



MANDARIN CHINESE LEVEL III

Course Overview

Course Description:

Students in Chinese III Honors will continue the progressive development of the language skills they learned in Chinese I and Chinese II by means 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, assignments, scoring guides, sentence structures, and new vocabulary. Throughout the course, students will expand their knowledge of vocabulary, grammar and linguistic structures as they study more complex grammar concepts and learn 250-350 characters (with combinations). They will also extend their cultural competency as they further investigate the cultures of the Mandarin Chinese-speaking countries through special projects. Students will complete daily homework assignments and will show proficiency through oral interviews, written quizzes, presentations, in-class compositions, spontaneous conversation skills and unit exams.

Scope and Sequence:

Review of the Chinese Pinyin, 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

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?

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UNIT 1: INFLUENCES OF BEAUTY AND ART

UNIT 1 DESCRIPTION/OVERVIEW

A more indepth 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>
• Cultures and societal norms contribute to the uniqueness of each culture's music and arts. • Cultures and societal norms influence the activities in which individuals participate.	• What role do the arts play in Chinese culture? • What are some traditional Chinese musical instruments? • What are popular activities among the Chinese? How are these activities similar and different to popular activities among people of your culture? • What are popular times of the year to travel? • What are the most popular types of shows to watch?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Common recreational activities • Actions in progress • Intent, ability, permission, and wish • Expressions of time	• Understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken or written. • Participate in spontaneous spoken or written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. • Communicate information, make presentations, and express thoughts about familiar topics, using sentences and series of connected sentences through spoken or written language. • Make comparisons between products and practices in own and other cultures to help understand perspectives. • Interact at a functional level in some familiar contexts.

MANDARIN CHINESE LEVEL III

UNIT 1: INFLUENCES OF BEAUTY AND ART

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 LEVEL III

UNIT 2: ENVIRONMENTAL, POLITICAL, AND SOCIETAL CHALLENGES

UNIT 2 DESCRIPTION/OVERVIEW

A study into the effects environmental, political, and/or societal challenges have on today's society through a review of authentic current events as reported in Chinese language news sources.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Regions within a country are divided differently, both geographically and politically. - Expressing politeness differs among cultures. - Cultures around the world celebrate differently. - Societal needs have led to lifestyle changes. - Societal changes lead to misunderstandings between generations.	- How is China divided into regions? - How are the different regions of China governed? - What similarities and differences are there between a school day in China and one in your home country? - How has life changed in China? - What expectations exist when attending a party in China? How do these expectations vary with those in your home country?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Names of buildings and parts of buildings found in a community. - Vocabulary to describe the surroundings of your home and school. - Adjectives of location and position - Location of major Chinese cities - Ways to describe future plans.	- Understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken or written. - Participate in spontaneous spoken or written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. - Communicate information, make presentations, and express thoughts about familiar topics, using sentences and series of connected sentences through spoken or written language. - Make comparisons between products and practices in own and other cultures to help understand perspectives. - Interact at a functional level in some familiar contexts.

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UNIT 3: SPECIAL PROJECTS

UNIT 3 DESCRIPTION/OVERVIEW

The year ends with a project-based unit that incorporates all the skills and topics covered throughout the school year so the students can showcase what they have learned.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• In order to avoid cultural misunderstandings, it is important to recognize that significant differences in behaviors exist among cultures. • When we recognize the dynamic values and beliefs that define distinct cultures, we are able to build stronger relationships.	• How can I convey what I have learned to others? • How do aspects of my culture compare and contrast from aspects of Chinese culture?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Presentational skills • Fact vs opinion • Persuasive argument • Inform • Narration • Supporting statements • Interpretation • Analysis	• Synthesize the skills and knowledge learned throughout previous units. • Compare and contrast practices and products. • Present information in the target language in spoken and/or written form. • Make myself understood when conveying information. • Research topics related to Chinese culture. • Support opinions. • Express thoughts and viewpoints using written and spoken language. • Hold a conversation in the target language. • Analyze written and spoken speech.

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