



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



CONTENT AREA(S): Chinese

COURSE/GRADE LEVEL(S): Chinese 4Honors / grades 9-12

I. Course Overview

Students will attain listening, speaking, reading and writing skills in standard (Mandarin) Chinese as per the Intermediate-Mid to Intermediate-High level (Pre-advanced, NJCCC) on the ACTFL proficiency scale. Specifically, students will be able to achieve the following:

- Listening: Understand paragraph-length utterances pertaining to a wide range of topics related to daily life (including lodging/living quarters, dining, shopping, the internet, work, travel, etc.)
- Speaking: Handle a wide range of tasks and social situations related to the topic areas mentioned above, and participate in casual conversations. They will also be able to narrate, describe, and compare and contrast.
- Reading: Identify key facts and some details in descriptive material about daily life, and discern connections between sentences in simple paragraphs. They will also be able understand some authentic texts that serve a functional purpose, such as signs, public announcements, and short instructions.
- Writing: Compose notes and simple letters, summaries of biographical information such as work and school experience, and other multi-paragraph pieces of writing.

Chinese 1, Chinese 2, and Chinese 3 complement is required.

II. Units of Study

- Unit 1: Starting School
- Unit 2: Dormitory
- Unit 3: At the Restaurant
- Unit 4: Shopping
- Unit 5: Choosing Classes

III. Learning Objectives

By the conclusion of this course, students should be able to:

A. Interpretive Mode:

- Demonstrate an understanding of spoken and written language, as expressed by speakers of the target language in formal and informal settings through appropriate responses.
- Synthesize information from oral and written discourse dealing with a variety of topics.
- Apply knowledge and skills gained in other core content areas to interpret information on topics related to the study of the target language and culture.



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- Analyze elements of the target language and comparable linguistic elements in English.
- Analyze how the changing economic and political environment influences the development of new products and contemporary practices in the target culture.
- Compare and contrast varying perspectives that exist in different target cultures as seen in television, film and other forms of the media.
- Compare and contrast tangible products of the target culture(s) to their own culture and formulate a rationale about why people produce and use them.

B. Interpersonal Mode:

- Give, respond, and ask for clarification on detailed oral and written directions, commands, and requests.
- Interact in a variety of situations using culturally appropriate verbal and non-verbal communication strategies.
- Ask and respond to questions as part of group discussion on topics of personal, academic or social nature.
- Engage in oral and/or written discourse in a variety of time frames on topics of personal or social interest, or on topics studied in other core content areas.
- Interact in a wide range of social and professional contexts that reflect both peer-group and adult activities within the culture studied, using appropriate etiquette in verbal or non-verbal communication.
- Discuss culturally authentic selections listened to, read, or viewed to demonstrate insights gained into the products, practices and perspectives of the target culture(s).
- Analyze for discussion the observable patterns of behavior and social conventions of various age groups in the target culture(s) and compare them with the US.

C. Presentational Mode:

- Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or exposure to perspectives from the target culture.
- Use language creatively in writing for a variety of purposes.
- Explain the structural elements and/or cultural perspectives of authentic selections.
- Explain the perspectives of the target culture(s) as evidenced by their products and practices and compare those with home cultural perspectives.
- Develop a persuasive rationale showing how the study of the target language and its culture(s) influences attitudes and views on diversity.
- Simulate activities that are characteristic of the transition between high school and the workplace / university in the target culture.

IV. Essential Questions (The open-ended, provocative questions that help frame inquiry)

Unit 1: Starting School

- When does one begin school in China?
- How long is the school day in China?
- Why are “officers” elected in Chinese classes?
- What are the procedures for registering for classes and how does one perform those procedures?
- Are Chinese students permitted to live both on and off campus?
- What are the benefits of living on/off campus?



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Unit 2: Dormitory

- How are dormitories in China different from those in the US?
- Does one choose a roommate in China?
- Can that roommate be from another country?
- Do Chinese schools have cafeterias?
- Is the food at cafeteria good?
- What can one do if he/she does not like the food?

Unit 3: At the Restaurant

- Where does the guest usually sit at the table?
- What is the first/last course that Chinese people usually eat?
- How does one properly order food/drink in Chinese?
- Is it good manners to play with one's chopsticks? Why?
- What role does dining play in conducting business in China?

Unit 4: Shopping

- Is Chinese money worth the same as US money?
- How much would an iPad cost in China vs. the US?
- Why is counting in Chinese easier and more logical than counting in English?
- Is it OK to bargain in China? If so, where is it OK?
- Are brand names important to Chinese people?
- What are some brand names?

Unit 5: Choosing Classes

- Can students in China choose a college/classes freely or do they sometimes feel pressure from parents?
- What are some popular colleges/classes that Chinese students choose?
- What are some criteria that Chinese students use to choose colleges/universities?
- What is college entrance based on?
- How does one apply to a college? Does one have to take an entrance examination?

V. Key Performance and Benchmark Tasks

Unit 1:

- Pair Interview: Get to know your Chinese language partner/classmate better (guided questions)
- Building words
- Musical reading
- Storytelling based on cartoon pictures

Unit 2:

- Interview - know more about your partner/classmate (guided questions)



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- Role play conversation - call your parents to talk about your new room in the college
- Building words
- Reading and writing
 - complete the dialogue between a landlord and a potential tenant
 - explain whether or not rent the apartment by commenting briefly on given aspects

Unit 3:

- Role play a dialogue
- Skit writing and performance
- Building words
- Musical reading

Unit 4:

- Listening rejoinder
- Pair conversation
- Skit writing and performance
- Building words

Unit 5:

- Building words
- Skit writing and performance
- Presentations
- Role play

VI. Instructional Materials

A. Textbook:

1. Integrated Chinese, Level II Part 1, Textbook, 3rd Edition (Simplified)

B. Teacher-designed materials.