

For K-8 students, SDCA offers 2 learning paths – Regular Class & Bilingual Class.

In Bilingual Class, we use Pin Yin as the only tool to teach the sounding and spelling of Mandarin starting Level K (the beginner level). Many non-Mandarin speaking families find Pin Yin easier for the students to get started because most letter sounds in Mandarin Pin-Yin is similar with their own sounds in English. While in Regular Class, at the beginning/K level Zhu-Yin (the original Mandarin sounding & spelling system) is taught, and the training of using Pin-Yin begins from Level 3.

- **Bilingual Class:** both English and Mandarin are used in lecturing that covers speaking, listening, reading, and writing. For lower levels, speaking and listening are emphasized for the students to get familiar with the language – its grammar and various phrase applications. For higher levels, the students will be given more writing practices for them to become ready for advanced learning should they decide to continue with High School Credit Class studies. Pin-Yin Fundamentals are taught at Level K.

Level K Text Samples

At this level the students learn the Pin Yin Fundamentals. They listen to the texts. Teachers explain the meanings in English and have them repeat the texts in Mandarin. Then Teachers teach how to write/read the texts using Pin Yin.

拼 拼 看

nǐ → n + ĭ → nǐ

yào → y + ào → yào

ma → m + a → ma

5 Mandarin Tones

nī	ní	nǐ	nì	ni
yāo	yáo	yǎo	yào	yao
mā	má	mǎ	mà	ma

Practice is everything - Sound Blending + Tone

Samples of Level K Homework

(Audio CD is provided)



Listen to the text lesson 1 and read along.



Write and say each pinyin four times.

l

shi



Read and circle the correct picture according to the pinyin given.

(A). nǐ hǎo			
(B). lǎo shī			



Listen and write the correct letter of the sentence that matches the picture.

(C) xiè xie lǎo shī.	(A)

Listening and repeating back in Mandarin is practiced through homework. The students must understand the meanings of what they hear for them to circle the right answers.

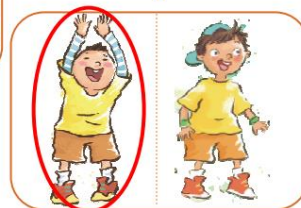


Listen and circle the correct picture according to the audio recording given.

A



B



Write and say each pinyin one time.

mā má mǎ mà



Listen and write the correct letter of the sentence that matches the picture.

(B) 	(A)
(D) 	(C)



Listen and write the tone for each pinyin.

(A)	(B)	(C)	(D)	(E)
hao	ma	ni	yao	shi
✓	✓	✓	✗	✓

Starting Level 1, the students begin to learn how to write Chinese characters and building sentences. Each lesson focuses on a main topic. Some topics discussed in the textbooks are-

- *Basic greetings*
- *Going to school*
- *My family*
- *Today's date*
- *Days of the week*
- *Birthday party*
- *Making friends*
- *Weather*
- *Colors*
- *Seasons*
- *Clothes*
- *Sports*
- *Shopping*
- *Animals*
- *Holidays*
- *Hobbies*
- *Favorite fruit*
- *Chinese food*
- *Going to movies*
- *Going to doctors*
- *Playing at playground*
- *Telephone conversations*

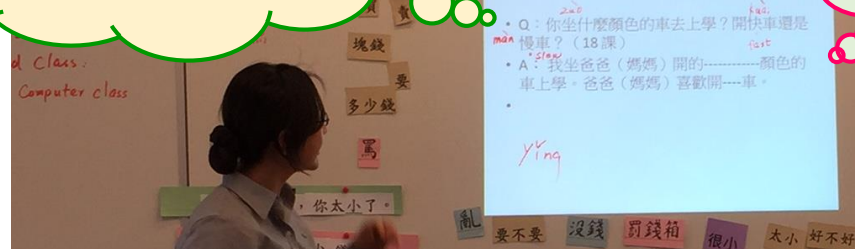
For each topic, the students learn frequently used words & phrases and how to use them to build complete sentences that make sense.



Lots of colorful illustrations are used in the textbooks to keep the students interested and motivated.

Q: What is the color of the car do you ride in to go to school? Does your parent drive fast or slow?

A: I ride in my dad's/mom's (color) car to school. He/she likes to drive (fast or slow).

