

DARIEN PUBLIC SCHOOLS

CURRICULUM GUIDE

MANDARIN CHINESE IV

**APPROVED BY THE BOARD OF EDUCATION
ON OCTOBER 26, 2010**

DARIEN PUBLIC SCHOOLS

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TABLE OF CONTENTS

SECTION I – Course Information

Statement of Philosophy.....	6
Program Goals.....	7
Overview.....	8
Essential Questions.....	9
Process Skills.....	10
Student Performance Summary.....	11
Grading Guidelines.....	12

SECTION II – Units of Study

Summary of Units.....	14
Unit 1: PRINCIPLES OF LANGUAGE	15
Unit 2: CHINESE FESTIVALS.....	20
Unit 3: CHANGES IN CHINA.....	26
Unit 4: TRAVEL.....	31
Unit 5: LIFE AND WELLNESS.....	36
Unit 6: GENDER EQUALITY.	42
Unit 7: ENVIRONMENTAL PROTECTION.....	48
Unit 8: MONEY MANAGEMENT AND INVESTING.....	53
Unit 9: CHINESE HISTORY.....	58
Unit 10: INTERVIEWING FOR A JOB.....	64
Unit 11: FOREIGNERS IN CHINA.....	69

SECTION III - Related Goals and Standards

The Connecticut Framework: K-12 Curricular Goals and Standards.....75
National Standards.....75

SECTION IV – Learning Resources

Supplemental Resources.....77
Differentiated Instruction.....79

SECTION I - Course Information

STATEMENT OF PHILOSOPHY

Mandarin is the national language of China, and is the world's most widely spoken native Language. Today China's economy is second in size only to the United States, and is expected to surpass the U.S. within the next few decades. There currently is a global demand to learn Mandarin as a second language, especially for business. In addition, Mandarin is an important academic language and a requirement for M.A. and PhD programs in East Asian history departments. The ability to offer Chinese at the secondary level is developing throughout Fairfield County, and the demand for this language is growing in Darien, where parents and students expect our schools to be at the forefront of educational developments. This course continues an administrative initiative to add an additional foreign language sequence to Darien High School. Future goals include expanding Mandarin Chinese to the middle school and perhaps into the elementary level.

Mandarin Chinese IV will continue a careful progression of skill development that spirals and repeats from one level to the next. Students will develop speaking and listening skills within a classroom that focuses on immersion in the language as much as possible.

Reading and writing in Chinese will progress more slowly due to the complexity of the written form. Student understanding of the building blocks of Chinese characters will be stressed over rote memorization, and calligraphy will be practiced to reinforce learning the characters. A student's ability to function in a Chinese language environment will be of paramount importance in Mandarin Chinese IV.

PROGRAM GOALS

The most important goal of this course will be to prepare students to function effectively in a Chinese language environment. The program goals of Mandarin Chinese IV in the Darien Public Schools are also aligned with the **ACTFL** national standards for teaching Chinese.

1. The primary goal of Mandarin Chinese IV is communication in Chinese. Students will be able to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese. Students will be able to understand and interpret written and spoken language on a variety of topics in Chinese. Students will also be able to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2. A secondary goal of Mandarin Chinese IV is to gain knowledge and understanding of the cultures of the Chinese speaking world. Students will be able to demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese speaking world. Students will also be able to demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese speaking world.
3. Students will reinforce and further their knowledge of other disciplines through the study of Mandarin Chinese. Students will acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.
4. Learning Mandarin Chinese will also help students develop insight into the nature of language and culture. Students will demonstrate an understanding of the nature of language through comparisons of the Chinese language with their own. Students will also demonstrate an understanding of the concept of culture through comparisons of Chinese culture with their own.
5. Finally, students will participate in multilingual communities at home and around the world through the study of Mandarin Chinese. Students will have opportunities to use Mandarin Chinese both within and beyond the school setting. The long term goal of Mandarin Chinese IV is to have students become life-long learners by using Chinese for personal enjoyment and enrichment.

OVERVIEW

Mandarin Chinese IV will further develop intermediate skills in speaking, listening, reading and writing Chinese, as well as provide cultural enrichment concerning Chinese culture and civilization. Mandarin Chinese IV will thus build upon the skills developed in the previous three levels. This course will follow a similar scope and sequence as in existing world language courses. Students will learn and practice speaking, listening, reading and writing Chinese within the context of thematic units. Acquired language skills will be reinforced in new units. The major emphasis will thus be towards the spoken language and the use of Pinyin Romanization, as well as building a vocabulary of traditional written characters and their simplified equivalents, all within the context of understanding China and Chinese culture. The expectations for greater fluency will develop over the course of a four-year sequence. Travel opportunities will also be explored, most likely as an extra-curricular summer opportunity, but could be developed either as part of a formal aspect of the course, or in conjunction with other DHS student exchanges.

ESSENTIAL QUESTIONS

1. How can students develop correct pronunciation of Mandarin Chinese phonemes and tones?
2. How can students effectively communicate information about themselves and others in Mandarin Chinese?
3. How can students develop an understanding and usage of the building blocks of Chinese characters?
4. How can students develop an understanding of the cultural context of Mandarin Chinese?
5. How can students develop greater competency in other areas of study through the study of Mandarin Chinese?
6. How can students develop greater ability to compare cultures and languages through the study of Mandarin Chinese?
7. How will students gain opportunities to utilize Mandarin Chinese both within and beyond the school setting?

