

Deerfield High School Chinese III, Chinese III Honors

Curriculum /Student Learning Targets



The Chinese III and Chinese III Honors curriculum includes:

- **Review Units:** “Hanyu Pinyin Phonetic System” (“Pinyin”) to aid in the pronunciation of Chinese characters.
- **Review Units:** Commonly-used classroom vocabulary, practical daily conversation, numbers, the days of the week, colors, Chinese zodiac and also learn basic Chinese character strokes and characters, basic radicals, and simple grammatical structures.
- **Chinese Link:** Learn Lessons 12 through 17 from *Chinese Link 2nd Edition* Level 1, Part 2.

The Chinese III and Chinese III Honors curriculum covers all aspects of language acquisition, including listening, speaking, reading, and writing skills and is presented below as *student learning targets and from the student’s perspective*.

****Chinese III Honors students’ additional learning targets: I can write the vocabulary with both traditional and simplified characters for Chinese Link 2nd edition Level 1, Part 2 Lessons 12 through 17.**

| <i>Review Units</i> | <i>Student Learning Targets</i> |
|---|---|
| <i>HanYu Pinyin</i> | 1. I can recite and write Han Yu Pinyin including consonants (initials), vowels (finals), and compound vowels (finals). |
| <i>Commonly-used classroom vocabulary</i> | 1. I can comprehend and follow the teacher’s instructions regarding commonly-used classroom vocabulary. 2. I can produce appropriate common forms of courtesies, greetings, and leave-taking. |
| <i>Numbers</i> | 1. I can count 1-10 with one hand. 2. I can count from 0 to 100. 3. I can write numbers 1-100. |
| <i>Colors</i> | 1. I can recite 13 (thirteen) colors including the colors red, yellow, blue, green, black, white, brown, pink, purple, orange, gold, silver and grey. 2. I can apply colors to describe fruit and clothes. |
| <i>Chinese Zodiac – 12 animals</i> | 1. I can recite the Chinese Zodiac – 12 animals. |
| <i>The days of the week, dates and year</i> | 1. I can exchange the days of the week and dates with other people. 2. I can read and write the days of the week and dates. |
| <i>Radicals</i> | 1. I understand how Chinese Radicals are used in written Chinese. 2. I can produce basic Chinese Radicals and understand their meanings. |

Chinese Link 2nd Edition Level 1, Part 2, Lesson 12 – Lesson 17

| <p> xué shēng xué xí mù biāo 学生学习目标 Student Learning Targets - including 听 ^{tīng} Listening, 说 ^{shuō} Speaking, 读 ^{dú} Reading and 写 ^{xiě} Writing Skills</p> | |
|--|---|
| <p>1. Chinese Link Lesson 12 Making Requests ^{qǐng qiú} 请求</p> |  |
| <p>2. Chinese Link Lesson 13 Clothes and Shopping ^{yī fú guàng jiē} 衣服、逛街</p> |  |
| <p>3. Chinese Link Lesson 14 Birthdays and Celebrations ^{shēng rì hé qīng zhù} 生日和庆祝</p> |  |
| <p>4. Chinese Link Lesson 15 Location and Position ^{dì diǎn hé wèi zhi} 地点和位置</p> |  |
| <p>5. Chinese Link Lesson 16 Hobbies and Sports ^{ài hào hé yùn dòng} 爱好和运动</p> |  |
| <p>6. Chinese Link Lesson 17 Weather and Seasons ^{tiān qì hé sì jì} 天气和四季</p> |  |

Chinese Link Lesson 12 Making Requests 请求



学生学习目标 Student Learning Targets

Person to Person Communication/听 Listening and 说 Speaking

- I can understand and use
 - The Verb “**可以 may**” to make requests and give permission.
 - The Verbs “**要; 想 to want**” to express wishes;
 - The Verbs “**应该; 得 dēi should, must to**” to express obligations;
 - The Verbs “**能; 会 can**” to express capabilities or possibilities.
- I can understand and exchange conversation with other people regarding a car’s color, license plates; whether know how to drive a manual transmission car; and to pick up someone from the airport.
- I can understand and use the word “**多 more / 少 less**” to place before a verb or a verb phrase to indicate doing *more or less* of the action.

读 Reading and 写 Writing

- I can use the followings in reading and writing
 - The Verb “**可以 may**” to make requests and give permission.
 - The Verbs “**要; 想 to want**” to express wishes;
 - The Verbs “**应该; 得 dēi should, must to**” to express obligations;
 - The Verbs “**能; 会 can**” to express capabilities or possibilities.
- I can read and write about a car’s color, license plates; whether know how to drive a manual transmission car; and to pick up someone from the airport.
- I can read and write about using the word “**多 more / 少 less**” to place before a verb or a verb phrase to indicate doing *more or less* of the action.

