Introduce Chinese paper cutting and learn to cut snowflake</li> </ul> <p>→<b>1st semester exam.</b></p>	<p>Text book: Learn Chinese with Me</p> <p>Teacher-created packets for practice and handout.</p> <p>PPT</p> <p>Chinese Christmas and New Year songs on youtube.</p> <p>Paper cutting material for snowflakes</p>	<p><b>PROJECTS:</b></p> <p>- PowerPoint presentation of what similarity and difference of Christmas and Chinese Spring Festival.</p> <p>- Write to a Chinese pen-pal and tell him/her about what you do with your friends.</p> <p><b>Exam</b></p>
Jan	<p>Communication Standard: Interpretive Communication;</p>	<p><b>Unit 3: My Family and I</b></p> <p>→Lesson 13: <i>Ni duo da?</i></p> <ul style="list-style-type: none"> <li>· Ask and answer about one's age</li> </ul>	<p>Text book: Learn Chinese with Me</p> <p>Teacher-created</p>	<p>Project: Poster of your ideal imaginary pet introduction.</p>

	Interpersonal Communication; Presentational Communication (Novice Low)	<p>→Lesson 14: <i>Zhe shi wo de gou.</i></p> <ul style="list-style-type: none"> <li>Indicate ownership of a pet</li> <li>Refer to pets using the correct measuring words</li> <li>Describe the appearance of pets</li> </ul> <p>→Lesson 15: <i>Ni cong nali lai?</i></p> <ul style="list-style-type: none"> <li>Explain where one comes from</li> <li>Express welcome and invite someone over</li> </ul> <p>→Lesson 16: <i>Wo zhu zai baoshu jie.</i></p> <ul style="list-style-type: none"> <li>Order food on the telephone</li> <li>Offer one's address</li> </ul>	<p>packets for practice and handout.</p> <p>PPT</p> <p>Youtube video of Song: 你从哪里来</p> <p>Pizza poster</p>	<p>Video of ordering pizza</p> <p>Quiz</p>
Feb	<p>Communication Standard: Interpretive Communication; Interpersonal Communication; Presentational Communication (Novice Low)</p> <p><b>CULTURES STANDARD</b> Cultures: Gain and use knowledge and understanding of other cultures.</p>	<p>→Spring festival celebration</p> <p>→Lesson 17: <i>Ni jia you ji kou ren?</i></p> <ul style="list-style-type: none"> <li>Ask and answer who is in the family</li> <li>Ask and answer the number of people in the family</li> <li>Refer to people using the correct measuring word</li> </ul> <p>→Lesson 18: <i>Wo baba shi yisheng.</i></p> <ul style="list-style-type: none"> <li>State one's profession</li> </ul> <p>→Unit test</p> <p><b>Unit 4: Four Seasons of the Year</b></p> <p>→Lesson 19: <i>Xianzai jidian?</i></p> <ul style="list-style-type: none"> <li>Inquire about and give the time in minutes and hours</li> </ul> <p>→Lesson 20: <i>Ni meitian jidian qichuang?</i></p> <ul style="list-style-type: none"> <li>Explain one's daily routine</li> <li>Indicate time for daily schedule</li> </ul>	<p>Text book: Learn Chinese with Me</p> <p>Teacher-created packets for practice and handout.</p> <p>BBC Spring festival videos</p> <p>Dumpling making material</p> <p>Calligraphy writing</p> <p>Poster of family tree</p> <p>Youtube song 我爱我的家</p>	<p>Use VoiceThread to record knowledge of Spring Festival.</p> <p>Family tree poster and presentation.</p> <p>Test.</p> <p>Speaking and listening: Carry on a conversation about your daily routine. Listen to someone talking about their day and answer questions</p> <p>Minibook: One day of mine</p>
Mar	Communication Standard: Interpretive Communication; Interpersonal	<p>→Lesson 21: <i>Zuotian, jintian, mingtian</i></p> <ul style="list-style-type: none"> <li>Inquire about and give the date using time expressions</li> </ul> <p>→Lesson 22: <i>Xingqi liu ni gan shenme?</i></p> <ul style="list-style-type: none"> <li>Inquire about and explain one's plan for the</li> </ul>	<p>Text book: Learn Chinese with Me</p> <p>Teacher-created packets for practice and handout.</p>	<p>-Create a PowerPoint presentation of China's geographic climate and annual weather report.</p> <p>- Research and report on a Chinese region with a history of extreme</p>