PROCESS SKILLS

Each of these skills will contribute to the achievement of communicative proficiency in Mandarin Chinese:

- Reading (Decoding/Analyzing)
Translating dialogs
- Reading (Comprehending)
Book readings
- Reading (Appreciating)
Cultural information in articles/magazines
- Writing and Language Mechanics
Grammar and practice pages, practice writing characters
- Speaking
Oral presentations, teacher-student discourse, student-student communicative activities
- Listening
Receiving teacher explanations/instructions, Listening/responding to native speakers on CD and video
- Viewing
Observing native speakers interacting in authentic situations
- Using Maps and Globes
Locating and translating Chinese place names
- Studying
Preparation for presentations, quizzes and written assessments
- Reasoning and Reflecting
Analyzing and interpreting in the target language
- Using Learning Resources and Technology
Use of the language lab, on-line practice and assessment tools, internet activities
- Working Independently and Collaboratively
Independently: language lab, calligraphy practice
Collaboratively: group work, communicative activities, and games
- Appreciating Art and Music
Exposure to cultural music and art through CD's, videos, demonstrations, Internet information and field trips
- Creating
Applying cultural and grammatical information through personal expression.
Calligraphy and painting
- Performing
Skits, oral presentations, poem
- Quantifying
Using numbers to express quantities, currency and cost of products in Mandarin Chinese to do math problems
- Problem Solving
Understanding how to speak from different perspectives
Analyzing clues in the target language in order to behave culturally appropriate

STUDENT PERFORMANCE SUMMARY

The following is a list of things students will be required to do, in addition to tests and quizzes, to exhibit understanding and proficiency with content and skills taught.

Regular homework assignments

Note taking on cultural subjects

Language lab practice

Internet-based language comprehension practice

Practice writing Chinese characters, including calligraphy

Writing short pen-pal letters

Practice Tai-Chi with instruction in the target language

Reporting on internet searches of topics of current interest in China

Watching videos in the target language and discussing the content in Mandarin

Reporting on field trip experiences

Role playing in the target language

GRADING GUIDELINES

In each quarter students can expect their grade to consist of the following elements. The amount and type of each kind of evaluation will vary somewhat from quarter to quarter. In addition there will be a semester exam that will factor into their final grade according to World Language department guidelines.

	<u>Expectations of Students</u>	<u>% of Report Card Grade</u>
Homework	100% of all assignments	@ 20%
Workbooks	100% of all assignments	@ 10%
Tests	All tests taken/made up	@ 25%
Oral Quizzes	All quizzes taken/made up	@ 15%
Projects	100% of all assignments	@ 20%
Class Participation	Positive and active in class	@ 10%

SECTION II – Units of Study

SUMMARY OF UNITS

List units of study and duration:

<u>Unit Title</u>	<u>Duration (Weeks)</u>
Unit 1: Principles of Language	3-4
Unit 2: Chinese Festivals	3-4
Unit 3: Changes in China	3-4
Unit 4: Travel	3-4
Unit 5: Life and Wellness	3-4
Unit 6: Gender Equality	3-4
Unit 7: Environmental Protection	3-4
Unit 8: Money Management and Investing	3-4
Unit 9: Chinese History	3-4
Unit 10: Interviewing for a Job	3-4
Unit 11: Foreigners in China	3-4

UNIT 1: PRINCIPLES OF LANGUAGE: Pronunciation, Tones, Grammar and the Chinese Writing System

ESSENTIAL QUESTIONS

How can students further develop correct pronunciation of Mandarin Chinese phonemes and tones?

How can students further develop an understanding and usage of the building blocks of Chinese characters?

How can students further develop an understanding of the cultural context of Mandarin Chinese?

How can students further develop greater ability to compare cultures and languages through the study of Mandarin Chinese?

How can students integrate past study of Mandarin with continued instruction?

RELATED GOALS AND STANDARDS

GOAL ONE: Communicate in Chinese

Standard 1.1

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese.

Standard 1.2

Students understand and interpret written and spoken language on a variety of topics in Chinese.

Standard 1.3

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

GOAL TWO: Gain Knowledge and Understanding of the Cultures of the Chinese-Speaking World

Standard 2.1

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese speaking world.

Standard 2.2

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese speaking world.

GOAL THREE: Connect with Other Disciplines and Acquire Information

Standard 3.1

Students reinforce and further their knowledge of other disciplines through the study of Chinese.

Standard 3.2

Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.

GOAL FOUR: Develop Insight into the Nature of Language and Culture

Standard 4.1

Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.

Standard 4.2

Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

Students will review the Pinyin Romanization system for Chinese pronunciation.

Students will review the difference between the four tones.

Students will review how Chinese characters are developed and are written.

Students will practice Mandarin phoneme pronunciation with the four tones.

Students will review grammar and vocabulary from Mandarin III.

Developing an Interpretation

Students will review the different ways to make sounds in Mandarin Chinese.
Students will review that identical phonemes mean very different things when spoken with different tones.
Students will review the different ways sentences are structured in Mandarin.

Making Connections

Students will compare tones in Mandarin with tonal intonation in English.
Students will compare the Chinese writing system with the alphabet.
Students will compare and contrast differences in sentence structure and vocabulary in Mandarin II.

Taking a Critical Stance

Students will apply their knowledge of pronunciation and tones with a series of basic exercises.
Students will apply their knowledge of Mandarin II grammar and vocabulary with a series of basic exercises.
Students will apply their knowledge of how Chinese characters are written through calligraphy.

VOCABULARY

Pinyin
Simple Finals
Initials
Compound Finals
Tones
Chinese Characters
Subject
Verb
Object
Adverb
Adjective
Particle
Measure Word
Time Word

ACTIVITIES

Individual and group pronunciation practice (1.2)
Pronunciation games (1.2, 3.2)
Grammar and Vocabulary Review (1.1, 1.2, 1.3)
Language lab exercises (1.2)
Calligraphy practice (1.2, 3.2, 4.1)
Cultural connections (2.1, 2.2)

PERFORMANCE ASSESSMENT

Grammar and vocabulary quiz to assess level of retention of Mandarin II
Recorded oral proficiency quiz for accuracy of pronunciation and tones
Character calligraphy quiz for understanding of underlying principles
Portfolio projects that demonstrate competency of unit content

CAREER AWARENESS (where appropriate)

International business, diplomacy, translation, education.

CORE TEXT FOR STUDENTS

Integrated Chinese Textbook, Level 2, Part 2, Third Edition, Cheng and Tsui Company, 2010.

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Integrated Chinese Workbook, Level 2, Part 2, Third Edition, Cheng and Tsui Company, 2010.