Chinese Link Lesson 13 Clothes and Shopping 衣服、逛街



| xué shēng xué xí mù biāo Student Learning Targets 学生学习目标 | |
|--|--|
| tīng shuō Person to Person Communication/听 Listening and 说 Speaking | |
| 1. I can understand and exchange conversation with other people regarding clothes, including colors, sizes, and fitting 2. I can understand and exchange conversation with other people regarding how much the clothes cost. 3. I can understand the conjunction “ ^{huò zhě} 或者 or” to be used only in statements to express the alternative and “ ^{shì} 还 是 or” to be used only in questions to present a question that allows others to choose from alternatives. 4. I can understand and know how to use “Measuring Words ^{liáng cí jiàn} 量词-件 MW for shirts; ^{tiáo} 条 MW for pants; ^{shuāng} 双 MV for shoes and socks; ^{zhāng} 张 MW for movie tickets” for different objects. 5. I can understand and use the “ <i>Duplication of Verbs</i> ” to indicate a quick action, doing a little bit of something or doing something in a relaxed way. e.g., ^{shì shì} 试试 to try; ^{kàn kàn} 看看 to see; ^{shuō} 说 to say; ^{xiǎng xiǎng} 想想 to think. | |
| dú xiě Reading and 写 Writing | |
| 1. I can read and write about clothes, including colors, sizes, and fitting 2. I can read and write regarding how much the clothes cost. 3. I can read and write about the conjunction “ ^{huò zhě} 或者 or” to be used only in statements to express the alternative and “ ^{shì} 还 是 or” to be used only in questions to present a question to allow others to choose from alternatives. 4. I can read and write about “Measuring Words ^{liáng cí jiàn} 量词-件 MW for shirts; ^{tiáo} 条 MW for pants; ^{shuāng} 双 MV for shoes and socks; ^{zhāng} 张 MW for movie tickets” for different objects. 5. I can read and write about the “ <i>Duplication of Verbs</i> ” to indicate a quick action, doing a little bit of something or doing something in a relaxed way. e.g., ^{shì shì} 试试 to try; ^{kàn kàn} 看看 to see; ^{shuō} 说 to say; ^{xiǎng xiǎng} 想想 to think. | |

Chinese Link Lesson 14 Birthdays and Celebrations shēng rì hé qīng zhù 生日和庆祝



xué shēng xué xí mù biāo

学生学习目标 Student Learning Targets

Person to Person Communication/tīng 听 Listening and shuō 说 Speaking

1. I can understand and exchange conversation with other people reading the days of the week, dates, months and years. E.g., jīn tiān shì xīng qī jǐ? jǐ yuè jǐ rì 今天是星期几? 几月几日?
2. I can understand and exchange conversation with other people someone's or my age and birthday. E.g., qǐng wèn nǐ jīn nián jǐ suì duō dà? nǐ de shēng rì shì jǐ yuè jǐ rì 请问你今年几岁? 多大? 你的生日是几月几日?
3. I can understand and extend/accept invitations to a birthday dance party and who is attending the party. E.g., qǐng nǐ lái cān jiā wǒ de shēng rì wǔ huì 请你来参加我的生日舞会。
4. I can understand and express the preposition “为 for” with an object to form a prepositional phrase before a verb phrase to indicate to do something *for* someone. E.g., tā wéi wǒ kāi yí ge shēng rì wǔ huì 他为我开一个生日舞会。

dú 读 Reading and xiě 写 Writing

1. I can read and write reading the days of the week, dates, months and years. E.g., jīn tiān shì xīng qī jǐ? jǐ yuè jǐ rì 今天是星期几? 几月几日?
2. I can read and write regarding exchanging conversation with other people someone's or my age and birthday. E.g., qǐng wèn nǐ jīn nián jǐ suì duō dà? nǐ de shēng rì shì jǐ yuè jǐ rì 请问你今年几岁? 多大? 你的生日是几月几日?
3. I can read and write regarding extending/accepting invitations to a birthday dance party and who is attending the party. E.g., qǐng nǐ lái cān jiā wǒ de shēng rì wǔ huì 请你来参加我的生日舞会。
4. I can read and write regarding expressing the preposition “为 for” with an object to form a prepositional phrase before a verb phrase to indicate to do something *for* someone. E.g., tā wéi wǒ kāi yí ge shēng rì wǔ huì 他为我开一个生日舞会。

Chinese Link Lesson 15 Location and Position di diǎn hé wèi zhì 地点和位置



xué shēng xué xí mù biāo 学生学习目标 Student Learning Targets

Person to Person Communication/tīng 听 Listening and shuō 说 Speaking

1. I can understand and describe locations with position words. Position words are used to specify relative location. E.g., qián biān / qián miàn 前边/前面 front; hòu biān / hòu miàn 后边/后面 back.
2. I can understand and exchange conversation with other people regarding where something or a place is located. E.g., tú shū guǎn zài nǎ lǐ 图书馆在哪里? tú shū guǎn zài sù shè de qián biān 图书馆在宿舍的前边。
3. I can understand and describe the location of the rooms in a house. E.g., sù shè lǐ biān yǒu méi yǒu chù fáng 宿舍里边有没有厨房?
4. I can understand and use the words “zài 在 at; yǒu 有 to have; shì 是 to be” to express location and existence. tú shū guǎn zài sù shè de qián biān 图书馆在宿舍的前边。 sù shè lǐ biān yǒu chù fáng 宿舍里边有厨房。 kè tīng de duì miàn shì cān tīng 客厅的对面是餐厅。

