

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title		Mandarin Chinese 3AB				Course Code			
Transcript Title:	Mandarin Chinese 3AB			Grades Levels:	9-12	Board Adoption Date:			
Content Area:	Foreign Language			GPA Scale:	4.0	Date Course Submitted:		May 2014	
Credential Req:	Foreign Language: Chinese		Graduation Subject Areas:		Humanities	Elective			
UC/CSU “A-G” Area Approvals:				School Site that wrote and submitted the course:			Costa Mesa High Schools		
Recommend Skill(s):	Mandarin Chinese 1AB, Mandarin Chinese 2AB								
Next course(s):	Mandarin Chinese 4AB, AP Mandarin Chinese								

COURSE DESCRIPTION (catalog summary):

Mandarin Chinese 3 provides students a more in-depth study of Chinese language and culture and prepares students for AP Chinese during their fourth year of study. It is a year-long intermediate course that subsequently follows what students have acquired and learned from Mandarin Chinese 2. Students will continue to add to their knowledge of how to communicate in real life and authentic situations that include, but are not limited to extension of classroom language, survival, travel, relationships, going out, events etc. with the appropriate cultural response. Students will also be expected to learn supplemental vocabulary and will do regular reading from novellas. In addition, students will produce a combination of essays and oral reports to help them consolidate their mastery of characters, sentence patterns, grammar and cultural understanding. Prerequisite to Mandarin Chinese 3: successful completion of Mandarin Chinese 2 with a B or higher and instructor consent; or, a grade of B or higher on the Mandarin Chinese 3 placement test and instructor consent.

GOALS (expected performance outcomes for students):

By the end of course students will be able to:

- Communicate effectively orally and in writing using standard Chinese at normal speaking speeds with an active vocabulary of 750 Chinese characters.
- Compose clear, well organized, and culturally appropriate essays of up to 350 character in response to specific prompts

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- Demonstrate respect for Chinese culture through an increasing understanding of Chinese traditions, thoughts and language
- Demonstrate an understanding of the relationship between practices and a perspective of individuals and society which is unique to a Chinese speaking culture
- Demonstrate lifelong learning skills by researching Chinese current events through the internet and other forms of media
- Demonstrate the ability to think critically by guessing the meaning of unknown vocabulary from the context in which it is heard or read
- Demonstrate evidence of becoming a life-long learner by using Mandarin for personal enjoyment and enrichment, cultivate relationships with native Chinese speakers

Course Objectives

Speaking

- Students will converse in simple Chinese using correct tones and pronunciation and will do so at normal speed
- Students will be able to respond to varied speakers
- Students will role play dialogues from prepared outlines, extemporaneously, and from memory
- Students will comprehend questions and statements and will respond meaningfully to them using standard Chinese
- Students will provide and obtain information, express feelings and emotions, and exchange opinions in Chinese
- Students will improvise short monologues and dialogues from a defined list of topics

Writing

- Students will write well-organized essays of up to 400 characters, as well as short, meaningful paragraphs using simplified Chinese characters
- Students will write affirmative, negative and interrogative sentence
- Students will describe pictures/ photos or will respond to written and oral description using a variety of sentence structure, word orders and vocabulary

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Listening

- Students will comprehend and accurately respond to authentic dialogue and narration
- Students will respond meaningfully to given statements and questions posed by varied speakers and/or video or oral recordings
- Students will translate spoken Chinese into Pinyin and will provide correct tone marks for the pinyin
- Students will transcribe spoken Chinese into Pinyin and characters

Reading

- Students will be able to read, comprehend and respond to the main ideas of selected authentic documents (newspaper, stories etc.)
- Students will be able to read and comprehend narrative for which they have been prepared with the appropriate vocabulary
- Students will be able to read narratives with correct pronunciation and tones
- Students will read and understand a total of 750 Chinese characters

Cultural Understanding

- Students will demonstrate an understanding of the relationship between individuals and society in China
- Students will research and learn about Chinese culture in regarding to traffic, health, travel etc.
- Students will acquire information and recognize distinctive viewpoints that are only available through the Chinese language and culture
- Students will demonstrate an understanding of the concept of culture through the comparison of Chinese culture with their own
- Students will use the Chinese language both within and beyond school setting