MATERIALS AND SUPPLIES

Various supplemental DVD, CD-rom and on-line resources
Calligraphy brushes, ink and paper

INTEGRATED TECHNOLOGY

Use of the language lab
Use of the in-class projector
Use of a class set of wireless head phones
Use of on-line practice and evaluation resources

UNIT 2: CHINESE FESTIVALS

ESSENTIAL QUESTIONS

How can students further develop correct pronunciation of Mandarin Chinese phonemes and tones?

How can students effectively communicate during a Chinese holiday?

How can students further develop an understanding and usage of the building blocks of Chinese characters?

How can students further develop an understanding of the cultural context of Mandarin Chinese?

How can students develop greater ability to compare cultures and languages through the study of Mandarin Chinese?

RELATED GOALS and STANDARDS

GOAL ONE: Communicate in Chinese

Standard 1.1

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese.

Standard 1.2

Students understand and interpret written and spoken language on a variety of topics in Chinese.

Standard 1.3

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

GOAL TWO: Gain Knowledge and Understanding of the Cultures of the Chinese-Speaking World

Standard 2.1

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese speaking world.

Standard 2.2

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese speaking world.

GOAL THREE: Connect with Other Disciplines and Acquire Information

Standard 3.1

Students reinforce and further their knowledge of other disciplines through the study of Chinese.

Standard 3.2

Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.

GOAL FOUR: Develop Insight into the Nature of Language and Culture

Standard 4.1

Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.

Standard 4.2

Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.

GOAL FIVE: Participate in Multilingual Communities at Home and Around the World

Standard 5.1

Students use the Chinese language both within and beyond the school setting.

Standard 5.2

Students show evidence of becoming life-long learners by using Chinese for personal enjoyment and enrichment.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

Students will use Chinese to name the traditional Chinese holidays and explain when they occur. Students will describe and discuss the foods associated with each of the major traditional Chinese holidays.

Developing an Interpretation

Students will explain the way Chinese people celebrate various holidays, especially during the Chinese New Year period.

Making Connections

Students will describe and discuss the various social interactions that occur during Chinese holidays, and how to properly participate according to Chinese etiquette.

Taking a Critical Stance

Students will compare how holidays and festivals are celebrated in the U.S. and in China.

VOCABULARY

節日[节-]	jiérì	n.	festival; holiday
結束[结-]	jiéshù	v.	end; conclude; close
繼續[继续]	jìxù	v./adv.	continue; go on
舅媽[-妈]	jiùmā	n. <coll.>	aunt; wife of mother's brother
小區[-区]	xiǎoqū	p.w.	city/town district; residential area
環境[环-]	huánjìng	n.	environment; surroundings
除夕	Chúxī	n.	Lunar New Year's Eve
年夜飯[--饭]	niányèfàn	n.	New Year's Eve family dinner
感情	gǎnqíng	n.	emotion; feeling; sentiment
牆/墻[墙]	qiáng	n.	wall
貼[贴]	tiē	v.	paste; glue; stick to
幸福	xìngfú	adj./n.	happy; happiness
福	fú	n.	blessing; good fortune
倒	dào	v.	move backward; place upside down
奇怪	qíguài	adj.	strange; odd

意思	yìsi	n.	meaning; idea
餐	cān	n.	meal
本來[-来]	běnlái	adj./adv.	original; originally; at first
家	jiā	m.w.	m.w. for families or companies
氣氛[气-]	qìfēn	n.	atmosphere; ambience
以	yǐ	prep.	With
代	dài	v.	to replace; substitute
酒	jiǔ	n.	wine; liquor; spirits
順利[顺-]	shùnlì	adj.	smooth; successful; without a hitch
进步(進步)	jìnbù	v./adj.	to make progress; progressive
乾杯[干-]	gānbēi	v.o.	drink a toast
成功	chénggōng	v./adj.	to succeed; successful
晚会(會)	wǎnhuì	n.	(evening) party
剩下	shèngxià	v.	remain; be left over
浪費[-费]	làngfèi	v./adj.	waste; squander; wasteful
餘[余]	yú	n./v	surplus; to spare
傳統[传统]	chuántǒng	n./adj.	tradition; traditional
農曆[农历]	nónglì	n.	(lunar) agricultural calendar
初	chū	pref.	first (in order)
粽子	zòngzi	n.	pyramid-shaped dumpling
月餅[-饼]	yuèbǐng	n.	moon cake
團圓[团圆]	tuányuán	n./v.	reunion; to reunite (as a family)
正月	zhēngyuè	n.	first month of the lunar year
元宵	Yuánxiāo	n.	night of the 15th of the first lunar month; sweet dumplings
嘛	ma	p.	p. used to emphasize the obvious
計時[计时]	jìshí	v.o.	reckon by time
拜年	bàinián	v.o.	pay New Year's call; wish Happy New Year
恭喜	gōngxǐ	v.	to congratulate
發財[发财]	fācái	v.o.	get rich; make a fortune
紅包[红-]	hóngbāo	n.	red paper envelope with gift money
熱鬧[热闹]	rènao	adj.	lively; buzzing with excitement
鞭炮	biānpào	n.	firecrackers
春節[-节]	Chūnjié	n.	Spring Festival (Lunar New Year)
端午節[--节]	Duānwǔjié	n.	Dragon Boat Festival
中秋節[--节]	Zhōngqiūjié	n.	Mid-Autumn (Moon) Festival
元宵節[--节]	Yuánxiāojié	n.	Lantern Festival

ACTIVITIES

Individual and group pronunciation practice (1.2)
Pronunciation games (1.2, 3.2)
Language lab exercises (1.2)
Grammar and Vocabulary Review (1.1, 1.2, 1.3)
Role Playing (1.1, 2.1)
Character practice (1.2, 3.2, 4.1)
Calligraphy practice (1.2, 3.2, 4.1)
Cultural connections (2.1, 2.2)
Participation with China Exchange visitors (5.1, 5.2)

PERFORMANCE ASSESSMENT

Written quiz for understanding of grammar and vocabulary.
Recorded oral proficiency quiz for accuracy of pronunciation, tones and proper usage.
Character quiz for understanding of reading comprehension and writing ability.
Portfolio projects that demonstrate competency of unit content.

