

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

Course Title		Mandarin Chinese 4AB				Course Code			
Transcript Title:	Mandarin Chinese 4AB			Grades Levels:	9-12		Board Adoption Date:		
Content Area:	Foreign Language			GPA Scale:	4.0		Date Course Submitted:		4/2016
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		
Prerequisite(s):	Mandarin Chinese 1AB, Mandarin Chinese 2AB, Mandarin Chinese 3AB								
Next course(s):	AP Mandarin Chinese								

COURSE DESCRIPTION (catalog summary):

Mandarin 4 is the successor course to Mandarin 3. The course is designed to further develop students' fundamentals of communicative competence and to enable them to develop higher level speaking, listening, reading and writing skills. In addition to expanding vocabulary and introducing new grammar structures, Mandarin 4 will also focus on helping students be able to more fluently use their acquired vocabulary in daily dialogue and through short reading selections. Speaking and written materials will be expanded to expose students to social and practical topics in formal and informal settings. Students will be able to comprehend a non-technical lecture and discuss the information gained from the lecture. Students will also continue to explore Chinese cultural values and compare differences with those of United States by keeping abreast of current news stories and looking at important events in Chinese history.

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
- Demonstrate respect for Chinese culture through an increasing understanding of Chinese traditions, thoughts and language

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- 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 memory.
- Students will comprehend questions and statements and will respond meaningfully to them using standard Chinese pronunciation and tones.
- Students will provide and obtain information, express feelings, and emotions, and exchange opinion in Chinese.
- Students will improvise one-minute monologues and dialogues from a defined list of topics.

Writing

- Students will write short, meaningful paragraphs using simplified Chinese characters.
- Students will write affirmative, negative and interrogative sentences.
- Students will write characters using correct stroke order and with good proportions.
- Students will describe pictures/photos or will respond to written and oral descriptions using a variety of sentence structures, word orders and vocabulary.

Listening

- Students will respond meaningfully to given statements and questions posed by varied speakers and/or video or oral recordings
- Students will transcribe spoken Chinese into pinyin (Chinese Romanization) and will provide correct tone markings for the pinyin.
- Students will transcribe spoken Chinese into Chinese characters.

Reading

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- Students will be able to read and comprehend simple narrative for which they have been prepared with the appropriate vocabulary.
- Students will be able to read simple narratives at normal speed and with correct pronunciation and tones.
- Students will read and understand a total of 1000 simplified Chinese characters.

Cultural Understanding

- Students will demonstrate an understanding of the relationship between the products, practices, and perspectives of the cultures of the Chinese-speaking world.
- Students will research Chinese current events and will interpret the significance of these events for the U.S.
- 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 comparison of the Chinese culture with their own.
- Students will use the Chinese language both within and beyond the school setting

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.

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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):

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	
Chinese holidays Cultural link: - The spring festival - The lantern festival - The Qingming festival - The dragon boat festival - The mid-autumn festival	a. Name the major traditional Chinese holidays and explain when they occur b. Name the food that is most associated with each of the major traditional Chinese holidays c. Express New Year's wishes d. Describe the festivities during the Chinese new year period e. Wish others success or good health f. Key Words & Phrases: Adj/V +着 +V, Reduplication of measure words, Preposition 以, Particle 嘛, 先...再..., V 起来, V 得出来(be able to tell), 气氛(ambiance) 传统(traditions) 热闹 (lively)	<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>Writing: create an invitation for a Chinese holiday party: (explain the traditions and customs)</i> <i>Speaking/ Presentation + Role Play: Chinese holiday party (different groups representing different holidays)</i> <i>Listening /Speaking Learn a Chunjie song</i> <i>Reading/ Research (Blog / newspaper): compare the Chinese holidays with major US holidays</i> <i>PowerPoint Presentation</i>	<i>Integrated Chinese Level 2 Part 2 Textbook</i> <i>Workbook</i> <i>Audios</i> <i>Videos</i> <i>PowerPoint</i> <i>Online Flash Cards</i> <i>Articles</i> <i>Online resources</i> <i>See "Supplemental Material"</i>	