dú 读 Reading and xiě 写 Writing

1. I can read and write to describe locations with position words. Position words are used to specify relative location. E.g., qián biān / qián miàn 前边/前面 front; hòu biān / hòu miàn 后边/后面 back.
2. I can read and write regarding where something or a place is located. E.g., tú shū guǎn zài nǎ lǐ 图书馆在哪里? tú shū guǎn zài sù shè de qián biān 图书馆在宿舍的前边。
3. I can read and write to describe the location of the rooms in a house. E.g., sù shè lǐ biān yǒu méi yǒu chù fáng 宿舍里边有没有厨房?
4. I can read and write to use the words “zài 在 at; yǒu 有 to have; shì 是 to be” to express location and existence. tú shū guǎn zài sù shè de qián biān 图书馆在宿舍的前边。 sù shè lǐ biān yǒu chù fáng 宿舍里边有厨房。 kè tīng de duì miàn shì cān tīng 客厅的对面是餐厅。

Chinese Link Lesson 16 ^{ài}爱好 hào(Hobbies) ^{hé yùn dòng}和运动(exercise)/ ^{tǐ yù huó dòng}体育活动 (Sports)



^{xué shēng xué xí mù biāo} 学生学习目标 Student Learning Targets

Person to Person Communication/ ^{tīng}听 Listening and ^{shuō}说 Speaking

1. I can understand and exchange conversation with other people regarding ^{ài}爱好 hào (Hobbies) ^{hé yùn dòng}和运动(exercise)/ ^{tǐ yù huó dòng}体育活动 (Sports)
2. I can understand and exchange conversation with other people regarding ^{zuì xǐ huān de yùn dòng}最喜欢的运动 favorite sport and where to conduct this sport.
3. I can understand use the question phrase “^{zěn me yàng}怎么样? ^{hǎo bù hǎo}好不好?” to inquire how someone is doing with something.
4. I can understand and use the particle “^{de}得 de” to create degree of complement sentences to describe how an action is performed (how fast, e.g. ^{tā yóu yǒng yóu de hěn kuài}她游泳游得 de 很快, how well e.g. ^{tā lán qiú dǎ de hǎo bù hǎo}他篮球打得 de 好不好? , how soon, e.g., ^{wǒ jiǎo zǐ bāo de hěn màn}我饺子包得 de 很慢, etc.)

^{dú}读 Reading and ^{xiě}写 Writing

1. I can read and write about hobbies ^{ài}爱好 hào (Hobbies) ^{hé yùn dòng}和运动(exercise)/ ^{tǐ yù huó dòng}体育活动 (Sports)
2. I can read and write about someone or my ^{zuì xǐ huān de yùn dòng}最喜欢的运动 favorite sport and where to conduct this sport.
3. I can read and write about using the question phrase “^{zěn me yàng}怎么样? ^{hǎo bù hǎo}好不好?” to inquire how someone is doing with something in reading and writing.
4. I can read and write about using the particle “^{de}得 de” to create degree of complement sentences to describe how an action is performed (how fast, e.g. ^{tā yóu yǒng yóu de hěn kuài}她游泳游得 de 很快, how well e.g. ^{tā lán qiú dǎ de hǎo bù hǎo}他篮球打得 de 好不好? , how soon, e.g., ^{wǒ jiǎo zǐ bāo de hěn màn}我饺子包得 de 很慢, etc.)

Chinese Link Lesson 17 Weather and Seasons 天气和四季



学生学习目标 Student Learning Targets

Person to Person Communication/听 Listening and 说 Speaking

1. I can understand and describe the weather and the temperature.
2. I can understand and express four seasons and the weather.
3. I can understand and use “就要/快要...了” to express that a certain action or event is about to happen. E.g., 春天就要来了 Spring is coming.
4. I can understand and use “最 the most” which occurs before a verb or an adjective. E.g., 我最喜欢秋天 (I like the autumn the most) to express the superlative.
5. I can understand and use “极了 extremely” which occurs after an adjective to indicate a very high degree of the adjective. E.g., 热极了 extremely hot! 冷极了 extremely cold!

读 Reading and 写 Writing

1. I can read and write about the weather and the temperature.
2. I can read and write about the four seasons and the weather.
3. I can read and write about using “就要/快要...了” to express that a certain action or event is about to happen. E.g., 春天就要来了 Spring is coming.
4. I can read and write about using “最 the most” which occurs before a verb or an adjective. E.g., 我最喜欢秋天 (I like the autumn the most) to express the superlative.
5. I can read and write about using “极了 extremely” which occurs after an adjective to indicate a very high degree of the adjective. E.g., 热极了 extremely hot! 冷极了 extremely cold!