CAREER AWARENESS (where appropriate)

International business, diplomacy, translation, education.

CORE TEXT FOR STUDENTS

Integrated Chinese Textbook, Level 2, Part 2, Third Edition, Cheng and Tsui Company, 2010.

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Integrated Chinese Workbook, Level 2, Part 2, Third Edition, Cheng and Tsui Company, 2010.

MATERIALS AND SUPPLIES

Various supplemental DVD, CD-rom and on-line resources

Calligraphy brushes, ink and paper

INTEGRATED TECHNOLOGY

- Use of the language lab
 - Use of the in-class projector
 - Use of a class set of wireless head phones
 - Use of on-line practice and evaluation resources
-

UNIT 3: CHANGES IN CHINA

ESSENTIAL QUESTIONS

How can students better understand the rapid change underway in China?

How can students further develop an understanding and usage of the building blocks of Chinese characters?

How can students further develop an understanding of the cultural context of Mandarin Chinese?

How can students develop greater ability to compare the cultural transformation economic development has brought to China?

How will students gain opportunities to utilize Mandarin Chinese both within and beyond the school setting?

RELATED GOALS and STANDARDS

GOAL ONE: Communicate in Chinese

Standard 1.1

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese.

Standard 1.2

Students understand and interpret written and spoken language on a variety of topics in Chinese.

Standard 1.3

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

GOAL TWO: Gain Knowledge and Understanding of the Cultures of the Chinese-Speaking World

Standard 2.1

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese speaking world.

Standard 2.2

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese speaking world.

GOAL THREE: Connect with Other Disciplines and Acquire Information

Standard 3.1

Students reinforce and further their knowledge of other disciplines through the study of Chinese.

Standard 3.2

Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.

GOAL FOUR: Develop Insight into the Nature of Language and Culture

Standard 4.1

Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.

Standard 4.2

Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.

GOAL FIVE: Participate in Multilingual Communities at Home and Around the World

Standard 5.1

Students use the Chinese language both within and beyond the school setting.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

Students will describe the sights and sounds of a major city. Students will describe some features of a historic site.

Developing an Interpretation

Students will discuss how a city grows and changes over time. Students will discuss the pros and cons of societal changes that come with growth.

Making Connections

Students will explore how life has changed for China's urban citizens.

Taking a Critical Stance

Students will compare and contrast the process of change in the U.S. and in China.

VOCABULARY

變化[变-]	biànhuà	n./v.	change;. to change
末	mò	n.	end
來不及[来--]	láibují	v.c.	be too late to do something
竟然		jìngrán	adv. unexpectedly; to one's surprise
表哥	biǎogē	n.	older male cousin of different surname
站		zhàn	n. station; stop
姑媽[-妈]	gūmā	n.	father's married sister
拍	pāi	v.	clap; pat; take pictures
變[变]	biàn	v.	change
總[总]	zǒng	adv.	Always
熟悉	shúxī	v./adj.	to be familiar with; familiar
陌生	mòshēng	adj.	strange; unfamiliar
街	jiē	n.	street
蓋[盖]	gài	v.	to build, construct
的確[-确]	díquè	adv.	certainly; indeed
騎[骑]	qí	v.	ride/sit astride
自行車[--车]	zìxíngchē	n.	bicycle
上班	shàngbān	v.o.	go to work; be on duty
想像	xiǎngxiàng	v./n.	to imagine; visualize; imagination
要不是	yàobúshì	conj.	if it were not for; but for
游客	yóukè	n.	tourist; sightseer
老外		lǎowài	n. foreigner
對面[对-]	duìmiàn	n.	opposite side
快餐		kuàicān	n. quick meal; snack; fast food
服裝[-装]	fúzhuāng	n.	clothing; apparel

融入		róngrù	v.	to merge into
特色		tèsè	n.	distinguishing
feature/quality				
保留		bǎoliú	v.	continue to have; retain
建築[-筑]	jiànzhù		v.	build; construct; erect
嚐 [尝]	cháng		v.	to taste
小吃	xiǎochī		v./n.	to snack; snack food
不管		bùguǎn	conj.	no matter; regardless of
啊	á		inter.	eh? what?
從來[从来]	cónglái		adv.	always; at all times; all along
老百姓	lǎobǎixìng		n.	common people (old 100 names)
儘可能[尽--]	jǐnkěnéng		adv.	as far as possible
廈		shà	n.	tall building, mansion
座		zuò	m.w.	for mountains/buildings
聲音[声-]	shēngyīn		n.	sound; voice
腳步[脚-]	jiǎobù		n.	footstep; pace
難過[难过]	nánguò		adj.	sad; hard to bear
咕嚕[-嚕]	gūlū		ono.	rumble; gurgle

ACTIVITIES

Individual and group pronunciation practice (1.2)
Pronunciation games (1.2, 3.2)
Language lab exercises (1.2)
Character practice (1.2, 3.2, 4.1)
Calligraphy practice (1.2, 3.2, 4.1)
Cultural connections (2.1, 2.2)
Participation with Chinese visitors (5.1)

PERFORMANCE ASSESSMENT

Written quiz for understanding of grammar and vocabulary.
Recorded oral proficiency quiz for accuracy of pronunciation, tones and proper usage.
Character quiz for understanding of reading comprehension and writing ability.
Portfolio projects that demonstrate competency of unit content.

CAREER AWARENESS (where appropriate)

International business, diplomacy, translation, education.

CORE TEXT FOR STUDENTS

Integrated Chinese Textbook, Level 2, Part 2, Third Edition, Cheng and Tsui Company, 2010.

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Integrated Chinese Workbook, Level 2, Part 2, Third Edition, Cheng and Tsui Company, 2010.

MATERIALS AND SUPPLIES

Various supplemental DVD, CD-rom and on-line resources
Calligraphy brushes, ink and paper

INTEGRATED TECHNOLOGY

Use of the language lab
Use of the in-class projector
Use of a class set of wireless head phones
Use of on-line practice and evaluation resources

UNIT 4: TRAVEL

ESSENTIAL QUESTIONS

How can students further develop correct pronunciation of Mandarin Chinese phonemes and tones?

