



## **MANDARIN CHINESE LEVEL IV**

### **Course Overview**

#### **Course Description:**

The goal of Chinese IV is to further communication skills acquired in Mandarin Chinese III by encouraging students to interact with the target language in an immersion setting. The exclusive use of the language 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. Along with the emphasis on enhancing aural-oral skills through authentic audio and video recordings as well as through conversations with native Chinese speakers, the students learn more advanced grammar, reading, and writing, as they learn complex grammar concepts and 250-350 characters (with combinations), and extend their cultural competency.

#### **Scope and Sequence:**

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

**Unit 1:** How Science and Technology Affect Our Lives

**Unit 2:** Factors That Influence the Quality of Life

**Unit 3:** Environmental, Political, and Societal Challenges

#### **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 LEVEL IV

## UNIT 1: HOW SCIENCE AND TECHNOLOGY AFFECT OUR LIVES

### UNIT 1 DESCRIPTION/OVERVIEW

A look into the impact science and technology has on societies.

| Unit Essential Learning Targets                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <i>Enduring Understandings</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <i>Essential Questions</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>Science and technology have a profound impact on how we move around.</li> <li>Advancements in technology have varying effects on different societies and cultures.</li> <li>Advancements in science and technology have local, national, and global effects.</li> <li>Different societies approach science and technology from differing perspectives.</li> <li>Identity is dynamic and can be influenced by different cultural and language experiences.</li> </ul> | <ul style="list-style-type: none"> <li>How can travel experiences influence identity?</li> <li>What are common methods of travel in Chinese culture? In your own?</li> <li>How can travel impact our perspectives?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <i>Students must know:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <i>Students must be able to:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>Vocabulary needed to talk about transportation and travel.</li> <li>Directions.</li> <li>Commands.</li> <li>Suggestions.</li> <li>Ways to describe situations in place and time.</li> <li>Ways to describe results or consequences of an action.</li> <li>Expressions of frequency.</li> <li>Expressions to describe experiences.</li> </ul>                                                                                                                         | <ul style="list-style-type: none"> <li>Understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within spoken or written texts.</li> <li>Participate in spontaneous spoken or written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.</li> <li>Communicate information, make presentations, and express thoughts about familiar topics, using sentences and series of connected sentences through spoken or written language.</li> <li>Make comparisons between products and practices in own and other cultures to help understand perspectives.</li> <li>Interact at a functional level in some familiar contexts.</li> </ul> |

# MANDARIN CHINESE LEVEL IV

## UNIT 1: HOW SCIENCE AND TECHNOLOGY AFFECT OUR LIVES

### 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 IV

## UNIT 2: FACTORS THAT INFLUENCE THE QUALITY OF LIFE

### UNIT 2 DESCRIPTION/OVERVIEW

An exploration into the similarities and differences between life in societies of the target language and our own and how these factors influence quality of life.

| Unit Essential Learning Targets                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <i>Enduring Understandings</i>                                                                                                                                                                                                                                                                                                                                                       | <i>Essential Questions</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>Daily life is influenced by and is a reflection of cultural values, traditions, and societal norms.</li> <li>Socioeconomic factors influence daily life, and in turn, quality of life.</li> <li>Cultural attitudes towards work, leisure, and family time vary among diverse cultures and influence the perceived quality of life.</li> </ul> | <ul style="list-style-type: none"> <li>What factors influence what people choose to eat?</li> <li>How do perceptions of a healthy lifestyle impact daily life in Chinese-speaking communities?</li> <li>What factors are important in maintaining overall quality of life for Chinese speakers?</li> <li>How do cultural values and norms affect daily life?</li> <li>What role does technology play in daily life in Chinese-speaking societies?</li> <li>How does the concept of community and social relationships impact daily life?</li> </ul>                                                                                                                                                                                                                       |
| <i>Students must know:</i>                                                                                                                                                                                                                                                                                                                                                           | <i>Students must be able to:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>Perspective</li> <li>Background on literary texts used throughout the unit.</li> <li>Meaningful vocabulary that appears in the resources teachers choose to incorporate into the unit of study</li> </ul>                                                                                                                                     | <ul style="list-style-type: none"> <li>Understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within spoken or written texts.</li> <li>Participate in spontaneous spoken or written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.</li> <li>Communicate information, make presentations, and express thoughts about familiar topics, using sentences and series of connected sentences through spoken or written language.</li> <li>Make comparisons between products and practices in own and other cultures to help understand perspectives.</li> <li>Interact at a functional level in some familiar contexts.</li> </ul> |