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Course Title	Mandarin Chinese 4AB		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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Unit 2	Lesson 2			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Changes in China Cultural link: - High- speed Rail in China - The city of Nanjing - Temples of Confucius	a. Describe the sights and sounds of a major city b. Describe in basic terms some features of a historic tourist site c. Give a simple account of the growth of a city from the past to the present d. Express surprise at an unforeseen turn of events e. <i>Key Words & Phrases:</i> Adverb 竟然, Particle 过, Particle 啊, 以 A 为, 一 + reduplicated measure word, Adverb 可是 continued, 完全 (entirely), 的确 (indeed), 要不是 (if it were not for), 从来 (always), 看来 (it seems) 尽可能 (as much as possible)	<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>Listening:</i> audios of news broadcasting from 1980s and current <i>Reading:</i> articles about urban development in newspapers from 1980s, 1990s, and current <i>Writing:</i> compare a Chinese city from 1980s to current/ map-photo: architecture, fashion, mass transportation, food, leisure activities, and communication. <i>Speaking:</i> present the report	<i>Integrated Chinese Level 2 Part 2 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> <i>See "Supplemental Material"</i>

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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 (<i>ongoing & mid-lesson</i>): <i>Written assignments, checking for understanding techniques, quizzes, oral communication, dictations, unit examinations</i>			
	Summative Assessments (<i>unit final evaluation</i>): <i>Chapter tests, essays, midterm and final exams, project presentations.</i>			

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Unit 3	Lesson 3			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Tourism Cultural link: - The Stone Forest near Kunming - Famous sights in DaLi - The old town of Lijiang - Ethnic diversity in YunNan	a. Describe what costs may be covered in a package tour b. Give a brief description of a Chinese sleeper car c. Describe natural objects such as mountains, rivers, trees, and rocks d. Discuss some things that tourists may expect to see or experience at a tourist site e. Comparative sentences f. Numerals in idioms g. Multiple attributives h. Key Words & Phrases: 分别 (separately), 分享 (share something positive), 之前 (prior to), 只好 (have no choice but), 亲眼, 亲耳, 亲口, 亲手, 千万 (by all 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	<i>Reading: major Chinese tour company website/ packages</i> <i>Listening: Tour Commercials</i> <i>Research & report on famous Chinese attractions: historical background, transportation, lodging, weather/ season</i> <i>Dos and Don'ts in China</i> <i>Speaking: Create a Travelogue for a province- Present it to class (music, photos, descriptions)</i> <i>Writing: brochure for a tour (sights, costs, itinerary)</i>	<i>Integrated Chinese Level 2 Part 2 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> <i>See "Supplemental Material"</i>

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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
Life & Health Cultural link: - Housing in Beijing - Smoking in China - Morning exercise in Chinese cities	a. Talk about your exercise routine b. Outline some healthy eating habits c. Describe habits that could make you age prematurely or harm your health d. Disyllabic words becoming monosyllabic e. Conjunction & preposition 与 f. Key Words & Phrases: 有的... 有的, 使 and pivotal sentences , 显得 (to appear to be), 重视 (to attach importance), 等于 (equivalent to), 只要...就 (only if), 随便 (casual), 即使 (even if), 可见 (it is obvious that), 否则 (otherwise)	<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>TaiJi practice</i> <i>Reading: Chinese diet vs. American diet</i> <i>Popular Chinese exercise routine</i> <i>Discussion: Healthy habits</i> <i>Reading: advertisement for health club/ 生活与健康 magazine</i> <i>Speaking: create and conduct a survey among classmates (jogging, sleep time and hours etc.)</i> <i>Writing: create a survey for classmates regarding health habits</i> <i>Compare China to US: smoking, average hours of sleep, type of exercise/ frequency, diet / fast food</i>	<i>Integrated Chinese Level 2 Part 2 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> <i>See "Supplemental Material"</i>

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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
Gender Equality Cultural link: - China's economic reform - Traditional preference for boys - China's women athletes - Nuances of various gender terms - Terms for husband and wife	a. Talk about how couples treat each other as equals b. Discuss gender equality in the workplace c. Summarize briefly the changes in Chinese women's social status in the 20 th century d. Report the score and results of a sports game e. Key Words & Phrases: Pronoun 某, adverb 毕竟, 是...的 to affirm a statement, Complement 过来, 逐渐 (gradually), ...以来(since), 拿...来说(take..for example), 表现(performance), 看你说的(listen to yourself), 不得了 (extremely), 由(by)	<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>Reading: Traditional roles/ jobs for husband and wife</i> <i>Create a questionnaire for teachers: are boys and girls treated the same?</i> <i>Education and career opportunities for women</i> <i>Women's achievements in sports (soccer, volleyball, pingpong)</i> <i>Speaking/ debate: if you were the boss, would you hire a man or a women with very similar qualification? And why?</i> <i>Reading: 1 child policy; new 2 children policy</i> <i>Writing: survey classmates on who manages money or finance in their family, who does chores, who is in charge of important decisions..etc. and write an essay based on the survey.</i>	<i>Integrated Chinese Level 2 Part 2 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> <i>See "Supplemental Material"</i>