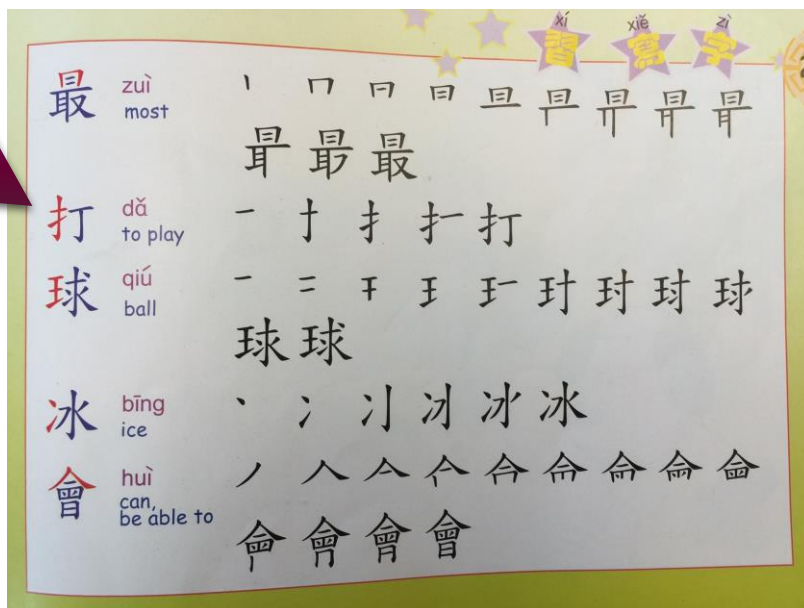


Conversation Practice

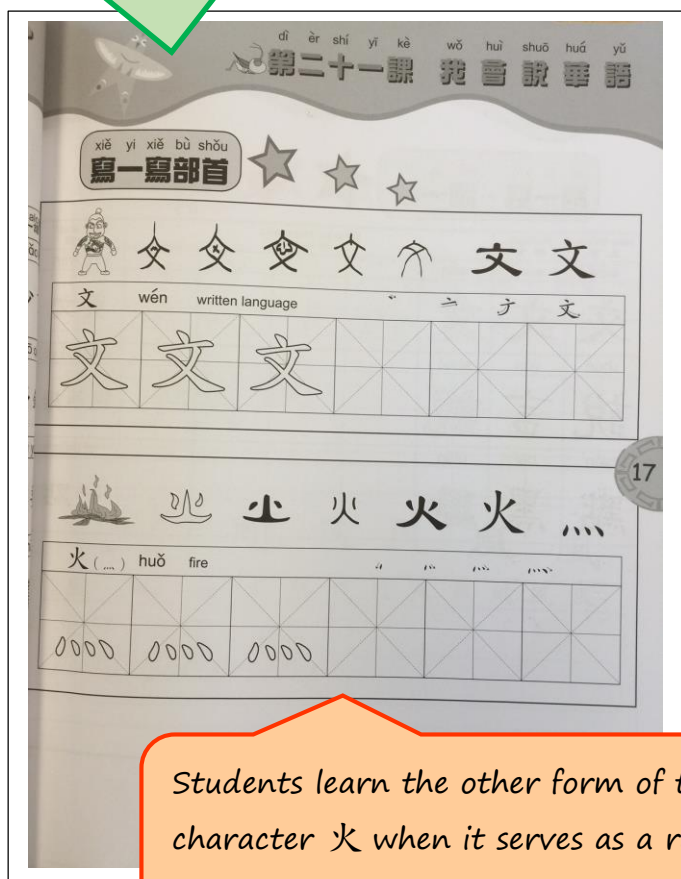
Character Writing Practice:

Students learn the 部首, radical (root), of each character and practice how to write the word in the correct stroke order.

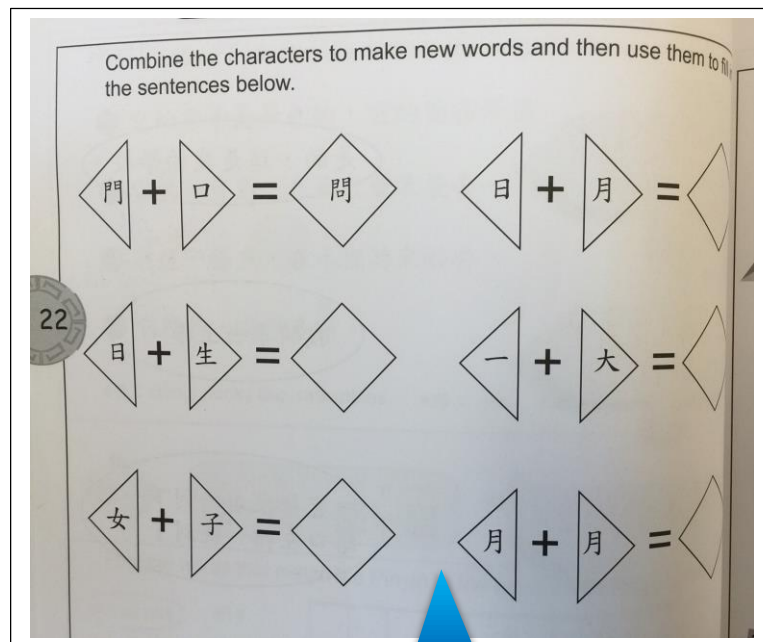
The red inked part is 部首



How this character 文 got transformed from the ancient time to its present look.



