

Chinese 4/4H/AP CURRICULUM GUIDE

Course Description

In this course, students will continue to develop communicative competence in Mandarin Chinese in all language skills: listening, speaking, reading, and writing. Students will focus on language proficiency while dealing with level- and age-appropriate cultural content. Students will engage in conversations, readings, composition and research projects. The expectation is that all communication in the classroom will take place in the target language. Cultural topics focus on the history of the Chinese language and culture, lifestyle in China, and current events. By the end of the year, students will be able to understand the spoken language in formal settings (lectures, news, etc.) and in casual settings (conversations, dialogues...etc.). Students will be able to acquire vocabulary and structures that enable them to understand and analyze contextualized materials (advertisement, posters, newspaper, magazine articles, emails, and letters etc.). Students will be able to describe an event or activity in a cohesive and coherent manner with linguistic accuracy. Students will be able to write with organizational, structural, and cultural appropriateness. This course prepares students for college or beyond high school Chinese program.

District 219
Niles North and West High Schools
Skokie, Illinois

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This guide may be changed at any time at the sole discretion of the Board of Education and/or the Superintendent, whichever has appropriate jurisdiction, subject only to mandatory collective bargaining requirements.

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LEARNING TARGETS: Chinese 4/4H/AP (First Semester)

- I Overarching Reading Target: I can comprehend (at a literal level) a passage of fiction or nonfiction containing structures and vocabulary commensurate in difficulty with the Chinese 4/4H/AP learning outcomes.
Sub-targets
- a I can recognize and understand the Pinyin system.
 - b I can recognize and understand simplified and/or traditional Chinese characters of structures and vocabulary presented in the course.
- II Overarching Vocabulary Target: I can recognize and use vocabulary (simplified and/or traditional characters and Pinyin) contained in **Integrated Chinese Level 1 Part 2** (中文听说读写), Lessons 17 AB -19 A, “**Strive for a 5**”
- III Overarching Usage Target: I can recognize and use a variety of structures commensurate in difficulty with the Chinese 4/4H/AP learning outcomes.
Sub-targets
- a I can recognize and use Verb + 了 + numeral + measure word + noun + 了
 - b I can recognize and use 连。。。都/也。。。。
 - c I can recognize and use Verb + 不下
 - d I can recognize and use 多 indicating an approximate number
 - e I can recognize and use question pronouns with 都/也
 - f I can recognize and use time expression + 没 + Verb + (了)
 - g I can recognize and use 好/难 + Verb
 - h I can recognize and use 下去 indicating continuation
 - a I can recognize and use repetition of the verbs or time expression before the object to express duration of actions
 - b I can recognize and use the particle 着
 - c I can recognize and use 被/叫/让 in passive-voice sentences
 - d I can recognize and use 不得了
- IV Overarching Culture Target: I can recognize specific cultural nuances and customs particular to the Chinese world.
Sub-targets
- V Overarching Listening Target: I can respond to comprehension questions based on a listening passage commensurate in difficulty with the Chinese 4/4H/AP learning outcomes.
- VI Overarching Speaking Target: I can speak on a variety of topics commensurate in difficulty with the Chinese 4/4H/AP learning outcomes.
Sub-targets: In addition to speaking topics covered in Chinese 1, Chinese 2/2H, and Chinese 3/3H

LEARNING TARGETS: Chinese 4/41/AP (Second Semester)

- I Overarching Reading Target: I can comprehend (at a literal level) a passage of fiction or nonfiction containing structures and vocabulary commensurate in difficulty with the Chinese 4/41/AP learning outcomes.

Sub-targets:

- e I can recognize and understand the Pinyin system.
- f I can recognize and understand simplified Chinese characters of structures and vocabulary presented in the course.

- II Overarching Vocabulary Target: I can recognize and use vocabulary (simplified characters and Pinyin) contained in **Integrated Chinese**, Level 1 Part 2 (中文听说读写), “**Mary in Shanghai**”, and **AP Practice Exams**

- III Overarching Usage Target: I can recognize and use a variety of structures commensurate in difficulty with the Chinese 4/41/AP learning outcomes.