	Communication; Presentational Communication (Novice Low)	<p>week</p> <ul style="list-style-type: none"> <li>Express what one plans to do</li> </ul> <p>→Lesson 23: <i>Jintian tianqi zenmeyang ?</i></p> <ul style="list-style-type: none"> <li>Inquire about and tell the weather</li> <li>Talk about possibilities</li> </ul> <p>→Lesson 24:</p> <ul style="list-style-type: none"> <li>Express opinion about the seasons</li> <li>Describe the climate</li> </ul> <p>→Unit test</p>		<p>temperature or weather pattern.</p> <p>- Test</p>
Apr	<p>Communication Standard: Interpretive Communication; Interpersonal Communication; Presentational Communication (Novice Low)</p> <p><b>CULTURES STANDARD:</b> Gain and use knowledge and understanding of other cultures.</p>	<p><b>Unit 5: Food and Clothing</b></p> <p>→Lesson 25: <i>Wo yao ershi ge jiaozi</i></p> <ul style="list-style-type: none"> <li>Order food in a restaurant</li> <li>Use the correct measure word for food</li> </ul> <p>→Lesson 26: <i>Nimen jia mai bu mai nianhuo?</i></p> <ul style="list-style-type: none"> <li>Inquire about and give reasons</li> <li>Describe ways to celebrate a celebratory event</li> </ul> <p>→Lesson 27: <i>Yigong duoshao qian?</i></p> <ul style="list-style-type: none"> <li>Inquire about and tell the sum of money</li> <li>Use the correct measure words for food</li> </ul> <p><b>4 SKILLS ACTIVITIES:</b>  <b>WRITING:</b>Compose a role-play for a restaurant;  Design a menu for a five-course Chinese meal  <b>LISTENING:</b>CD activity  <b>SPEAKING:</b>Role-play eating out in a restaurant  <b>READING:</b>Read to a menu and decide what to  Set up “shop” and practice bargaining order  with the amount of money that you have</p>	<p>Text book: Learn Chinese with Me</p> <p>Teacher-created packets for practice and handout.</p> <p>Chinese money</p> <p>Food menu</p>	<p>Listening and speaking: Act out a scene in the restaurant. Order food and pay for it.</p> <p>Reading and writing: Fill in the blank with correct characters and compounds.</p> <p><b>PROJECTS:</b></p> <ul style="list-style-type: none"> <li>- Research and report on a famous Chinese dish. Include in your report a brief history about the dish</li> <li>- What is the Chinese’ reaction to the introduction of western fast-food? Write a paragraph about your opinion on the mixing of food cultures.</li> </ul>
May	Communication Standard: Interpretive Communication; Interpersonal	<p>→Lesson 28: <i>Ni xihuan shenme yanse?</i></p> <ul style="list-style-type: none"> <li>Inquire about and describe colors</li> </ul> <p>→Lesson 29: <i>Chuan zhe jian hai shi chuan na jian?</i></p>	<p>Text book: Learn Chinese with Me</p> <p>Teacher-created packets for practice</p>	<p>Listening and speaking: Tell someone about your best friend. Describe his/her feature and outfit that he/she wore today.</p>

	<p>Communication; Presentational Communication (Novice Low)</p>	<ul style="list-style-type: none"> <li>· Ask for others' opinion on something</li> <li>· Name different types of clothing</li> <li>· Use the correct measure words for clothing</li> </ul> <p>→Lesson 30: <i>Ta shenme yangzi?</i></p> <ul style="list-style-type: none"> <li>· Describe a person's features and accessories</li> <li>· Use the correct measure words for accessories</li> </ul> <p>Unit test</p> <p>→Final exam</p>	<p>and handouts.</p>	<p>Reading and writing: Fill in the blank with correct characters and compounds.</p> <p><b>PROJECTS:</b></p> <p>-Select one of China's traditional "4 beauties" and write a pamphlet describing their features. Why are they considered classical beauties?</p> <p>- Draw and design a formal wear/war outfit/ casual wear based on a traditional Chinese attired from any dynasty</p>
Jun		<b>Final Exam</b>		