Students learn the other form of the character 火 when it serves as a radical in many different words.



Compound Word Practice: radical a + radical b = character c

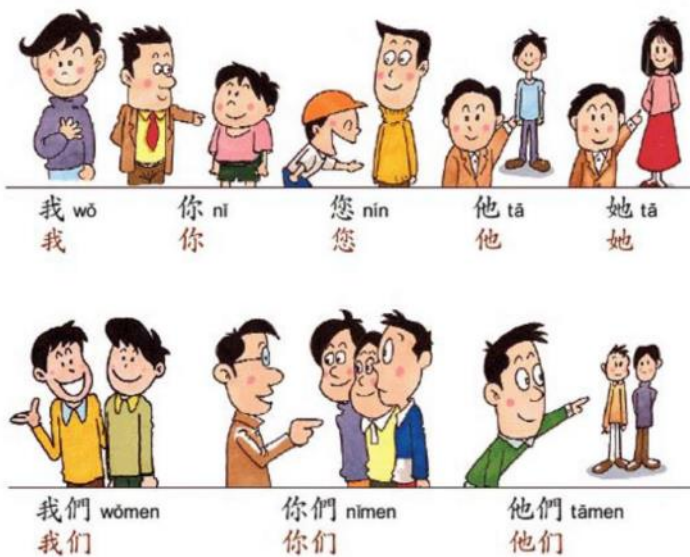
We teach the Traditional characters at SDCA.

Please go to the following link for more details about Teaching Traditional Characters.

<http://www.sandiegochineseschool.com/registrar/SDCA%20teaches%20Traditional%20Chinese%20Characters%202013.pdf>

Starting Level 3, the students begin to have Chinese typing lessons. Please go to <http://www.sandiegochineseschool.com/registrar/Computer%20Class.pdf> and <http://www.sandiegochineseschool.com/registrar/2015-2016ChineseTypingLessonPlans.pdf> to learn more details about our Chinese Typing Program.

After Level 4, and for beginners who are older (in middle school or higher grades), we start to increase the depth of their Chinese learning so that they can be prepared for High School Credit Chinese 1, 2, & 3 Classes should they plan to take these in the future. The students practice to add details in their writing and work on their reading comprehension skills as well.



Throughout the text, both traditional characters and simplified characters are printed. This is a great opportunity for the students to get familiar with some simplified characters. Many Chinese characters only have ONE form.

Students practice to apply different phrases into particular sentence-building models and add more details to make the sentences longer with more depth.

Presentational Communication

Read the following model that shows how to tell which country you and your friends are from.

你好！我是美國人。你是中國人。他是英國人。她是德國人。我們是朋友。我們都是好朋友。再見！

Nǐ hǎo! Wǒ shì Měiguó rén. Nǐ shì Zhōngguó rén. Tā shì Yīngguó rén. Tā shì Déguó rén. Wǒmen shì péngyou. Wǒmen dōu shì hǎo péngyou. Zàijiàn!

你好！我是美国人。你是中国人。他是英国人。她是德国人。我们是朋友。我们都是好朋友。再见！

Interpretive Communication

Figure out the following readings from the real world.

Pre-Reading: Make predictions about the following signs from an international store in Shanghai.

1. These signs are for _____.
2. I can use the characters I know to find out _____.

Reading Strategy: Look for the characters you know and get information.



Reading
Comprehension
Practice

After Reading:

1. How many different countries are these products from?
2. Name five countries that you have found in the signs.

At SDCA, we are flexible and practical while considering a particular student's class placement to best fit his/her learning styles, goals, and progress. Although the design of Regular Class should fit Mandarin-speaking families well, we do have students who have no Chinese background enrolled in some regular classes. We also have students who come from Mandarin-speaking families find Bilingual Class a better fit for them. Our staff works closely with parents and students by paying attention to each learner's individuality to make sure your children are having fun while making efforts in learning Chinese. It is important for us to see the students feeling motivated and encouraged and looking forward to coming back to school after summer break, year after year. Meanwhile, it is not uncommon to see some students who start out in Regular Class switching to Bilingual Class when they move up grades, and vice versa. Again, SDCA Staff works closely with the parents and the students to make sure each learner is placed in his/her best class choice available. **Please contact office.sdca@gmail.com for more details about the curriculum and class placement.**