How can students effectively ask for information in Chinese when travelling there?

How can students further develop an understanding and usage of the building blocks of Chinese characters?

How can students develop an understanding of the cultural context of Mandarin Chinese?

How can students develop greater understanding of China's cultural heritage through travel?

How can students develop greater ability to compare cultures and languages through the study of Mandarin Chinese?

RELATED GOALS and STANDARDS

GOAL ONE: Communicate in Chinese

Standard 1.1

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese.

Standard 1.2

Students understand and interpret written and spoken language on a variety of topics in Chinese.

Standard 1.3

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

GOAL TWO: Gain Knowledge and Understanding of the Cultures of the Chinese-Speaking World

Standard 2.1

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese speaking world.

Standard 2.2

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese speaking world.

GOAL THREE: Connect with Other Disciplines and Acquire Information

Standard 3.1

Students reinforce and further their knowledge of other disciplines through the study of Chinese.

Standard 3.2

Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.

GOAL FOUR: Develop Insight into the Nature of Language and Culture

Standard 4.1

Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.

Standard 4.2

Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.

GOAL FIVE: Participate in Multilingual Communities at Home and Around the World

Standard 5.1

Students use the Chinese language both within and beyond the school setting.

Standard 5.2

Students show evidence of becoming life-long learners by using Chinese for personal enjoyment and enrichment.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

Students will discuss some things that tourists may expect to see or experience when traveling in China. Students will explain how to travel by train in China.

Developing an Interpretation

Students will navigate the travel experience in China in culturally appropriate ways.

Making Connections

Students will exhibit culturally appropriate etiquette in various social situations in China as they travel.

Taking a Critical Stance

Students will compare and contrast attitudes towards tourism in China and the U.S.

VOCABULARY

分別[-别]	fēnbié	adv./n.	separately; respectively; to part from
出發[-发]	chūfā	v.	set out; depart
美麗[-丽]	měilì	adj.	beautiful
留下	liúxià	v.c.	stay behind; remain; leave behind
深	shēn	adj.	profound; deep; intimate; dark (color)
分享		fēnxiǎng	v. share (joy/rights/etc.);
partake of			
之		zhī	p. possessive (similar to 的)
de)			
報名[报-]	bàomíng	v.o.	enter one's name; sign up; register
參加[参-]	cānjiā	v.	join; attend; take part in
團[团]	tuán	n.	group; organization
包括	bāokuò	v.	include; consist of; comprise
交通	jiāotōng	n.	traffic; communications; transportation
門票[门-]	ménpiào	n.	entrance/admission ticket
旅客		lǚkè	n. hotel guest; traveler;
passenger			
硬	yìng	adj.	hard; stiff
臥鋪[卧铺]	wòpù	n.	sleeping berth; sleeper
車廂[车厢]	chēxiāng	n.	railway carriage/car
枕頭[-头]	zhěntou	n.	pillow
軟[软]	ruǎn	adj.	soft; weak; pliant
關[关]	guān	v.	shut; close; turn off; lock up
打呼嚕[--嚕]	dǎ hūlu	v.o.	to snore
頓[顿]	dùn	v./mw.	to pause; a mw. for meals
盒飯[-饭]	héfàn	n.	take-out food; box lunch/dinner

麵条		miàntiáo	n.	wheat flour noodles
擁抱[拥-]	yōngbào	v.		to embrace; hug
幽默	yōumò	n.		humor (loan word from English)
逗	dòu	v./adj.		to tease, play with; amusing
省會[-会]	shěnghuì	p.w.		provincial capital
美	měi	adj.		beautiful; pretty
親眼[亲-]	qīnyǎn	adv.		with one's own eyes; personally
飲食[饮-]	yǐnshí	n.		food and drink; diet
風俗[风-]	fēngsú	n.		custom
習慣[习惯]	xíguàn	nv.		habit; custom; to be accustomed to
游覽[-览]	yóulǎn	n./v.		go sight-seeing; tour; visit
石頭[-头]	shítou	n.		stone; rock
樹林[树-]	shùlín	p.w.		woods; grove; forest
講[讲]	jiǎng	v.		speak; say; tell
故事	gùshi	n.		story; tale
塔	tǎ	n.		pagoda; stupa; tower
古老	gǔlǎo	adj.		old, ancient
紀念品[纪--]	jìniànpǐn	n.		souvenir; keepsake; memento
千萬[-万]	qiānwàn	adv.		by all means; absolutely; ten million
河		hé	n.	river
茶館[-馆]	chágǔǎn	p.w.		teahouse
燈籠[灯笼]	dēnglong	n.		lantern; lamp
來往[来-]	láiwǎng	v.		come and go
房東[-东]	fángdōng	n.		landlord

ACTIVITIES

Individual and group pronunciation practice (1.2)

Pronunciation games (1.2, 3.2)

Language lab exercises (1.2)

Role Playing (1.1, 1.2)

Character practice (1.2, 3.2, 4.1)

Calligraphy practice (1.2, 3.2, 4.1)

Cultural connections (2.1, 2.2)

PERFORMANCE ASSESSMENT

Written quiz for understanding of grammar and vocabulary.

Recorded oral proficiency quiz for accuracy of pronunciation, tones and proper usage.

Character quiz for understanding of reading comprehension and writing ability.

Portfolio projects that demonstrate competency of unit content

CAREER AWARENESS (where appropriate)

International business, diplomacy, translation, education.

CORE TEXT FOR STUDENTS

Integrated Chinese Textbook, Level 2, Part 2, Third Edition, Cheng and Tsui Company, 2010.

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Integrated Chinese Workbook, Level 2, Part 2, Third Edition, Cheng and Tsui Company, 2010.