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CALIFORNIA CONTENT STANDARDS *(how the course aligns with California and/or national curriculum standards):*

While current State guidelines are being completed for World Languages, the NMUSD will adhere to National standards & guidelines. Foreign languages and our ability to use them is an effective instrument for international understanding and allow students access into the global community. The World Languages program is dedicated to providing a comprehensive, competitive program for language learners that integrates the “five ‘C’s” of language acquisition which are aligned with the National Standards, ACFTL Proficiency Guidelines, and California Framework for World Languages and California Standards for the Teaching Profession:

COMMUNICATION - *Students present information and exchange ideas about a variety of subjects*

Standard 1.1- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2- Students understand and interpret spoken and written Mandarin on a variety of topics.

Standard 1.3- Students present information, concepts, and ideas in Mandarin to an audience.

CULTURES - *Students acquire knowledge and develop understandings of cultures other than their own.*

Standard 2.1- Demonstrate understanding between practices and perspectives of Chinese Cultures.

Standard 2.2- Demonstrate understanding of the relationship between the products and perspectives of Chinese cultures.

CONNECTIONS - *Topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies.*

Standard 3.1- Students reinforce and further their knowledge of other disciplines through Mandarin.

Standard 3.2- Acquire information and recognize the distinctive viewpoints that are only available through the Mandarin language and cultures.

COMPARISONS - *Students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques.*

Standard 4.1- Demonstrate understanding of the nature of language through comparisons between Mandarin and English.

Standard 4.2- Demonstrate understanding of the concept of culture through comparisons between Mandarin cultures and their own.

COMMUNITIES - *Students learn to use the target language within and beyond the school setting*

Standard 5.1- Use Mandarin both within and beyond the school setting.

Standard 5.2- Students show evidence of becoming lifelong learners by using Mandarin for personal enjoyment and enrichment.

EVALUATION *(how the effectiveness of the course will be monitored and assessed):*

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Student achievement in all 4 receptive and productive language modalities (reading, writing, listening, speaking) will be measured using multiple formal and informal assessment tools, included but not limited to benchmark test results, final exams, end-of-unit tests, quizzes, informal oral/aural/written comprehension checks, homework, classwork, notebooks, portfolios, contextualized performance assessments, and written assessments using departmentalized rubrics.

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Unit 1	Lesson 1				
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts	
Back to School Cultural link: - Housing for undergraduate students in China - Disambiguating homophones in Chinese	a. Explain how to write your Chinese name b. Say where you were born and grew up (是 Shi... 的 De...Construction) c. Discuss the pros and cons of living on and off campus (Provide additional reasons: 除了 ChuLe... 以外 YiWai...; 再说 ZaiShuo...) d. Express politely a dissenting opinion (觉得 JueDe; 不见得 BuJianDe)(Connecting sentences I: 又 You...又 You; 除了 ChuLe... 还 Hai; 再说 ZaiShuo...) e. The Dynamic Particle 了 Le f. Key Words /Phrases: 觉得(to feel), 方便(convenient), 安全(safe), 省钱(save money), 自由(free), 好处(benefit), 不见得	<u>Communication</u>: students present information and exchange ideas about a variety of subjects <u>Cultures</u>: students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons</u>: students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities</u>: students learn to use the target language within and beyond the school setting <u>Connections</u>: topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies	- University campus questionnaire / survey - Blog: Debate on whether to live on or off campus - Research paper on housing for undergraduate in China - Writing: character practice - Listening: dictation - Reading: workbook translation	- Integrated Chinese Level 2 Part 1 Textbook - Workbook - PowerPoint - Videos - Audios - Flash Cards - Articles - Online resources	

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	(not necessarily), 适应(adapt)			
Differentiation	Support -- for students who are struggling with the content	<u>Content</u> : Present key terms and explanations of concepts and content vocabulary in contextual situations. <u>Process</u> : Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. <u>Product</u> : Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction, partner tests.		
	Extension – for high achieving students.	<u>Content</u> : History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. <u>Process</u> : Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. <u>Product</u> : Presentations, projects, performances, group leadership.		
Evaluation	Formative Assessments (ongoing & mid-lesson): Written assignments, checking for understanding techniques, quizzes, oral communication, dictations, unit examinations			
	Summative Assessments (unit final evaluation): Chapter tests, essays, midterm and final exams, project presentations.			