Sub-targets

- a I can recognize and use question pronouns as indefinite references (whoever, whatever, etc)
- b I can recognize and use number from hundred to million
- c I can recognize and use comparative sentences with 比
- d I can recognize and use 的, 得, 地
- e I can recognize and use 。。。的时候
- f I can recognize and use 还+ positive adjective
- g I can recognize and use 的 structure to modify nouns
- h I can recognize and use kinship terms
- i I can recognize and use Chinese measure words
- a I can recognize the structures in the novel “**Mary in Shanghai**”

- IV Overarching Culture Target: I can recognize specific cultural nuances and customs particular to the Chinese world (including, but not limited to, those presented in *Integrated Chinese, Level 2 Parts 1*, “*Mary in Shanghai*”, and “*Strive for a 5*”, and “*Barron’s AP Chinese Language and Culture*”.

- V Overarching Listening Target: I can respond to comprehension questions based on a listening passage commensurate in difficulty with the Chinese 4/4H/AP learning outcomes.

- VI Overarching Speaking Target: I can speak on a variety of topics commensurate in difficulty with the Chinese 4/4h/AP learning outcomes.

Sub-targets: In addition to speaking topics covered in Chinese 1 , 2/2H, and Chinese 3/3H.

Vocabulary Themes and Benchmarks: Chinese 4/41/AP (First Semester)

Theme	Benchmarks using Illinois Standards	Activities
Lesson 17AB: 租房子 a Describe your current and ideal living quarter b Name common pieces of furniture c State how long you have been living at your current residence d Comment briefly on why a place is or isn't good for someone e Discuss and negotiate rent, utilities, and security deposit	28.A.1b Respond appropriately to simple commands in the target language. 28.B.1a Respond to and ask simple questions with prompts. 28.B.1b Imitate pronunciation, intonation and inflection including sounds unique to the target language. 28.D.1a Copy/write words, phrases and simple sentences. 29.A.1 Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent).	IC1.2 1-34 IC1.2 W: 1-19 DVD: L17 Quizlet 20-second vocabulary relay Fly-swatter Stand-up-and-Say-the-Word Word search Character practice
Lesson 18AB: 运动 a Name some popular sports b Talk about exercise habits c Discuss about various sports d Compare soccer and American football	All of the above benchmarks, plus:	IC1.2: 35-69 IC1.2 W: 21-36 DVD: L18 Quizlet 20-second vocabulary relay Fly-swatter Stand-up-and-Say-the-Word Word search
Lesson 19A: 旅行 a Talk about plans for summer vacation b Ask for discounts, compare airfares and routes, and book an airplane ticket c Ask about seat assignments and request meal accommodations based on my dietary restrictions or preferences	All of the above benchmarks, plus:	IC1.2: 75-104 IC1.2 W: 37-53 DVD: L19 Quizlet 20-second vocabulary relay Fly-swatter Stand-up-and-Say-the-Word Word search
Moon Festival: a What is Moon Festival? b What are the customs of Moon Festival? c What is the significance of Moon	All of the above benchmarks, plus 29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language.	PPT, Youtube/CCTV Quizlet 20-second vocabulary relay

Festival?		Fly-swatter Stand-up-and-Say-the-Word Word search
Double Ninth Festival a What is Double Ninth Festival? b What are the customs of Double Ninth Festival? What is the significance of Double Ninth Festival?	All of the above benchmarks, plus 29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language.	PPT, Youtube/CCTV Quizlet 20-second vocabulary relay Fly-swatter Stand-up-and-Say-the-Word Word search
“Strive for a 5” and AP practice a Introduction of Chinese AP exam b Vocabulary from AP Practice Exams	All of the above benchmarks.	College Board website Strive for 5 AP Chinese Language Culture AP vocabulary supplementary list

Grammar Themes and Benchmarks: Chinese 4/41/AP (First Semester)

