



MANDARIN CHINESE LEVEL II

Course Overview

Course Description:

Students in Chinese II will continue the progressive development of the language skills which they learned in Chinese I. They will expand their knowledge of vocabulary, grammar and linguistic structures. They will further investigate the cultures and civilizations of the Chinese-speaking countries through special research projects. Students will practice their conversational skills through dramatization, cooperative learning, paired practice, oral presentations and class discussions. In class, students will express themselves in Chinese whenever possible. They will complete homework assignments and will show proficiency through oral interviews, written quizzes, presentations, in-class compositions, spontaneous conversational skills and unit exams.

Scope and Sequence:

Review of the Chinese Pinyin, vocabulary and grammar learned the previous year

Unit 1: Factors that Impact Quality of Life

Unit 2: Influences of Beauty and Art

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?

MANDARIN CHINESE II

UNIT 1: FACTORS THAT IMPACT QUALITY OF LIFE

UNIT 1 DESCRIPTION/OVERVIEW

Students explore the similarities and differences between life in Chinese-speaking societies and their own, and how these factors influence quality of life.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Cultures and societal norms contribute to the unique ways in which cultures structure their times. • Cultures shape the way time is perceived. • Different dates hold different significance and are celebrated differently depending on societal norms and traditions.	• How does telling dates in Chinese differ from the way you tell dates? • What cultural norms and rules must be followed when communicating in writing? • What types of events are important in Chinese culture? In your own culture? • How are special events celebrated in Chinese speaking communities? • How is schooling similar and different in China than it is in my home country?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Time of day • Days of the week, months, year • Adverbials of time and place • School related vocabulary • Chinese letter and email formats • Special events in the Chinese culture	• Identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken or written. • Communicate in spontaneous spoken or written conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. • Present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken or written language. • Identify products and practices in my own and other cultures to help understand perspectives. • Interact at a survival level in some familiar everyday contexts.

MANDARIN CHINESE II

UNIT 1: FACTORS THAT IMPACT QUALITY OF LIFE

Missouri Learning Standards

Communication—Communicate in Languages Other Than English

- 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2: Students understand and interpret written and spoken language on a variety of topics.
- 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Culture—Gain Knowledge and Understanding of Other Cultures

- 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections—Connect With Other Disciplines and Acquire Information

- 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
- 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons—Develop Insight into the Nature of Language and Culture

- 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities—Participate in Multilingual Communities at Home and Around the World

- 5.1: Students use the language both within and beyond the school setting.
- 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

MANDARIN CHINESE II

UNIT 2: INFLUENCES OF ART AND BEAUTY

UNIT 2 DESCRIPTION/OVERVIEW

An introductory look into how culture and upbringing impact what is important to us in terms of beauty and art.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Understanding proverbs and idioms and learning to use them appropriately are important for building language proficiency. - Colors represent different things in different cultures.	- What does each color represent in Chinese culture? - What are the "four treasures of study" and why are they important? - How do the Chinese typically spend their day?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Colors - Sizes - Descriptive adjectives and adverbs - Leisure activities - Basic supplies for leisure and work activities - Role of proverbs and idioms in the shaping of the Chinese language and culture	- Identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken or written. - Communicate in spontaneous spoken or written conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. - Present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken or written language. - Identify products and practices in my own and other cultures to help understand perspectives. - Interact at a survival level in some familiar everyday contexts.

MANDARIN CHINESE II

UNIT 2: INFLUENCES OF ART AND BEAUTY

Missouri Learning Standards

Communication—Communicate in Languages Other Than English

- 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2: Students understand and interpret written and spoken language on a variety of topics.
- 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Culture—Gain Knowledge and Understanding of Other Cultures

- 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections—Connect With Other Disciplines and Acquire Information

- 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
- 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons—Develop Insight into the Nature of Language and Culture

- 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities—Participate in Multilingual Communities at Home and Around the World

- 5.1: Students use the language both within and beyond the school setting.
- 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.