



# **Mandarin 3**

## **Honors**

<b>Grade(s):</b>	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8	<input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/> Other _____
<b>Discipline/Course:</b>	<b>Discipline:</b> World Languages <b>Course:</b> Mandarin 3 Honors		
<b>Course Title:</b>	Mandarin 3 H		
<b>Prerequisite(s):</b>	Mandarin 2 <i>or</i> Teacher Recommendation		
<b>Course Description:</b> <i>Program of Studies</i>	The learner in level 3 H will: <ul style="list-style-type: none"> <li>● Communicate and exchange information on familiar topics using a series of sentences. Participate in short social interactions by asking and answering a variety of questions. Understand the main idea and some specific information when reading or listening to authentic media sources.</li> <li>● Infer the meaning of unfamiliar words in familiar contexts. Present information and personal preferences on familiar topics by creating language primarily in the present tense.</li> <li>● produce sentences, series of sentences, and some connected sentences in the present and past.</li> </ul>		
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● How do I balance work and school?</li> <li>● How do I prepare financially for college?</li> <li>● What qualities do I look for in a friendship or romantic relationship?</li> <li>● What impact has the internet had on social interactions?</li> <li>● How do foods and flavors differ from region to region?</li> </ul>		

	<ul style="list-style-type: none"> <li>• How do shopping customs differ from country to country?</li> <li>• How is dorm life different from my life at home?</li> <li>• How do parents and children come to an agreement on college decisions?</li> </ul>	
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>• It is crucial to find sufficient time to devote to both work and studies.</li> <li>• Learning to save money at an early age will have a big payoff later in life, and will provide many more opportunities for the future.</li> <li>• Strong relationships are built based on common interests and personalities.</li> <li>• The growing popularity of social media and virtual interactions has significantly impacted how people interact with each other on a daily basis.</li> <li>• The location and cultural identity of a country have a significant impact on the flavors of its native foods and drinks.</li> <li>• Shopping practices are different around the world.</li> <li>• When students leave home for college, several adjustments must be made to acclimate to life in the dorms.</li> <li>• Whether or not children are included in big family decisions varies greatly depending on their culture and customs.</li> </ul>	
<b>Duration: Credit:</b>	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Full-Year	<input type="checkbox"/> 0.5 Credit (s) <input checked="" type="checkbox"/> 1.0 Credit(s) <input type="checkbox"/> 1.5 Credit(s) <input type="checkbox"/> N/A
<b>Course Materials/Resources:</b>	Integrated Chinese, Volume 3	
<b>FPS Course Academic Expectation(s):</b>	<input type="checkbox"/> Exploring and Understanding (EU) <input checked="" type="checkbox"/> Synthesizing and Evaluating (SE) <input type="checkbox"/> Creating and Constructing (CC) <input checked="" type="checkbox"/> Conveying Ideas (CI) <input type="checkbox"/> Collaborating Strategically (CS)	

	<input type="checkbox"/> Using Communication Tools (UCT)
<b>Year at a Glance (Units):</b>	<p><b>Unit 1</b> - 平衡兼职与学业 (Balancing Part-Time Work and School) (~10 weeks)</p> <p><b>Unit 2</b> - 找到爱情了吗! (404: Love Not Found!) (~10 weeks)</p> <p><b>Unit 3</b> - 点菜还是结账? (Menu or Price Tag?) (~10 weeks)</p> <p><b>Unit 4</b> - 宿舍生存指南 (The Guidelines of Dorm Life) (~10 weeks)</p>

<b>Unit Number and Title:</b>	<b>Unit 1 - 平衡兼职与学业 (Balancing Part-Time Work and School)</b>
<b>Duration:</b>	~10 weeks
<b>Resource(s):</b>	Integrated Chinese, Lessons 1 and 8
<b>Unit Overview:</b>	In this unit, students will build vocabulary related to jobs, expenses, and school life. They will also explore cultural topics like the differences between the Chinese and American college systems.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>• How do I balance work and school?</li> <li>• How do I prepare financially for college?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• It is crucial to find sufficient time to devote to both work and studies.</li> <li>• Learning to save money at an early age will have a big payoff later in life and will provide many more opportunities for the future.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>• vocabulary related to jobs and expenses.</li> <li>• how to connect two verb phrases with the word 来 (in order to).</li> <li>• two predictable scenarios pattern 不是...就是... (if it's not...it must be ...).</li> <li>• differences between the Chinese college system and the American college system.</li> <li>• vocabulary related to school life.</li> <li>• the word pattern 除了...以外...还...(in addition...also...), 除了...以外...都...(except for...all...).</li> <li>• Chinese sibling-like mentorship bonds based on seniority 学姐 (senior for female), 学妹 (freshman for female), 学长 (senior for male), 学弟 (freshman for male).</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>• talk about their part-time job experiences.</li> <li>• talk about their monthly expenses.</li> <li>• explain how people fund their education.</li> <li>• discuss the pros and cons of living on and off campus.</li> <li>• name common Chinese part-time jobs.</li> <li>• explain their last name.</li> <li>• explain how to write their Chinese name .</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 2 - 找到爱情了吗! (404: Love Not Found!)</b>
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<b>Duration:</b>	~10 weeks
<b>Resource(s):</b>	Integrated Chinese, Lessons 6 and 7
<b>Unit Overview:</b>	In this unit, students explore vocabulary related to dating, emotions, hobbies, the internet, and personality traits. They will also discuss hobbies and interests they share with others, describe how they and others use the internet, and evaluate its benefits and drawbacks.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>
<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What qualities do I look for in a friendship or romantic relationship?</li> </ul>