Theme	Benchmarks using Illinois Standards	Activities
Lesson 17AB: 租房子 a Verb + 了+ numeral + measure word + noun + 了 b 连。。。都/也。。。 c Verb + 不下 d 多 indicating an approximate number e Question pronouns with 都/也	28.A.1b Respond appropriately to simple commands in the target language. 28.B.1a Respond to and ask simple questions with prompts. 28.D.1a Copy/write words, phrases and simple sentences. 29.A.1 Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent). 28.A.1a Recognize basic language patterns (e.g., forms of address, questions, case).	IC1.2: 203-207, 216 IC1.2 W: 144-145,149-151 DVD: L17 PowerPoint Sentence translation Sentence typing practice Sentence relay Lab activity Jeopardy
Lesson 18AB: 运动 a Time expression + 没 + Verb + (了) b 好/难 + Verb c 下去 indicating continuation d Repetition of the verbs or time expression before the object to express duration of	All of the above benchmarks, plus:	IC1.2: 231-237, 241-249 IC1.2 W: 161, 164-166 DVD: L18 PowerPoint Sentence translation Sentence typing practice

actions e the particle 着 f 被/叫/让 in passive-voice sentences		Sentence relay Lab activity Jeopardy
Lesson 19A: 旅行 a 不得了 b Question pronouns as indefinite references (whoever, whatever, etc) c Number over one thousand d Comparative sentences with 比	All of the above benchmarks.	IC1.2: 262-266, 272-276 IC1.2 W: 188, 197-199 DVD: L19 PowerPoint Sentence translation Sentence typing practice Sentence relay Lab activity Jeopardy
Moon Festival: a What is Moon Festival? b What are the customs of Moon Festival? c What is the significance of Moon Festival?	All of the above benchmarks, plus 29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language.	Youtube videos/CCTV 春晚 PowerPoint embedded reading Jeopardy
Double Ninth Festival a What is Double Ninth Festival? b What are the customs of Double Ninth Festival? c What is the significance of Double Ninth Festival?	All of the above benchmarks, plus 29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language.	Youtube videos PowerPoint Embedded reading Jeopardy

Culture Themes and Benchmarks: Chinese 4/4H/AP (First Semester)

Theme	Benchmarks using Illinois Standards	Activities
Lesson 17AB: 租房子 a Live in the dorm or off campus b 中介公司 c Apartment advertisement	28.B.1a Respond to and ask simple questions with prompts. 28.D.1a Copy/write words, phrases and simple sentences. 29.A.1 Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent). 28.A.1a Recognize basic language patterns (e.g., forms of address, questions, case). 28.A.1b Respond appropriately to simple commands in the target	IC1.2: 224, 226 IC1.2 W: 152, 155, 158 DVD: L17 Web activities Advertisement for apartment from Chinese newspaper

	language.	
Lesson 18AB: 运动 a Expressions like “你胖了”... b 足球 (soccer) and 美式足球 or 橄榄球 (football) c 太极拳 d Sports program on Chinese TV	All of the above benchmarks, plus: 30.A.2d Use the target language to participate in and/or describe games, dances and sports.	IC1.2: 52-254 IC1.2 W : 170 DVD: L18 Web activities Chinese sports TV shows
Lesson 19A: 旅行 a Busy travel seasons in China b Different classes of train tickets c Different ways to travel in China	All of the above benchmarks, plus 30.A1a Recognize the currency of the country(ies) where the target language is spoken and compare values with United States currency.	IC1.2: 281-282, 284 IC1.2 W: 181, 183, 200. 202 DVD: L19 Web activities Sample of train tickets News about traveling in China
Moon Festival: a What is Moon Festival? b What are the customs of Moon Festival? c What is the significance of Moon Festival?	All of the above benchmarks, plus 29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language.	CCTV/Youtube Taste of Moon cakes Research Embedded reading Culture presentation
Double Ninth Festival a What is Double Ninth Festival? b What are the customs of Double Ninth Festival? c What is the significance of Double Ninth Festival?	All of the above benchmarks, plus 29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language.	CCTV/Youtube Research Embedded reading Culture presentation
“Strive for a 5” and AP practice a Introduction of Chinese AP exam b Vocabulary from AP Practice Exams	All of the above benchmarks.	College Board website Strive for 5 AP Chinese Language Culture AP vocabulary supplementary list

Vocabulary Themes and Benchmarks: Chinese 4/41/AP (Second Semester)

