

# Mandarin Immersion Curriculum Framework

## Second Grade

6-2-2008 (update)

B	C	D	E	
Context	Communicative Tasks & Objectives	Language Functions	Language Forms	(Sample) Vocabulary
Classroom, home, business places and other various sites  Introducing main and some extended family members	<ol style="list-style-type: none"> <li>Can introduce and describe immediate and some extended family members (grade, identity, careers)</li> <li>Can describe one's daily routine in more detail</li> <li>Can identify some common businesses and services around one's community</li> </ol>	<ol style="list-style-type: none"> <li>Asking and answering questions (who, when, what...) to find out and give a person's information</li> <li>Describing</li> <li>Location</li> </ol>	<ol style="list-style-type: none"> <li>你有(喜欢)什么...? 这是谁的? 这是我的。你什么时候做...?</li> <li>我有...没有...; 自己...;</li> <li>...地方有哪些商店? ...商店在哪里(哪儿)? 在那边; 前面; 不远; 很近</li> </ol>	自己, 什么, 谁, 什么时候, 做什么, 孩子, 眼睛, 近视, 刷牙, 洗脸, 洗(冲澡)澡, 吃饭, 喝水, 睡觉, 生病, 看病, 脏, 牙刷, 毛巾, 牛奶, 面包, 咖啡, 果酱, 可口可乐, 汉堡包, 果汁, 沙拉, 三明治, 冰淇淋, 蛋糕, 碗, 筷子, 汤匙, 叉, 瓶子, 电冰箱, 炉子, 机器人, 打鼓, 玩具熊, 拼图游戏, 大街, 商店, 银行, 图书馆, 社区
Working together  Playing together  Making friends	<ol style="list-style-type: none"> <li>Can make simple invitations and/or suggestions</li> <li>Can express more extended courtesy (compliments, apologies, gratitude) with frequency</li> <li>Can give a simple description of people and/or pets</li> </ol>	<ol style="list-style-type: none"> <li>Invitation</li> <li>Courtesy</li> <li>Describing</li> <li>Asking for help</li> </ol>	<ol style="list-style-type: none"> <li>走吧; 你和我一起...好吗? 你不可以...?</li> <li>请...; 对不起, 我错了; 没关系; 请让一让;</li> <li>很...; 太...</li> <li>我要帮忙</li> </ol>	吗, 吧, 可以, 请进, 坐下, 送给, 跳舞, 唱歌, 游泳, 对, 错, 请, 让, 真, 高兴, 美丽, 热闹, 欢笑, 生气, 开心, 太,
School; classroom; playground	<ol style="list-style-type: none"> <li>Can understand general commands</li> <li>Can understand and describe a student's general responsibilities</li> </ol>	<ol style="list-style-type: none"> <li>Asking for permission</li> <li>Prohibition</li> </ol>	<ol style="list-style-type: none"> <li>我可以...吗? 我可以不可以...?</li> <li>不可以...; 不要...; 不能...</li> </ol>	举手说话, 再说一遍, 帮忙, 听讲, 做作业, 合作, 排队, 喝水, 大声叫, 吵闹, 打人, 洗手, 慢慢走, 桌子, 椅子, 垃圾桶, 橡皮擦,
Classroom; store, home and other sites	<ol style="list-style-type: none"> <li>Can count up to 999</li> <li>Can tell time to half hour</li> <li>Can differentiate days</li> <li>Can understand money values</li> <li>Can understand basic grade-level math vocabularies</li> <li>Can describe general locations</li> </ol>	<ol style="list-style-type: none"> <li>Asking for quantity</li> <li>Clock</li> <li>Calendar/date</li> <li>Location</li> </ol>	<ol style="list-style-type: none"> <li>几个(只...)? 多少...? 数数看; 一共有多少? 还有多少?</li> <li>几点钟? 十二点半; 十二点三十分</li> <li>...是哪一天? 什么时候...? 做...前先</li> </ol>	应用题, 列算式, 回答问题, 答案, 比较, 估计一下, 方法, 个位, 十位, 百位, 继续数, 倍数, 顺序, 一半, 分类, 图, 图表, 计数, 昨天, 明天, 那时候, 晚上, 傍晚, 后来, 一

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	5. Can name some insects, categorize them and briefly describe the definition of an insect and a non insect			月食, 冻雨, 冰雹, 雾, 霜, 地球, 大海, 草原, 森林, 空气, 大陆, 岛, 宝石, 金子, 火山, 龙卷风, 地震, 海啸, 雪崩, 台风, 洪水, 沙尘暴, 沙漠, 日落, 彩虹
When discussing countries	1. Can recognize and name the symbols that represent China and US 2. Can recognize and name a few main countries of the world	1. Describing 2. Greeting	1. 真... 2. 向... (敬礼, 问好)	升国旗, 国家, 唱国歌, 国庆, 放烟火, 亮彩灯,
When demonstrating body parts  When doing personal hygiene	1. Can name main body parts and briefly describe their functions 2. Can name some basic items for everyday personal hygiene	1. Cause/Effect 2. Obligation/Responsibility	1. 为什么...? 因为... 2. 我们要...;	颈, 手臂, 肚子, 心, 呼吸, 刷牙, 洗脸, 洗澡, 太远, 近视, 牙刷, 毛巾, * 牙膏, 牙线, 马桶, 手纸, 水池, 水龙头, 肥皂, 洗澡缸(浴缸), 喷头, 镜子, 垃圾桶, 垃圾铲, 柜子, 刮胡刀, 指甲刀, 剪刀, 梳子, 护肤霜, 防晒霜, 棉棒, 洗发精, 护发素, 扫帚, 扫把, 洗尘器, 海绵, 电风扇, 创口贴, 洗衣机, 烘干机, 洗碗机

These are theme vocabularies brainstormed by whole class and will be added on with each higher grade level.