MATERIALS AND SUPPLIES

Various supplemental DVD, CD-rom and on-line resources
Calligraphy brushes, ink and paper

INTEGRATED TECHNOLOGY

Use of the language lab
Use of the in-class projector
Use of a class set of wireless head phones
Use of on-line practice and evaluation resources

UNIT 5: LIFE AND WELLNESS

ESSENTIAL QUESTIONS

How can students further develop correct pronunciation of Mandarin Chinese phonemes and tones?

How can students effectively communicate information about themselves

and others in Mandarin Chinese?

How can students further develop an understanding and usage of the building blocks of Chinese characters?

How can students develop an understanding of the cultural context of Mandarin Chinese?

How can students develop greater competency in other areas of study through the study of Mandarin Chinese?

How can students develop greater ability to compare cultures and languages through the study of Mandarin Chinese?

How will students gain opportunities to utilize Mandarin Chinese both within and beyond the school setting?

RELATED GOALS and STANDARDS

GOAL ONE: Communicate in Chinese

Standard 1.1

Students will learn ways to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Mandarin Chinese.

Standard 1.2

Students understand and interpret written and spoken language on a variety of topics in Chinese.

Standard 1.3

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

GOAL TWO: Gain Knowledge and Understanding of the Cultures of the Chinese-Speaking World

Standard 2.1

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese speaking world.

Standard 2.2

Students demonstrate an understanding of the relationship between the products and

perspectives of the cultures of the Chinese speaking world.

GOAL THREE: Connect with Other Disciplines and Acquire Information

Standard 3.1

Students reinforce and further their knowledge of other disciplines through the study of Chinese.

Standard 3.2

Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.

GOAL FOUR: Develop Insight into the Nature of Language and Culture

Standard 4.1

Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.

Standard 4.2

Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.

GOAL FIVE: Participate in Multilingual Communities at Home and Around the World

Standard 5.1

Students use the Chinese language both within and beyond the school setting.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

Students will use in writing and speaking the vocabulary for talking about their exercise routine.

Developing an Interpretation

Students will discuss what Chinese people consider healthy eating habits.

Making Connections

Students will explain changing attitudes of young people in China today in relation to health and fitness.

Taking a Critical Stance

Students will compare and contrast the approach to life and wellness in China and the U.S.

VOCABULARY

與[与]	yǔ	conj./prep.	And; with
夫妻	fūqī	n.	husband and wife; couple
退休	tuìxiū	v.o.	to retire
博物館[--馆]	bówùguǎn	n.	museum
散步	sànbù	v.o.	to take a walk
鍛煉[锻炼]	duànliàn	v.	engage in physical exercise; workout
圈		quān	n. circle; encircle; ring
排	pái	v./n./mw.	arrange; put in order; sequence
隊[队]	duì	n./m.w.	a row of people; line; team
太极拳(太極拳)	tàijíquán	n.	Tai Ji, shadow boxing
早晨	zǎochen	n.	morning
成为(為)	chéngwéi	v.	to become, turn into
使		shǐ	v. to make, cause to
显得(顯得)	xiǎnde	v.	look, seem, appear
活力	huóli	n.	vigor; vitality; energy
出門[-门]	chūmén	v.o.	to go out; be away from home
瑜伽/珈	Yújiā	n.	Yoga
動作[动-]	dòngzuò	n.	movement; motion; action
樹[树]	shù	n.	tree
表演	biǎoyǎn	v.	perform; act; play; demonstrate
重視[-视]	zhòngshì	v.	attach importance to; think much of
注意	zhùyì	v./n.	pay attention to; attention
等		děng	p. and so forth; etc.
健身房	jiànshēnfáng	n.	gymnasium; gym
偶爾[-尔]	ǒu'ěr	adv.	Occasionally

身材	shēncái	n.	stature; figure
等於[-于]	děngyú	v.	be equal/tantamount to
減肥[減-]	jiǎnfēi	v.o.	lose weight
只要	zhǐyào	conj.	so long as; provided
隨便[隨-]	suíbiàn	adj./v.o.	casual; careless; as one pleases
即使	jǐshǐ	conj.	even; even if/though
營養[营养]	yíngyǎng	n.	nutrition; nourishment
飽[饱]	bǎo	adj.	full; satiated
可見[-见]	kějiàn	conj.	it can be seen that; it is obvious that
科學[-学]	kēxué	n.	science; scientific knowledge
方面	fāngmiàn	n.	aspect; side; facet
吸煙[-烟]	xīyān	v.o.	smoke (a pipe/etc.)
熬夜	áoyè	v.o.	stay up late or all night
必須[-須]	bìxū	adv.	must; have to
補充[补-]	bǔchōng	v.	replenish; supplement
睡眠	shuìmián	n.	sleep
否則[-则]	fǒuzé	conj.	otherwise; if not; or else
隻[只]	zhī	mw.	m.w. for one of a pair of things
熊貓[-猫]	xióngmāo	n.	panda

ACTIVITIES

Individual and group pronunciation practice (1.2)
Pronunciation games (1.2, 3.2)
Language lab exercises (1.2)
Character practice (1.2, 3.2, 4.1)
Calligraphy practice (1.2, 3.2, 4.1)
Cultural connections (2.1, 2.2)

PERFORMANCE ASSESSMENT

Written quiz for understanding of grammar and vocabulary.
Recorded oral proficiency quiz for accuracy of pronunciation, tones and proper usage.
Character quiz for understanding of reading comprehension and writing ability.
Portfolio projects that demonstrate competency of unit content

CAREER AWARENESS (where appropriate)

International business, diplomacy, translation, education.

CORE TEXT FOR STUDENTS

Integrated Chinese Textbook, Level 2, Part 2, Third Edition, Cheng and Tsui Company, 2010.

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Integrated Chinese Workbook, Level 2, Part 2, Third Edition, Cheng and Tsui Company, 2010.

MATERIALS AND SUPPLIES

Various supplemental DVD, CD-rom and on-line resources
Calligraphy brushes, ink and paper

INTEGRATED TECHNOLOGY

Use of the language lab
Use of the in-class projector
Use of a class set of wireless head phones
Use of on-line practice and evaluation resources

UNIT 6: GENDER EQUALITY

ESSENTIAL QUESTIONS

How can students further develop correct pronunciation of Mandarin Chinese phonemes and tones?

