

# 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 National Standards
<b>Unit 1: The Story of Mandarin Chinese</b>	<p>Communication</p> <p>Convention Form</p> <p>Orientation in space and time</p>	The evolution of Mandarin Chinese as a spoken language arose from conventions, while the evolution of Chinese characters arose from forms.	<p>Factual—What is Mandarin Chinese? How many people speak Mandarin?</p> <p>Conceptual—How did Mandarin Chinese evolve? How did Chinese characters come about?</p> <p>Debatable—Should we learn to write characters? Should we learn traditional or simplified?</p>	Communication: use and interpret a range of discipline-specific terms and symbols, namely pinyin, tones, and radicals.	<p>Traditional: A: Listening comprehension test of classroom commands C: Flipgrid respond to simple questions about themselves</p> <p>Immersion: B: Reading comprehension of story D: Evolution of Characters project</p>	<p>Traditional: A &amp; C</p> <p>Immersion: B &amp; D</p>	<p>1.1 Interpersonal communication</p> <p>1.2 Interpretive Communication</p> <p>2.1 Relating Cultural Practices to Perspectives</p>
<b>Unit 2: Yao Ming</b>	<p>Connections</p> <p>Audience Context Message</p> <p>Identities and Relationships</p>	Yao Ming, a former basketball player for both China and USA, demonstrates the commonalities of being human despite our linguistic and cultural differences.	<p>Factual—Who is Yao Ming? How did he respond to Shaquille O’Neal’s comment? How is he contributing to the world?</p> <p>Conceptual—How is he important to China and to Chinese-Americans? What can we learn from his story?</p> <p>Debatable—How should we respond to racist comments? Why?</p>	<p>Communication: read critically and for comprehension</p> <p>Communication: preview and skim texts to build understanding</p>	<p>Traditional: B: Reading Comprehension Test D: Self-Introduction Video Project</p> <p>Immersion: A: Listening Comprehension Test C: Respond to questions on Flipgrid</p>	<p>Traditional: B &amp; D</p> <p>Immersion: A &amp; C</p>	<p>1.2 Interpretive Communication</p> <p>1.3 Presentational Communication</p> <p>4.1 Language Comparisons</p> <p>5.1 School and Global Communities</p>

<p><b>Unit 3: Chinese Youth</b></p>	<p>Connections  Context Purpose  Personal and Cultural Expression</p>	<p>Although the concept of school is the same, the typical school day in China reflects the value of education in Chinese culture.</p>	<p>Factual—What does a typical school day look like for a Chinese student?  Conceptual—How does the lives of Chinese students reflect aspects of Chinese culture?  Debatable—To what extent should students focus on academics? To what extent should students focus on extracurricular activities?</p>	<p>Communication: negotiate ideas and knowledge with peers and teachers  Social: listen actively to other perspectives and ideas and negotiate effectively</p>	<p>.Traditional A: Listen and Draw D: Typical School Day project  Immersion B: Venn Diagram D: Typical School Day project</p>	<p>Traditional: A &amp; D  Immersion: B &amp; D</p>	<p>1.1 Interpretive Communication  1.3 Presentation Communication  4.2 Cultural Comparisons  5.1 School and Global Communities</p>
<p><b>Unit 4: Chinese New Year</b></p>	<p>Culture  Purpose Meaning  Identities and Relationships</p>	<p>The legend of the Chinese zodiac provides insight and meaning to the identity and relationships of the Chinese depending on their zodiac sign.</p>	<p>Factual—What is the Chinese New Year legend? How does it influence the Chinese now? How do you say the 12 zodiac signs in Mandarin?  Conceptual—What is the purpose behind this story? Is there a greater meaning or message in it?  Debatable—Should the rat have been awarded the first year?</p>				<p>Vocabulary</p> <ul style="list-style-type: none"> <li>• Family: immediate and grandparents</li> <li>• Asking for how many people are in their family</li> <li>• Personal pronouns</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• The particle 的</li> <li>• Measure Word: 个</li> <li>• Question pronouns</li> <li>• Indicating possession using 有</li> <li>• Indicating existence using 有</li> <li>• Using 二 and 两</li> <li>• The adverb 都</li> </ul> <p>Culture</p>

							<ul style="list-style-type: none"> <li>• Filial Piety and the Five Great Relationships</li> <li>• Kinship Terms &amp; Family Structure</li> <li>• The Role of Women in China Then and Now</li> <li>• The One Child Policy</li> <li>• Adoption of Chinese Children</li> </ul>
<b>Unit 5: The History Behind American Chinese Food</b>	<p>Communities</p> <p>Context</p> <p>Purpose</p> <p>Fairness and Development</p>	<p>During the 19th and 20th centuries, Chinese American communities had to acclimate themselves to a different culture, which led to the rise of Americanized Chinese food, in other words, Chinese dishes customized for the American palate.</p>	<p>Factual—When did the Chinese and consequently Chinese food first come to the US? What challenges did Chinese Americans from the 19th century face?</p> <p>Conceptual—How did Chinese food become so popular in the US? How is Chinese food different from American Chinese food?</p> <p>Debatable—Is American Chinese food really Chinese food? Why or why not?</p>	<p>Transfer: be able to make connections between subject groups and disciplines</p>	<p>Criterion B: Students will be presented with sentences from the story, and they will have to show their comprehension by either drawing or translating. They will also have to read the story aloud to me in Mandarin.</p>	<p>Criterion B</p>	<p>Culture</p> <ul style="list-style-type: none"> <li>• The first wave of Chinese immigrants</li> <li>• 1882 Chinese Exclusion Act</li> <li>• The birth of Chinatowns</li> <li>• The beginning of American Chinese Food</li> </ul> <p>Language</p> <ul style="list-style-type: none"> <li>• Vocabulary from the story</li> <li>• Connector Words: 因为...所以..., 从...到..., 虽然...可是, 在那个时候</li> <li>• Grammar: 能 vs. 可以, 了, V+不到</li> </ul>