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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
Environmental Protection & Energy Saving Cultural link: - Ban on plastic bags - Green power - Regulating air-conditioning temperature	a. Describe a scene in which people are busily engaged in all kinds of activities b. Talk about indicators of a clean environment c. List some green energy sources d. Give examples of practices that are environmentally friendly e. Key Words & Phrases: V1 的 V1, V2 的 V2, Adjectives that can be reduplicated like verbs,吧,吧, 有益于, Adj.+于, V 着 V 着, 想起来(to recall) vs. 想出来(come up with), 环境保护 (environmental protection), 可不是吗(isn't that so?), 造成(to cause), 从...做起(to start with), 不堪设想 (extremely bad, unimaginable)	<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	<i>Reading: news articles on China's environmental policies</i> <i>Listening: Chinese Pod – what can we do help the environment?</i> <i>Writing: Create a flyer on what can students do in daily life to help save energy?</i> <i>Speaking: create a video of a 3 minute public service announcement for our school encouraging other students to save energy on campus and raise awareness of environmental protection</i> <i>Suggestions to Chinese government</i>	<i>Integrated Chinese Level 2 Part 2 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> <i>See "Supplemental Material"</i>

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		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): 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 7	Lesson 7			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Finance & Investment Cultural link: - China's high savings rate - Housing reform - China's stock exchanges	a. Describe if you are a saver or spender b. Identify ways to invest money c. Talk about ways to purchase a big-ticket item d. Describe your spending habits e. Describe in basic terms the ups and downs of the stock market f. <i>Key Words & Phrases:</i> 一向 vs. 一, Summary of the 把 construction, Reduplication of verbs, 引起 (to lead to), 算是 (count as), 合(to combine), 终于 (finally), 接着(to continue), 突然 (suddenly)	<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>Video/ off the great wall: how Chinese kids spend their new year's money?</i> <i>Research: Compare how American kids and Chinese kids spend money</i> <i>Compare the similarity and difference between Chinese and Americans on how they finance</i> <i>Write a plan on how to manage your salary: spend? Save? Invest? Charity?</i> <i>Speaking: Share the finance plan with the class</i>	<i>Integrated Chinese Level 2 Part 2 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> <i>See "Supplemental Material"</i>

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Course Title	Mandarin Chinese 4AB		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): <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 8	Lesson 8			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Chinese History Cultural link: - Confucius - The Analects - The Silk Road - Sun Yat-sen - The revolution of 1911 - China's four great inventions - The terracotta army - Table of Chinese	a. Name some of the most dynasties in Chinese history b. Describe briefly the historical significance of some major Chinese dynasties c. Talk in basic terms about some of China's important historical figures d. Key Words & Phrases: 之一, 其中, 参观(to visit) vs. 游览(to tour), 千千万万(thousands & thousands), 在...基础上(on the basis of), 在...方面(in terms of), 跟....有关系(related to), 再也 没/不(not anymore)	<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	- Read poems / LiBai - Recite TangShi/ SongCi - Writing: Create a timeline of Chinese dynasties and major events - Speaking: report on major historical events 4 inventions - Confucius influence - Role play (e.g. Qin ShiHuang): act out the major events of each dynasty / in groups – reader's theater - Speaking/debate: is Qin Shi Huang a good or bad person? - Listening: CCTV-Chinese History	- Integrated Chinese Level 2 Part 2 Textbook - Workbook - PowerPoint - Videos - Audios - Flash Cards - Articles - Online resources - See "Supplemental Material"