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Unit 2	Lesson 2			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Dormitory Cultural link: - Housing for international students in China - Housing for graduate students in China	a. Name basic pieces of furniture in a house b. Describe your living quarter (Existential Sentences: place+ verb+着/了+numeral+ measure word +noun) c. Comment on someone's living quarter: adv. 真 Zhen; extreme extent: 得很 DeHen d. Disagree tactfully (make general statement about a relative degree: 比较 BiJiao) e. Connecting sentences with 那么 NaMe f. Omitting Conjunctions in spoken Chinese :因为 YinWei (because) g. Key Words/ Phrases: 恐怕(I am afraid...), 吵(noisy), 差不多 (roughly), 安静(quiet), 一般 (generally speaking), 不怎么样	<u>Communication</u> : students present information and exchange ideas about a variety of subjects <u>Cultures</u> : students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons</u> : students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities</u> : students learn to use the target language within and beyond the school setting <u>Connections</u> : topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies	- Create paperwork from college housing department's perspective on what to bring and what we provide - Options on what to choose in the dorm - Design and present a poster advertising school dorm, must include picture of each item and label them - Role play: campus tour guide and potential parents - Writing: character practice - Listening: dictation - Reading: workbook translation	- Integrated Chinese Level 2 Part 1 Textbook - Workbook - PowerPoint - Videos - Audios - Flash Cards - Articles - Online resources

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Course Title	Mandarin Chinese 3AB		Course Code	
	(so-so), 地道(authentic)			
Differentiation	Support -- for students who are struggling with the content	<u>Content</u> : Present key terms and explanations of concepts and content vocabulary in contextual situations. <u>Process</u> : Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. <u>Product</u> : Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction, partner tests.		
	Extension – for high achieving students.	<u>Content</u> : History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. <u>Process</u> : Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. <u>Product</u> : Presentations, projects, performances, group leadership.		
Evaluation	Formative Assessments (ongoing & mid-lesson): Written assignments, checking for understanding techniques, quizzes, oral communication, dictations, unit examinations			
	Summative Assessments (unit final evaluation): Chapter tests, essays, midterm and final exams, project presentations.			

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Unit 3	Lesson 3			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
At a Restaurant Cultural link: • Settling a bill and tipping in Chinese restaurant • Private banquet rooms in restaurant in China • Basic Chinese cooking techniques • Major culinary styles in China	a. Name for principal regional Chinese cuisines b. Order food and drinks c. Talk about what flavors you like and dislike (Topic-Comment sentence structure; 又 You adj./verb... 又 You adj. /verb...) d. Make your dietary restrictions or preferences known e. Connect two consecutive actions with: 一 V 就... f. Reaffirm the validity of a prior statement with 是 Shi+adj. /verb g. Compare things with 不如 BuRu : A 不如 B+ adj. h. Key Words/ Phrases: 正好 (coincidentally), 特别是 (especially), 麻烦(trouble), 这就要看了(it depends on...), 比	<u>Communication</u> : students present information and exchange ideas about a variety of subjects <u>Cultures</u> : students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons</u> : students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities</u> : students learn to use the target language within and beyond the school setting <u>Connections</u> : topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language	• <i>Create a menu (must include pictures, price and description of dishes)</i> • <i>Report on 8 major culinary styles in China</i> • <i>Speaking: role play waiter and customer</i> • <i>Culture: cooking lesson</i> • <i>Write a restaurant review</i> • <i>Writing: character practice</i> • <i>Listening: dictation</i> • <i>Reading: workbook translation</i>	• <i>Integrated Chinese Level 2 – Part 1 Textbook</i> • <i>Workbook</i> • <i>PowerPoint</i> • <i>Videos</i> • <i>Audios</i> • <i>Flash Cards</i> • <i>Articles</i> • <i>Online resources</i>

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	如说(for example)	studies		
Differentiation	Support -- for students who are struggling with the content	<u>Content</u> : Present key terms and explanations of concepts and content vocabulary in contextual situations. <u>Process</u> : Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. <u>Product</u> : Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction, partner tests.		
	Extension – for high achieving students.	<u>Content</u> : History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. <u>Process</u> : Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. <u>Product</u> : Presentations, projects, performances, group leadership.		
Evaluation	Formative Assessments (ongoing & mid-lesson): Written assignments, checking for understanding techniques, quizzes, oral communication, dictations, unit examinations			
	Summative Assessments (unit final evaluation): Chapter tests, essays, midterm and final exams, project presentations.			