Theme	Benchmarks using Illinois Standards	Activities
Lesson 19B: 旅行 a Describe briefly the city Beijing b Describe travel itinerary	28.A.1b Respond appropriately to simple commands in the target language. 28.B.1a Respond to and ask simple questions with prompts. 28.B.1b Imitate pronunciation, intonation and inflection including sounds unique to the target language. 28.D.1a Copy/write words, phrases and simple sentences. 29.A.1 Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent). 30.A.1a Recognize the currency of the country(ies) where the target language is spoken and compare values with United States currency.	IC1.2: 75-104 IC1.2 W: 37-53 DVD: L19 Quizlet 20-second vocabulary relay Fly-swatter Stand-up-and-Say-the-Word Word search
Lesson 20AB: 在机场 a Talk about check in at the airport b Greet guests at the airport c Wish departing friends a safe journey and remind them to keep in touch d Compliment someone on his or her language ability e kinship	All of the above benchmarks. 28.D.2b Present a simple written or oral report on familiar topics.	IC1.2: 104-136 IC1.2 W: 55-72 DVD: L20 Quizlet 20-second vocabulary relay Fly-swatter Stand-up-and-Say-the-Word Word search Family tree
春节 a Name four principal regional Chinese cuisines b Order food and drinks c Talk about what flavors you like or dislike d Make your dietary restrictions or preferences known	All of the above benchmarks, plus: 29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language.	Quizlet 20-second vocabulary relay Fly-swatter Stand-up-and-Say-the-Word Word search
清明节 a What is 清明节? b What are the customs of 清明节? c What is the significance of 清明节?	All of the above benchmarks. 29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language.	Quizlet 20-second vocabulary relay Fly-swatter Stand-up-and-Shout Word search

四大发明／中国菜系／茶文化 a What are 四大发明／中国菜系／茶文化? b What is the significance of 四大发明/中国菜系／茶文化?	All of the above benchmarks. 29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language.	Quizlet 20-second vocabulary relay Fly-swatter Stand-up-and-Say-the-Word Word search
“Mary in Shanghai” and AP Practice Exams a Vocabulary from Mary in Shanghai	All of the above benchmarks.	“Mary in Shanghai” Vocabulary list Barron's AP Chinese Language Culture

Grammar Themes and Benchmarks: Chinese 4/41/AP (Second Semester)

Theme	Benchmarks using Illinois Standards	Activities
Lesson 19B: 旅行 a 的, 得, 地 b 。 。 。 的时候 c 。 。 。 以后	28.A.1b Respond appropriately to simple commands in the target language. 28.B.1a Respond to and ask simple questions with prompts. 28.D.1a Copy/write words, phrases and simple sentences. 29.A.1 Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent). 28.A.1a Recognize basic language patterns (e.g., forms of address, questions, case).	IC2.1: 11-19 IC2.1W:10-15 DVD: L1 PowerPoint Sentence translation Sentence typing practice Sentence relay Lab activity Jeopardy
Lesson 20AB: 在机场 a 还+ positive adjective b kinship terms	All of the above benchmarks, plus: 28.B.2a Pose questions spontaneously in structured situations. 28.B.2b Produce language using proper pronunciation, intonation and inflection. 28.D.1b Describe people, activities and objects from school and home.	IC2.1: 45-53 IC2.1W: 29-36 DVD: L2 PowerPoint Sentence translation Sentence relay Lab activity Jeopardy Family tree
春节 a What is 春节? b What are the traditions of 春节?	All of the above benchmarks, plus: 29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language.	Youtube videos PowerPoint Embedded reading Jeopardy

c What is the significance of 春节?		
清明节 d What is 清明节? e What are the customs of 清明节? f What is the significance of 清明节?	All of the above benchmarks. 29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language.	Youtube videos PowerPoint Embedded reading Jeopardy
四大发明／中国菜系／茶文化 c What are 四大发明／中国菜系／茶文化? a What is the significance of 四大发明/中国菜系／茶文化?	All of the above benchmarks. 29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language.	Youtube videos PowerPoint Research Embedded reading
“Mary in Shanghai” and AP Practice Exams a Grammar from Mary in Shanghai b Grammar from AP Practice Exams	All of the above benchmarks.	“Mary in Shanghai” reading Strive for 5 AP Chinese Language Culture