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

- 5.1: Students use the language both within and beyond the school setting.
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# MANDARIN CHINESE LEVEL IV

## UNIT 3: ENVIRONMENTAL, POLITICAL, AND SOCIETAL CHALLENGES

### UNIT 3 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <i>Enduring Understandings</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <i>Essential Questions</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>• Different societies approach science and technology from differing perspectives.</li> <li>• Weather patterns impact daily life.</li> <li>• Different regions experience distinct weather conditions and seasonal variations.</li> <li>• Being proactive lessens the impact of weather events.</li> <li>• Societies adapt to changing weather patterns.</li> <li>• Advancements in science and technology have local, national, and global effects.</li> </ul> | <ul style="list-style-type: none"> <li>• How have technological advancements shaped culture?</li> <li>• How can cultural and societal beliefs foster or hinder developments in science and technology?</li> <li>• What role do weather conditions play in our daily life?</li> <li>• How do people adapt to changing conditions?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <i>Students must know:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <i>Students must be able to:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>• Geographical locations</li> <li>• Geographical features</li> <li>• Seasons</li> <li>• Advanced weather terminology</li> <li>• Effects of weather events</li> <li>• Ways of expressing events taking place at different times</li> </ul>                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Understand the main message and supporting details on a wide variety of familiar and general interest topics from across various time frames from complex, organized texts that are spoken or written.</li> <li>• Maintain spontaneous spoken or written conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using a series of connected sentences and probing questions.</li> <li>• Deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken or written language.</li> <li>• Explain some diversity among products and practices and how it relates to perspectives.</li> <li>• Interact at a competent level in familiar and unfamiliar contexts.</li> </ul> |

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# MANDARIN CHINESE LEVEL IV

## UNIT 4: SPECIAL PROJECTS

### UNIT 4 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                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <i>Enduring Understandings</i>                                                                                                                                                                                                                                                                                                         | <i>Essential Questions</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"> <li>• In order to avoid cultural misunderstandings, it is important to recognize that significant differences in behaviors exist among cultures.</li> <li>• When we recognize the dynamic values and beliefs that define distinct cultures, we are able to build stronger relationships.</li> </ul> | <ul style="list-style-type: none"> <li>• How can I effectively convey what I have learned?</li> <li>• How do aspects of my culture compare and contrast from aspects of Chinese culture?</li> <li>• What aspects of Chinese culture resonate with me?</li> </ul>                                                                                                                                                                                                                                                                                                                                             |
| <i>Students must know:</i>                                                                                                                                                                                                                                                                                                             | <i>Students must be able to:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>• Presentational skills</li> <li>• Fact vs opinion</li> <li>• Persuasive argument</li> <li>• Inform</li> <li>• Narration</li> <li>• Supporting statements</li> <li>• Interpretation</li> <li>• Analysis</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>• Synthesize the skills and knowledge learned throughout previous units.</li> <li>• Compare and contrast practices and products.</li> <li>• Present information in the target language in spoken and/or written form.</li> <li>• Make myself understood when conveying information.</li> <li>• Research topics related to Chinese culture.</li> <li>• Support opinions.</li> <li>• Express thoughts and viewpoints using written and spoken language.</li> <li>• Hold a conversation in the target language.</li> <li>• Analyze written and spoken speech.</li> </ul> |

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