How can students effectively communicate information about themselves and others in Mandarin Chinese?

How can students further develop an understanding and usage of the building blocks of Chinese characters?

How can students better develop an understanding of the cultural context of gender equity issues in Chinese society?

How can students develop greater competency in other areas of study through the study of Mandarin Chinese?

How can students develop greater ability to compare cultures and languages through the study of Mandarin Chinese?

RELATED GOALS and STANDARDS

GOAL ONE: Communicate in Chinese

Standard 1.1

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese.

Standard 1.2

Students understand and interpret written and spoken language on a variety of topics in Chinese.

Standard 1.3

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

GOAL TWO: Gain Knowledge and Understanding of the Cultures of the Chinese-Speaking World

Standard 2.1

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese speaking world.

Standard 2.2

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese speaking world.

GOAL THREE: Connect with Other Disciplines and Acquire Information

Standard 3.1

Students reinforce and further their knowledge of other disciplines through the study of Chinese.

Standard 3.2

Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.

GOAL FOUR: Develop Insight into the Nature of Language and Culture

Standard 4.1

Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.

Standard 4.2

Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.

GOAL FIVE: Participate in Multilingual Communities at Home and Around the World

Standard 5.1

Students use the Chinese language both within and beyond the school setting.

Standard 5.2

Students show evidence of becoming life-long learners by using Chinese for personal enjoyment and enrichment.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

Students will apply the vocabulary for discussing how men and women treat each other as equals in Mandarin Chinese.

Developing an Interpretation

Students will discuss value of gender equality in school and the workplace.

Making Connections

Students will explain how the status of Chinese women has changed during the 20th century.

Taking a Critical Stance

Students will compare and contrast how greater opportunities for women developed in China and the U.S.

VOCABULARY

平等	píngděng	adj./n.	equal; equality
重男輕女	zhòngnán qīngnǚ	coll.	To regard men superior to women
婦女[妇-]	fùnǚ	n.	women
地位	dìwèi	n.	position; status
以來[-来]	yǐlái	suf.	Since
情況[-况]	qíngkuàng	n.	circumstances; situation
逐漸[-渐]	zhújiàn	adv.	gradually; by degrees
機會[机会]	jīhuì	n.	chance; opportunity
改革	gǎigé	n./v.	reform
開放[开-]	kāifàng	v.	come into bloom; open up
某	mǒu	pr.	certain; some (indefinite person)
企業[-业]	qǐyè	n.	enterprise; business
單位[单-]	dānwèi	n.	unit (of organization)
出現[-现]	chūxiàn	v.	appear; arise; emerge
現象[现-]	xiànxiàng	n.	phenomenon; appearance
困難[-难]	kùnnán	n./adj.	difficulty; problem; difficult
工廠[-厂]	gōngchǎng	p.w.	factory; mill; plant; works
同工同酬	tónggōngtóngchóu	coll.	equal pay for equal work
女性	nǚxìng	n.	female; woman
超過[-过]	chāoguò	v.	outstrip; surpass; exceed
畢竟[毕-]	bìjìng	adv.	after all; when all is said and done
互相	hùxiāng	adv.	mutually; each other
體貼[体贴]	tǐtiē*	v.	showing consideration for, care for
表現[-现]	biǎoxiàn	v.	to display; manifest; performance
大男子主義[-义]	dànánnǚ zhǔyì	coll.	male chauvinism
家務[-务]	jiāwù	n.	household duties/chores
模範[-范]	mófàn	n.	exemplary person/thing; model
丈夫	zhàngfu	n.	husband
氣管炎[气--]	qìguǎnyán	n.	tracheitis
妻管嚴[--严]	qīguǎnyán	n.	persistent nagging; controlling wife
妻子	qīzi	n.	wife

得病	débing	v.o.	become ill
男子	nánzǐ	n.	man; male
討厭[讨厌]	tǎoyàn	v./adj.	to dislike; disagreeable
隊員[队员]	duìyuán	n.	team member
驕傲[骄-]	jiāo'ào	adj./n.	proud; arrogant; pride
不得了	bùdéliǎo	adj./adv.	desperately serious; extremely
輸(输)	shū	v.	to lose; be defeated
成績[-绩]	chéngjì	n.	performance; achievement; score
公平	gōngpíng	adj.	fair; just; impartial
由	yóu	prep.	By
市場[-场]	shìchǎng	n.	market; bazaar
職業[职业]	zhíyè	n.	occupation; profession; vocation
薪水	xīnshuǐ	n.	salary; wages
消息	xiāoxi	n.	news; information
贏	yíng	v.	to win
冠軍[-军]	guànjūn	n.	champion; first place
相信	xiāngxìn	v.	believe in; be convinced of; trust
比分	bǐfēn	n.	(sport) score
乒乓球	pīngpāngqiú	n.	ping-pong; ping-pong ball
巴西	Bāxī	p.w.	Brazil
意大利	Yìdàlì	p.w.	Italy

ACTIVITIES

Individual and group pronunciation practice (1.2)

Pronunciation games (1.2, 3.2)

Role Playing (1.1, 2.1)

Language lab exercises (1.2)

Character practice (1.2, 3.2, 4.1)

Calligraphy practice (1.2, 3.2, 4.1)

Cultural connections (2.1, 2.2)

PERFORMANCE ASSESSMENT

Written quiz for understanding of grammar and vocabulary.

Recorded oral proficiency quiz for accuracy of pronunciation, tones and proper usage.

Character quiz for understanding of reading comprehension and writing ability.

Portfolio projects that demonstrate competency of unit content.

CAREER AWARENESS (where appropriate)

International business, diplomacy, translation, education.

CORE TEXT FOR STUDENTS

Integrated Chinese Textbook, Level 2, Part 2, Third Edition, Cheng and Tsui Company, 2010.

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Integrated Chinese Workbook, Level 2, Part 2, Third Edition, Cheng and Tsui Company, 2010.