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Unit 4	Lesson 4			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Shopping Cultural link: - Knowing when to bargain - Cash, credit card, or personal check	a. Name basic clothing, bedding and bath items b. Describe your shopping preferences and criteria: 第一(first), 第二(second)... c. Disagree with others tactfully: Adj/V+是+Adj/V,可是/但是... d. Signify the result will remain the same regardless of circumstances: 无论 WuLun...都 Dou... e. Present your arguments with rhetorical questions: 难道 NanDao f. Connect two clauses with conjunction 于是 YuShi (therefore) g. Key Words/ Phrases: 打折 (discount), 要不然(otherwise), 非...不可(must), 标准 (standard), 在乎(to care), ...什	<u>Communication</u> : students present information and exchange ideas about a variety of subjects <u>Cultures</u> : students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons</u> : students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities</u> : students learn to use the target language within and beyond the school setting <u>Connections</u> : topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies	- Market / Sales event: create poster ads and bring items to sell / trade - Research and present a PowerPoint report on history of Chinese clothing (how clothing styles reflect historical background) - Video / film a shopping experience at an open Chinese market - Write a journal about this experience - Writing: character practice - Listening: dictation - Reading: workbook translation	- Integrated Chinese Level 2 Part 1 Textbook - Workbook - PowerPoint - Videos - Audios - Flash Cards - Articles - Online resources

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Course Title		Mandarin Chinese 3AB		Course Code		
	么的 (...ect.)					
Differentiation	Support -- for students who are struggling with the content	<u>Content</u> : Present key terms and explanations of concepts and content vocabulary in contextual situations. <u>Process</u> : Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. <u>Product</u> : Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction, partner tests.				
	Extension – for high achieving students.	<u>Content</u> : History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. <u>Process</u> : Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. <u>Product</u> : Presentations, projects, performances, group leadership.				
Evaluation	Formative Assessments (ongoing & mid-lesson): Written assignments, checking for understanding techniques, quizzes, oral communication, dictations, unit examinations					
	Summative Assessments (unit final evaluation): Chapter tests, essays, midterm and final exams, project presentations.					

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Unit 5	Lesson 5			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Course Selection Cultural link: • The compartmentalized educational system in China • Graduate school or research institute	a. State your major area of study / academic department & some required general courses you have taken (Sub. +V.+ Resultative Complements) b. Talk about what you plan to do after graduating: 对 Dui...来说 LaiShuo (as far as he's concerned); 要么...要么 ... (either...or...) c. Explore what will enhance your future job opportunities d. Introduce a new subject matter with preposition 至于 ZhiYu (as for) e. Explain whether your family members have an impact on your choice of major & career path f. Share tips on how to save money for your education: 建议 JianYi, 好处 HaoChu g. Compare 又/再 (repetition of an action), 还 (an increase in quantity) h. Key Words/ Phrases: 只是(just), 受不了 (unbearable), 肯定(definitely), 打交道(deal	<u>Communication</u> : students present information and exchange ideas about a variety of subjects <u>Cultures</u> : students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons</u> : students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities</u> : students learn to use the target language within and beyond the school setting <u>Connections</u> : topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies	• <i>Role play : student and counselor</i> • <i>Compare and contrast verbally and in writing on classes in Chinese high schools vs. U.S. high schools</i> • <i>Research and report verbally and in writing on courses offered at Chinese universities</i> • <i>Graduation requirements</i> • <i>Writing: "rate my course"</i> • <i>Writing: character practice</i> • <i>Listening: dictation</i> • <i>Reading: workbook translation</i>	• <i>Integrated Chinese Level 2 Part 1 Textbook</i> • <i>Workbook</i> • <i>PowerPoint</i> • <i>Videos</i> • <i>Audios</i> • <i>Flash Cards</i> • <i>Articles</i> • <i>Online resources</i>

