

Mandarin Chinese I-IV

Course Descriptions:

Mandarin Chinese I is an introduction to the language and cultures of the Chinese-speaking world. Students demonstrate knowledge of the sound system and language structures to express events in the present, past and near future, describe themselves and others, and ask questions to elicit information. As they move on to **Mandarin Chinese II**, they expand their knowledge of vocabulary, grammar and linguistic structures as they further investigate the cultures and civilizations of the Chinese-speaking countries through special research projects. By **Mandarin Chinese III Honors**, students continue the progressive development of the language skills they learned in previous years with the incorporation of an immersion teaching strategy. Approximately 80% of the instructional time is in Chinese, including language drills, class discussion, movie analyses, culture discussions, surveys, learning team assignments, listening and reading comprehension assessments, and situational dialogues. The other 20% is in English in order to provide clearer descriptions and explanations of grammar rules, scoring guides, sentence structures, and new vocabulary. The course changes to full immersion in **Mandarin Chinese IV**. The exclusive use of the language at this level enhances their learning experience, while ensuring students develop and strengthen proficiency in the four language skills (listening, speaking, reading and writing) in a natural way. Throughout all four courses, students experience culture through a variety of authentic media resources as well as through their own research into various topics.

Curriculum Work So Far:

1. Discussed the end goals for students in the WL program and steps to achieve those goals.
2. Discussed the differences between the needs of the different World Languages.
3. Drafted a curricular scope & sequence over the course of four years that aligns with the AP themes.

Mandarin Chinese I

- **Unit 1:** An introduction to Chinese Pinyin
- **Unit 2:** The Influence of Language and Culture on Identity
- **Unit 3:** Families in different societies

Mandarin Chinese II begins with a review of the Chinese Pinyin, and the vocabulary and grammar learned the previous year

- **Unit 1:** Factors That Impact Quality of Life
- **Unit 2:** Influences of Beauty and Art

Mandarin Chinese III begins with a review of the Chinese Pinyin, and the vocabulary and grammar learned the previous year

- **Unit 1:** Influences of Beauty and Art
- **Unit 2:** Environmental, political, and societal challenges
- **Unit 3:** Project-Based Unit

Mandarin Chinese IV begins with a review of the Chinese Pinyin, and the vocabulary and grammar learned the previous year

- **Unit 1:** How Science and Technology Affect Our Lives
- **Unit 2:** Environmental, Political, and Societal Challenges
- **Unit 3:** Factors That Impact Quality of Life
- **Unit 4:** Project-Based Unit

4. Developed enduring understandings, essential questions, and student learning goals in alignment with the Missouri World Language Learning Standards. The enduring understandings and essential questions that drive the course are listed below. Additionally, each unit has specific enduring understandings, essential questions, and student learning goals.

Enduring Understandings:

- An immersion environment helps students develop and strengthen proficiency in the four language skills of listening, speaking, reading and writing.
- Learning about other cultures benefits us as individuals in a larger society.
- Language study is a window to discovering the norms, values, and cultural qualities of a people and their culture.
- Chinese characters, coded to specific radicals, relate differently than the alphabet.

Essential Questions:

- How does learning a language help me understand cultures that are different from my own?
- How am I part of a global community?
- How will I use my language skills outside of the classroom?
- How can I be competitive in a world job market?
- How does language connect individuals and cultures promoting empathy and tolerance?

Student Learning Overview:

- Considering the vast difference between English and Chinese, the courses go at a slower pace. The goal is to build the students' confidence level in using the language while also helping them gain a deeper understanding and appreciation for the language and its culture.
- Students complete progressively more difficult projects as they progress through each of the levels.
- Students end levels III and IV with project based learning units designed to showcase their skills in authentic ways. The projects are based on the units studied that year.