	<ul style="list-style-type: none"> <li>• What impact has the internet had on social interactions?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>• Strong relationships are built based on common interests and personalities.</li> <li>• The growing popularity of social media and virtual interactions has significantly impacted how people interact with each other daily.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>• vocabulary related to dating, computers, and the internet.</li> <li>• the word pattern 在...上 (in terms of).</li> <li>• the construction verb 来...去...(a repetitive action).</li> <li>• adverb and adjective word 原来 (in the past, before a change occurred, conveys a sudden realization).</li> <li>• adjectives to describe personalities.</li> <li>• vocabulary related to hobbies and interests.</li> <li>• the word used in questions to press the other speaker for an answer 到底 (what on earth, what in the world, in the end).</li> <li>• the word used in negative sentences 根本 (at all, simply)</li> <li>• the idiom used after 得 as a complement 一干二净 (completely, thoroughly, spotless).</li> <li>• differences between Chinese Valentine's Day and American Valentine's Day.</li> <li>• vocabulary related to emotions/feelings.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>• talk about people's personalities.</li> <li>• state what hobbies and interests they share with friends and family.</li> <li>• ask and answer questions about how people feel.</li> <li>• express emotions.</li> <li>• apologize for actions that have upset friends or family.</li> <li>• change the subject of a conversation if the topic seems to be making someone upset or uncomfortable.</li> </ul>

- name and discuss the activities for which they use the internet.
- discuss the pros and cons of using the internet.

**Unit Number and Title:** Unit 3 - 点菜还是结账? (Menu or Price Tag?)

<b>Duration:</b>	~10 weeks
<b>Resource(s):</b>	Integrated Chinese, Lessons 3 and 4
<b>Unit Overview:</b>	In this unit, students will develop vocabulary related to food, drinks, clothing, and household items. Students will develop the skills to name and order traditional Chinese dishes, express their food preferences and dietary needs, and identify the major regional cuisines of China. They will also be able to describe basic clothing and daily items, share shopping habits, compare discounts and deals, and engage in culturally appropriate bargaining.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How do foods and flavors differ from region to region?</li> <li>● How do shopping customs differ from country to country?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● The location and cultural identity of a country have a significant impact on the flavors of its native food and drinks.</li> <li>● Shopping practices are different around the world.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● vocabulary related to foods and drinks.</li> <li>● expressions used when ordering food in a restaurant.</li> <li>● express a brief action: 一...就... (as soon as).</li> <li>● vocabulary related to clothing, bedding and bath items.</li> <li>● expressing pattern: 无论...都 (no matter what).</li> <li>● how to cap a series of items: ...什么的 (and so on).</li> <li>● expressions related to a dire consequence if the previous clause isn't taken: 要不然 (otherwise).</li> <li>● nonexistence of other options: 只好 (can only).</li> <li>● obligation expressions: 非...不可 (have to, must).</li> <li>● forms of payment in China and America.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● name traditional Chinese dishes.</li> <li>● order food and drinks in a Chinese restaurant.</li> <li>● discuss what foods/drinks they like and dislike.</li> <li>● describe their dietary restrictions and preferences.</li> <li>● list some principal regional Chinese cuisines.</li> <li>● name basic clothing, bedding, and bath items.</li> <li>● describe shopping preferences and criteria.</li> <li>● discuss and compare discounts and deals.</li> <li>● respectfully disagree/bargain.</li> </ul>

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|  | <ul style="list-style-type: none"><li>● research and discuss bargaining practices in China and the United States.</li><li>● compare forms of payment in China and the United States.</li></ul> |
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<b>Unit Number and Title:</b>	<b>Unit 4 - 宿舍生存指南 (The Guidelines of Dorm Life)</b>
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<b>Duration:</b>	~10 weeks
<b>Resource(s):</b>	Integrated Chinese, Lessons 2 and 9
<b>Unit Overview:</b>	In this unit, students will learn vocabulary related to dorm room furniture, after-school programs, and activities. Students will develop the ability to name and describe dorm furnishings, discuss their living arrangements, and share opinions on academic expectations and extracurricular commitments. They will also engage in respectful conversations about parenting roles, children’s education, and navigating agreements and disagreements in socially appropriate ways.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How is dorm life different from my life at home?</li> <li>● How do parents and children come to an agreement on college decisions?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● When students leave home for college, several adjustments must be made to acclimate to life in the dorms.</li> <li>● Whether or not children are included in big family decisions varies greatly depending on their culture and customs.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● vocabulary related to furniture in dorm rooms.</li> <li>● adjectives to describe a dorm room.</li> <li>● vocabulary related to after-school programs and activities.</li> <li>● expressing relative degree or extent using: 比较 (relatively, comparatively, rather).</li> <li>● indicating an extreme extent using: ...得很 (to describe thoughts or feelings to suggest an extreme extent).</li> <li>● adjective word: 一般 (generally).</li> <li>● expressing a small quantity: 才 (only, just now).</li> <li>● the pattern to use in response to a statement or situation, the speaker wishes to negate X and strongly affirm Y: 不是...而是...(not this, but that).</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● name basic pieces of furniture.</li> <li>● describe and discuss their living quarters.</li> <li>● respectfully disagree about dorm expectations.</li> <li>● discuss their parents' roles in dictating their academic and extracurricular enrollments and schedules.</li> <li>● discuss various after-school program options.</li> <li>● agree and disagree with a friend.</li> <li>● discuss their opinions on children's education.</li> <li>● talk about parents' aspirations for their children.</li> </ul>

- discuss children's education.