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	with) ， 这样(in this way)， 不过(but)		
Differentiation	Support -- for students who are struggling with the content	<u>Content</u> : Present key terms and explanations of concepts and content vocabulary in contextual situations. <u>Process</u> : Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. <u>Product</u> : Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction, partner tests.	
	Extension – for high achieving students.	<u>Content</u> : History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. <u>Process</u> : Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. <u>Product</u> : Presentations, projects, performances, group leadership.	
Evaluation	Formative Assessments (ongoing & mid-lesson): Written assignments, checking for understanding techniques, quizzes, oral communication, dictations, unit examinations		
	Summative Assessments (unit final evaluation): Chapter tests, essays, midterm and final exams, project presentations.		

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Unit 6	Lesson 6			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Boyfriend & Girlfriend Cultural link: - Dating and marriage in China - Chinese Valentine's Day	a. Say if you have an upbeat personality b. State if you have your interests or hobbies with others: 在...上 (in terms of) c. Inquire if everything is OK and find out what has happened: V 来 V 去 d. Describe typical behaviors of a forgetful person: 一会儿 YiHuiEr..一会儿... e. Give a simple description of what you look for in a boyfriend / girlfriend f. Tell what makes you anxious or angry: 让 Rang g. Use 原来 YuanLai for 1. A sudden realization; 2. Original / originally h. Compare 的(after attributives), 地 (after adverbial), 得(after adj./verb) i. Key Words/ Phrases: 到底(what on earth), 根本(at all), 一干二净 (completely), 难怪(no wonder), 实际	<u>Communication</u> : students present information and exchange ideas about a variety of subjects <u>Cultures</u> : students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons</u> : students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities</u> : students learn to use the target language within and beyond the school setting <u>Connections</u> : topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies	- Speed dating activity --must submit anticipated questions and answers "Fei Cheng Wu Rao: show review - Write a "Dear Abby" letter (state relationship problems) - Research and report on arranged marriage in China - Writing: character practice - Listening: dictation - Reading: workbook translation	- Integrated Chinese Level 2 Part 1 Textbook - Workbook - PowerPoint - Videos - Audios - Flash Cards - Articles - Online resources

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	上(in fact), 丢三拉四(forgetful)			
Differentiation	Support -- for students who are struggling with the content	<u>Content</u> : Present key terms and explanations of concepts and content vocabulary in contextual situations. <u>Process</u> : Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. <u>Product</u> : Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction, partner tests.		
	Extension – for high achieving students.	<u>Content</u> : History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. <u>Process</u> : Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. <u>Product</u> : Presentations, projects, performances, group leadership.		
Evaluation	Formative Assessments (ongoing & mid-lesson): <i>Written assignments, checking for understanding techniques, quizzes, oral communication, dictations, unit examinations</i>			
	Summative Assessments (unit final evaluation): <i>Chapter tests, essays, midterm and final exams, project presentations.</i>			

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Unit 7	Lesson 7			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Computer & Internet Cultural link: • Trendy new words in China • Instant messaging in China	a. Finding out if others are angry with you and apologize if so b. Use conjunction 甚至 ShenZhi for emphasis c. Reduce potential tension in a conversation by changing the subject d. Let people know about the trouble you had to go through because of their thoughtlessness or carelessness: 害得 HaiDe (cause trouble) e. Name your activities on the internet and discuss how you make use of internet f. Discuss the pros and the cons of using the internet g. Connecting sentences II: 以后(after), 这一天 (one day), 在那儿(at that place) ... h. Potential complements: 1. Verb+得/不+ resultative complement/ directional complement 2. verb+得/不+了 (liao) i. Key Words/ Phrases: 结果(result), 或者 (or), 从...到...(from...to), 几乎 (almost), 看起来(it seems), 听起来(it	<u>Communication</u> : students present information and exchange ideas about a variety of subjects <u>Cultures</u> : students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons</u> : students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities</u> : students learn to use the target language within and beyond the school setting <u>Connections</u> : topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language	• <i>How to research on “BaiDu”</i> • <i>BaiDu vs. Google</i> • <i>Trendy new words in China</i> • <i>Popular social media in China: “WeChat”-messaging & speaking</i> • <i>Debate / Essay: Advantages vs. disadvantages of cell phone use in school</i> • <i>Research and create a list of popular websites in China (divide by category)</i> • <i>Writing: character practice</i> • <i>Listening: dictation</i> • <i>Reading: workbook translation</i>	• <i>Integrated Chinese Level 2 Part 1 Textbook</i> • <i>Workbook</i> • <i>PowerPoint</i> • <i>Videos</i> • <i>Audios</i> • <i>Flash Cards</i> • <i>Articles</i> • <i>Online resources</i>