<b>Unit 6: Bao</b>	<p>Creativity</p> <p>Audience Message</p> <p>Personal and Cultural Expression</p>	Bao infuses creativity, Chinese culture, and a meaningful message to American families.	<p>Factual—What is the message behind this story?</p> <p>Conceptual—How does this Pixar short demonstrate personal and cultural expression? What similarities and differences are there between Chinese culture and American culture?</p> <p>Debatable—When should a parent let their child make their own decisions? Why?</p>	<p>Communication: negotiate ideas and knowledge with peers and teachers</p> <p>Social: listen actively to other perspectives and ideas and negotiate effectively</p>			•
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Phase 2	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content
<b>Unit 1: Chinese Youth</b>	<p>Connections</p> <p>Context Purpose</p> <p>Personal and Cultural Expression</p>	Although the concept of school is the same, the typical school day in China reflects the value of education in Chinese culture.	<p>Factual—What does a typical school day look like for a Chinese student?</p> <p>Conceptual—How does the lives of Chinese students reflect aspects of Chinese culture?</p> <p>Debatable—To what extent should students focus on academics? To what extent should students focus on extracurricular activities?</p>	<p>Communication: negotiate ideas and knowledge with peers and teachers</p> <p>Social: listen actively to other perspectives and ideas and negotiate effectively</p>	<p>.Traditional A: Listen and Draw D: Typical School Day project</p> <p>Immersion B: Venn Diagram D: Typical School Day project</p>	<p>Traditional: A &amp; D</p> <p>Immersion: B &amp; D</p>	<p>1.1 Interpretive Communication</p> <p>1.3 Presentation Communication</p> <p>4.2 Cultural Comparisons</p> <p>5.1 School and Global Communities</p>

<b>Unit 2: Puyi</b>	Connections Context Structure Orientation in Space and Time	Although Puyi was China’s last emperor in the early 1900s, he did not lead a life of privilege.	<p>Factual—What happened in the life of the last emperor? Which dynasty did he belong to?</p> <p>Conceptual—How was Puyi’s life shaped by the historical events occurring at that time?</p> <p>Debatable—Would you ever want to be someone with authority, like the emperor of China? Consider the advantages and disadvantages.</p>	<p>Communication: give and receive meaningful feedback</p> <p>Thinking (Transfer Skills): make connections between subject groups and disciplines</p>	<p>B: Reading comprehension test</p> <p>C: Retell Puyi’s Story on Flipgrid</p>	Criteria B & C	1.2 Interpretive Communication 3.1 Making Connections 4.1 Language Comparisons 4.2 Cultural Comparisons
<b>Unit 3: Northern China vs. Southern China</b>	Culture Accent Conventions Identities and Relationships						1.2 Interpretive Communication 1.3 Presentational Communication 2.2 Relating Cultural Products to Perspectives
<b>Unit 4: Chinese New Year</b>	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.	<p><b>Factual:</b> How do you say basic kinship terms for family members in Mandarin? What grammar patterns do you use to talk about family?</p> <p><b>Conceptual:</b> 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?</p> <p><b>Debatable:</b> Should each family member be called</p>	<p>Communication: organize and depict information logically.</p> <p>Communication: use a variety of media to communicate with a range of audiences.</p>	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.	Criteria A & C	Vocabulary <ul style="list-style-type: none"> <li>Family: immediate and grandparents</li> <li>Asking for how many people are in their family</li> <li>Personal pronouns</li> </ul> Grammar <ul style="list-style-type: none"> <li>The particle 的</li> <li>Measure Word: 个</li> <li>Question pronouns</li> </ul>

			<p>differently? Should we call people without saying their actual name and by calling them according to our relationship instead?</p>		<p>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.</p>		<ul style="list-style-type: none"> <li>• Indicating possession using 有</li> <li>• Indicating existence using 有</li> <li>• Using 二 and 两</li> <li>• The adverb 都</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>• Filial Piety and the Five Great Relationships</li> <li>• Kinship Terms &amp; Family Structure</li> <li>• The Role of Women in China Then and Now</li> <li>• The One Child Policy</li> <li>• Adoption of Chinese Children</li> </ul>
<p><b>Unit 5: Traditional vs. Modern Chinese Houses</b></p>	<p>Communities Context Purpose Fairness and Development</p>	<p>During the 19th and 20th centuries, Chinese American communities had to acclimate themselves to a different culture, which led to the rise of Americanized Chinese food, in other words, Chinese dishes customized for the American palate.</p>	<p>Factual—When did the Chinese and consequently Chinese food first come to the US? What challenges did Chinese Americans face in the 19th century?</p> <p>Conceptual—How did Chinese food become so popular in the US? How is Chinese food different from American Chinese food?</p> <p>Debatable—Is American Chinese food really Chinese food? Why or why not?</p>	<p>Transfer: be able to make connections between subject groups and disciplines</p>	<p>Criterion B: Students will be presented with sentences from the story, and they will have to show their comprehension by either drawing or translating. They will also have to read the story aloud to me in Mandarin.</p>	<p>Criterion B</p>	<p>Culture</p> <ul style="list-style-type: none"> <li>• The first wave of Chinese immigrants</li> <li>• 1882 Chinese Exclusion Act</li> <li>• The birth of Chinatowns</li> <li>• The beginning of American Chinese Food</li> </ul> <p>Language</p> <ul style="list-style-type: none"> <li>• Vocabulary from the story</li> <li>• Connector Words: 因为...所以..., 从...</li> </ul>

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<b>Unit 6: Bao</b>							•