Culture Themes and Benchmarks: Chinese 4/41/AP (Second Semester)

Theme	Benchmarks using Illinois Standards	Activities
Lesson 19A: 旅行 a Busy travel seasons in China b Different classes of train tickets c Different ways to travel in China	All of the above benchmarks. 30.A1a Recognize the currency of the country(ies) where the target language is spoken and compare values with United States currency.	IC1.2: 281-282, 284 IC1.2 W: 181, 183, 200. 202 DVD: L19 Web activities Sample of train tickets News about traveling in China
Lesson 20AB: 在机场 a Basic rules when traveling by air in China b Beijing roast duck c Beijing 全聚德	All of the above benchmarks, plus: 28.A.1b Respond appropriately to simple commands in the target language. 28.B.1b Imitate pronunciation, intonation and inflection including	IC2.1: 44 IC2.1W : 26-28 DVD: L2

d Kinship	sounds unique to the target language. 28.B.2a Pose questions spontaneously in structured situations. 28.B.2b Produce language using proper pronunciation, intonation and inflection. 28.D.1b Describe people, activities and objects from school and home.	Beijing airport Youtube videos Embedded reading Jeopardy Culture presentation Family tree
春节 d What is 春节? e What are the traditions of 春节? f What is the significance of 春节?	All of the above benchmarks, plus: 29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language.	Youtube videos PowerPoint Embedded reading Jeopardy Photostory Culture presentation
清明节 a What is 清明节? b What are the traditions of 清明节? c What is the significance of 清明节?	All of the above benchmarks. 29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language.	Youtube videos PowerPoint Embedded reading Jeopardy Voicethread Culture presentation
四大发明／中国菜系／茶文化 a What are 四大发明／中国菜系／茶文化? b What is the significance of 四大发明/中国菜系／茶文化?	All of the above benchmarks. 29.A.3 Demonstrate selected customs, manners and traditions in societies associated with the target language.	Youtube videos PowerPoint Research Embedded reading Voicethread Culture presentation
“Mary in Shanghai” and AP Practice Exams a Culture from Mary in Shanghai b Culture from AP Practice Exams	All of the above benchmarks.	“Mary in Shanghai” reading Strive for 5 Barron's AP Chinese Language Culture

Technology Standards and Activities: Chinese 4/41 AP

NETS	Activities
<p>1. Basic operations and concepts:</p> <ul style="list-style-type: none"> Students demonstrate a sound understanding of the nature and operation of technology systems. Students are proficient in the use of technology. 	<p>All lessons include web-based activities, including, but not limited to, Google doc creation and sharing, Type Chinese online, Jeopardy, Quizlet, Photostory, Integrated Chinese-related websites, and Moodle.</p>
<p>2. Social, ethical, and human issues:</p> <ul style="list-style-type: none"> Students understand the ethical, cultural, and societal issues related to technology. Students practice responsible use of technology systems, information, and software. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity. 	<p>Always use school email when sharing document with teachers.</p>
<p>3. Technology productivity tools:</p> <ul style="list-style-type: none"> Students use technology tools to enhance learning, increase productivity, and promote creativity. Students use productivity tools to collaborate in constructing technology enhanced models, prepare publications, and producing other creative works. 	<p>Use Google presentation tools to present culture projects. Always save documents in student's drive or Google drive.</p>
<p>4. Technology communication tools:</p> <ul style="list-style-type: none"> Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences. Students use a variety of media formats to communicate information and ideas effectively to multiple audiences. 	<p>Teacher share daily calendar with students using Google doc. Students use Google doc for group projects.</p>
<p>5. Technology research tools:</p> <ul style="list-style-type: none"> Students use technology to locate, evaluate, and collect information from a variety of sources. Students use technology tools to process data and report results. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks. 	<p>Research information for culture presentation projects.</p>

6. Technology problem-solving and decision-making tools:	
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| <ul style="list-style-type: none">• Students use technology resources for solving problems and making informed decisions.• Students employ technology in the development of strategies for solving problems in the real world. | |
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