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Mandarin Chinese 3AB	Course Code	
	sounds)	studies	
Differentiation	Support -- for students who are struggling with the content	<u>Content</u> : Present key terms and explanations of concepts and content vocabulary in contextual situations. <u>Process</u> : Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. <u>Product</u> : Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction, partner tests.	
	Extension – for high achieving students.	<u>Content</u> : History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. <u>Process</u> : Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. <u>Product</u> : Presentations, projects, performances, group leadership.	
Evaluation	Formative Assessments (ongoing & mid-lesson): Written assignments, checking for understanding techniques, quizzes, oral communication, dictations, unit examinations		
	Summative Assessments (unit final evaluation): Chapter tests, essays, midterm and final exams, project presentations.		

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Course Title	<i>Mandarin Chinese 3AB</i>	Course Code	
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Unit 8	Lesson 8			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Part-time Jobs Cultural link: - Educational expenses in China - Part-time jobs for college students in China	a. Review your monthly income and spending patterns b. Talk about how you balance your personal budget c. Name some possible reasons to work part-time while in school d. Rhetorical questions: 怎么不, 怎么能, 谁不知道 e. Discuss the pros and cons of working part-time while in school f. Describe what you dislike or what bothers you: 嫌 Xian g. Key Words/ Phrases: 压力 (pressure), 受到(receive), 减轻(lessen), 适合 (suitable), 影响 (influence), 取得 (obtain)	<u>Communication</u> : students present information and exchange ideas about a variety of subjects <u>Cultures</u> : students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons</u> : students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities</u> : students learn to use the target language within and beyond the school setting <u>Connections</u> : topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies	- Create a Want Ad. (salary, benefits, skills & experiences) - Describe your Ideal job – (include a poster / resume) - Create and present a job seeking Ad. –part time (salary, skills, location, work time, environment) - Compare college tuition and other expense in China and in the U.S. - Writing: character practice - Listening: dictation Reading: workbook translation	- Integrated Chinese Level 2 Part 1 Textbook - Workbook - PowerPoint - Videos - Audios - Flash Cards - Articles - Online resources

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Course Title	Mandarin Chinese 3AB		Course Code	
Differentiation	Support -- for students who are struggling with the content	<u>Content:</u> Present key terms and explanations of concepts and content vocabulary in contextual situations. <u>Process:</u> Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. <u>Product:</u> Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction, partner tests.		
	Extension – for high achieving students.	<u>Content:</u> History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. <u>Process:</u> Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. <u>Product:</u> Presentations, projects, performances, group leadership.		
Evaluation	Formative Assessments (ongoing & mid-lesson): Written assignments, checking for understanding techniques, quizzes, oral communication, dictations, unit examinations			
	Summative Assessments (unit final evaluation): Chapter tests, essays, midterm and final exams, project presentations.			

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Course Title	Mandarin Chinese 3AB	Course Code	
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Unit 9	Lesson 9			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Education Cultural link: • A Chinese model for friendship & mutual appreciation • Dragon and phoenix as metaphors	a. Comment if you had a stress-free childhood: 才 Cai (indicates a small quantity); b. 得 De (descriptive complements) c. Name some typical classes offered in after-school programs d. Indicate agreement or disagreement: 并 Bing 不/没 (make an emphatic point) e. Present your opinions: 不是 A... 而是 B (negate A affirm B) f. Talk about parents' aspirations for their children: subject + predicates (adj.) g. Key Words/ Phrases: 一直(all along), 最好(had better), 可以说(you could say), 像...一样 (as if), 这么说 (so that means)	<u>Communication</u> : students present information and exchange ideas about a variety of subjects <u>Cultures</u> : students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons</u> : students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities</u> : students learn to use the target language within and beyond the school setting <u>Connections</u> : topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the school setting with their current language studies	• Create a daily schedule • Chat Room with Pen Pals –comparing a day at school in China and U.S. • Write an essay on childhood • Cultural report: parental pressure / tiger mom • Role play: Parent / Teacher conference • Writing: character practice • Listening: dictation • Reading: workbook translation	• Integrated Chinese Level 2 Part 1 Textbook • Workbook • PowerPoint • Videos • Audios • Flash Cards • Articles • Online resources