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dynasties				
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 9	Lesson 9			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Interviews Cultural link: - Multinational companies in China - QiPao - Chinese students studying abroad	a. Say one or two sentences to describe signs of nervousness b. Explain in basic terms why China has been able to attract talent and foreign companies c. Describe in basic terms your time management methods d. Congratulate someone on his or her accomplishments e. Key Words & Phrases: Adverb 又, 越...越..., Conjunction 既然, 叫做(to be called), 好在 (luckily), 善于 (be good at), 往往 vs. 常常	<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>Writing: create a job ad. and questions for candidates</i> <i>Writing/ create a resume</i> <i>Speaking/ Listening: mock interviews</i> <i>Reading: Chinese job ads</i>	<i>Integrated Chinese Level 2 Part 2 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> <i>See "Supplemental Material"</i>

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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 10	Lesson 10			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Foreigner in China Cultural link: - Expats in China - Welcome and farewell parties	a. Welcome a visitor from afar at a welcoming party b. Bid someone farewell at a farewell party c. Pay homage to old-timers when joining a new community d. Describe the ease of difficulty of adjusting to life in different country e. Words order in Chinese f. Summary of the 把 construction g. Key Words & Phrases: 接受 (to accept), 而已 (and no more), 在....下 (under), 你说呢? (what do you think?)	<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	<i>Reading: foreigner's blogs about living in China</i> <i>Writing: write a report on Dos and Don't in Chinese culture</i> <i>Speaking/ Skit: welcoming party and farewell party</i> <i>Listening/ off the great wall: learn Chinese now</i>	<i>Integrated Chinese Level 2 Part 2 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> <i>See "Supplemental Material"</i>

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Course Title	Mandarin Chinese 4AB		Course Code	
		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): 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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SUPPLEMENTAL MATERIALS

- Chinese Link Level 2, Part 1 by Wu Suemei, Yu Yueming, Zhang Yanhui;
- 西游记 (Journey to the West) published by 中国少年儿童出版社/Chinese Youth Publishing Co.
- 成语故事 (Stories about Proverbs) published by 中国少年儿童出版社/Chinese Youth Publishing Co.
- 成语故事 (Stories about Proverbs) published by 黑龙江科学技术出版社/Heilongjiang Science & Technology Publishing Co.
- Chinese Breeze: I Really Want to Find Her Peking University Press
- Chinese Breeze: Wrong, Wrong, Wrong Peking University Press
- All Things Considered: Advanced Reader of Modern Chinese (Chich-p'ing Chou (Editor), Yan Xia (Editor), Meow Hui Goh
- Anything Goes: An Advanced Reader of Modern Chinese (Chich-p'ing Chou (Author, Hua-Hui Wei (Author), Kun An (Author), Wei Wang (Author))
- Integrated Chinese Level 2 by Tao-chung Yao and Yuehua Liu
- Sentence Patterns (Books 1, 2, and 3), by Chen Xianchun (Beijing Foreign Languages University)
- Video: Chinese videos and videos about Chinese culture & history (Discovery Channel's "People's Republic of Capitalism")
- Newspaper, magazine articles, and radio reports (podcasts)
- Maps of China and Chinese-speaking areas of the world
- Web songs, dialogues, readings, and videos
- <http://www.chinesepod.com>
- Learn Chinese by DaShan
- <http://zhongwen.com/>
- <http://www.publicchinese.com/podcast/>
- <http://www.chinese-tools.com/>
- <http://www2.kenyon.edu/people/bai/VCSC.htm>
- Danwei TV
- <http://resources.hackingchinese.com/t/All/Reading>
- <http://readchinese.nflc.umd.edu/>
- <http://collections.uiowa.edu/chinese/>
- <http://www.bbc.co.uk/languages/chinese/>

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Materials will be gathered from the internet as well as from regular printed texts such as: 成语故事 (Stories about Proverbs), and 西游记 (Journey to the West) (both published by 中国少年儿童出版社/Chinese Youth Publishing Co.), 成语故事 (Stories about Proverbs) (published by 黑龙江科学技术出版社/Heilongjiang Science & Technology Publishing Co.), and Chinese Breeze: I Really Want to Find Her, and Chinese Breeze: Wrong, Wrong, Wrong (both published by Peking University Press). “Idiom Stories” such as “东施效颦” (Dongshi fromns to imitate Xishi) or “画蛇添足 “ (To add feet to a snake while drawing it) will also be taken as supplementary material from the Chinese Link (Level 2, Part 1) textbook.