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Course Title	Mandarin Chinese 3AB		Course Code	
Differentiation	Support -- for students who are struggling with the content	<u>Content:</u> Present key terms and explanations of concepts and content vocabulary in contextual situations. <u>Process:</u> Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. <u>Product:</u> Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction, partner tests.		
	Extension – for high achieving students.	<u>Content:</u> History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. <u>Process:</u> Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. <u>Product:</u> Presentations, projects, performances, group leadership.		
Evaluation	Formative Assessments (ongoing & mid-lesson): Written assignments, checking for understanding techniques, quizzes, oral communication, dictations, unit examinations			
	Summative Assessments (unit final evaluation): Chapter tests, essays, midterm and final exams, project presentations.			

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Course Title	Mandarin Chinese 3AB	Course Code	
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Unit 10	Lesson 10			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
China's Geography Cultural link: • The Yellow River & the Yangtze River • Nationalities in China • Administrative divisions in China	a. Locate major Chinese cities, provinces & rivers on the map b. Give a brief introduction to the geographic features of China: 而 Er (presenting different or contrasting characteristics or situation) c. Compare some basic geographic aspects of China and the United States d. Describe features that may attract you to or deter you from visiting a tourist site: 过 Guo (has had) e. Plan a trip to China: 起来 QiLa (start of action); 最 adj 不过了 (non can surpass) f. Key Words/ Phrases: 为了 (in order to), 呢 (pause), 一下子 (instantly), 大多 (mostly)	<u>Communication</u> : students present information and exchange ideas about a variety of subjects <u>Cultures</u> : students acquire knowledge and develop understandings of cultures other than their own. <u>Comparisons</u> : students gain insights into languages as they compare their respective use of expressions, conventions, and language structures. Critical thinking skills are challenged with various teaching approaches and techniques. <u>Communities</u> : students learn to use the target language within and beyond the school setting <u>Connections</u> : topics integrate disciplines such as history, art, music, and English to reinforce what the student is learning in the	• Create a travel brochure on China Tour (must include weather, food, currency, transportation etc.) • Present a Slide show of a trip to China • Create a Wikipedia entry on a province • Sing a song: "Descendants of Dragon" • Writing: character practice • Listening: dictation • Reading: workbook translation	• Integrated Chinese Level 2 Part 1 Textbook • Workbook • PowerPoint • Videos • Audios • Flash Cards • Articles • Online resources • Map of China

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Office of Secondary Curriculum and Instruction
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Course Title	Mandarin Chinese 3AB		Course Code	
		school setting with their current language studies		
Differentiation	Support -- for students who are struggling with the content	<u>Content:</u> Present key terms and explanations of concepts and content vocabulary in contextual situations. <u>Process:</u> Modified input, slower speech, modeling, visual/aural cues, and repetition are used to accommodate special needs students. Provide multiple modality explanations and practice, partner practice, scaffolding and memorization strategies. <u>Product:</u> Differentiated grading, including but not limited to: matching, oral, or fill-in quizzes for poor spellers, “second chance” teacher-monitored essay and test correction, partner tests.		
	Extension – for high achieving students.	<u>Content:</u> History, Art, Traditions, Current events, Cultural issues, cross-curricular selected topics. <u>Process:</u> Cooperative learning activities, CPR Cultural Research Projects, Culturally based reading selections in the target language: Reading selections including news/magazine articles, stories, current events, authentic excerpts, poetry. <u>Product:</u> Presentations, projects, performances, group leadership.		
Evaluation	Formative Assessments (ongoing & mid-lesson): <i>Written assignments, checking for understanding techniques, quizzes, oral communication, dictations, unit examinations</i>			
	Summative Assessments (unit final evaluation): <i>Chapter tests, essays, midterm and final exams, project presentations.</i>			