MATERIALS AND SUPPLIES

Various supplemental DVD, CD-rom and on-line resources
Calligraphy brushes, ink and paper

INTEGRATED TECHNOLOGY

Use of the language lab
Use of the in-class projector
Use of a class set of wireless head phones
Use of on-line practice and evaluation resources



UNIT 7: ENVIRONMENTAL PROTECTION

ESSENTIAL QUESTIONS

How can students develop correct pronunciation of Mandarin Chinese phonemes and tones?

How can students effectively communicate information about the world around them in Mandarin Chinese?

How can students develop an understanding and usage of the building blocks of Chinese characters?

How can students develop an understanding of the cultural context of industrial growth in China?

How can students develop greater competency in other areas of study through the study of Mandarin Chinese?

How can students develop greater ability to compare cultures and languages through the study of Mandarin Chinese?

RELATED GOALS and STANDARDS

GOAL ONE: Communicate in Chinese

Standard 1.1

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese.

Standard 1.2

Students understand and interpret written and spoken language on a variety of topics in Chinese.

Standard 1.3

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

GOAL TWO: Gain Knowledge and Understanding of the Cultures of the Chinese-Speaking World

Standard 2.1

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese speaking world.

Standard 2.2

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese speaking world.

GOAL THREE: Connect with Other Disciplines and Acquire Information

Standard 3.1

Students reinforce and further their knowledge of other disciplines through the study of Chinese.

Standard 3.2

Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.

GOAL FOUR: Develop Insight into the Nature of Language and Culture

Standard 4.1

Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.

Standard 4.2

Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.

GOAL FIVE: Participate in Multilingual Communities at Home and Around the World

Standard 5.1

Students use the Chinese language both within and beyond the school setting.

Standard 5.2

Students show evidence of becoming life-long learners by using Chinese for personal enjoyment and enrichment.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

Students will use in speaking and writing the vocabulary necessary for describing how people are engaged in a variety of activities. Students will apply the vocabulary for talking about a clean environment and “green energy”.

Developing an Interpretation

Students will explain how pollution affects the environment and how individuals can be more environmentally friendly.

Making Connections

Students will discuss traditional values in China concerning the environment, and how industrialization has affected China in terms of pollution.

Taking a Critical Stance

Students will compare and contrast attitudes towards pollution and the environment in China and the U.S.

VOCABULARY

保護[-护]	bǎohù	v.	protect; safeguard
節約[节约]	jiéyuē	v.	economize; save
能源	néngyuán	n.	energy; energy sources
爬山	páshān	v.o.	climb a mountain
有益	yǒuyì	adj.	beneficial; useful
於[于]	yú	prep.	in; at; to; from; out of; by
段	duàn	mw.	m.w. for section, part
推	tuī	v.	to push; shove
空氣[-气]	kōngqì	n.	air; atmosphere
回收	huíshōu	v.	retrieve; recover; reclaim; recycle
筒	tǒng	n.	tube-shaped object
扔	rēng	v.	throw; toss; throw away
瓶裝水[-装-]	píngzhuāng shuǐ	n.	bottled water
地球	dìqiú	n.	earth, world; globe
亮	liàng	adj.	bright; light
太陽[-阳]	tàiyáng	n.	the sun; sunshine
太陽能[-阳-]	tàiyángnéng	n.	solar energy
利用	liyòng	v.	utilize, take advantage of, exploit

發電[发电]	fādiàn	v.o.	generate electricity
國家[国-]	guójiā	n.	country; state; nation
鬧[闹]	nào	v./adj.	to suffer from; make a noise; noisy
危機[-机]	wēijī	n.	crisis
取之不盡[---尽]	qǔzhībùjìn	f.e.	inexhaustible (of supply)
風[风]	fēng	n.	wind
全	quán	adj./adv	complete; whole; completely; entirely
石	shíyóu	n.	petroleum; oil
煤	méi	n.	coal
規定[规-]	guīding	v./n.	to regulate; specify; regulations
公共場所[--场-]	gōnggòng chǎngsuǒ	p.w.	public place
暖氣[-气]	nuǎnqì	n.	central heating
溫度[温-]	wēndù	n.	temperature
度	dù	m.w.	m.w. for degrees, units of measure
贊成[赞-]	zànchéng	v./n.	to approve; endorsement
出汗	chūhàn	v.o.	to perspire; to sweat
餐具	cānjù	n.	tableware; eating utensils
一次性	yīcìxìng	adj.	one-time; disposable
筷子	kuàizi	n.	chopsticks
砍	kǎn	v.	cut; chop; hack
超市	chāoshì	n.	supermarket
塑料袋	sùliàodài	n.	plastic bags
減少[減-]	jiǎnshǎo	v.	reduce; decrease
污染	wūrǎn	v./n.	to pollute; contaminate; pollution
造成	zàochéng	v.c.	create; bring about
隨手[隨-]	suíshǒu	adv.	conveniently; without extra trouble
後果[后-]	hòuguǒ	n.	consequence; aftermath
不堪設想[--设-]	bùkānshèxiǎng	coll.	too dreadful to contemplate
加油	jiāyóu	v.o.	refuel; make an extra effort
攝氏[摄-]	Shèshì	n.	Celsius; centigrade

ACTIVITIES

- Individual and group pronunciation practice (1.2)
- Pronunciation games (1.2, 3.2)
- Language lab exercises (1.2)
- Character practice (1.2, 3.2, 4.1)
- Calligraphy practice (1.2, 3.2, 4.1)
- Cultural connections (2.1, 2.2)

PERFORMANCE ASSESSMENT

Written quiz for understanding of grammar and vocabulary.
Recorded oral proficiency quiz for accuracy of pronunciation, tones and proper usage.
Character quiz for understanding of reading comprehension and writing ability.
Portfolio projects that demonstrate competency of unit content.

CAREER AWARENESS (where appropriate)

International business, diplomacy, translation, education.

CORE TEXT FOR STUDENTS

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ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

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MATERIALS AND SUPPLIES

Various supplemental DVD, CD-rom and on-line resources
Calligraphy brushes, ink and paper

INTEGRATED TECHNOLOGY

Use of the language lab
Use of the in-class projector
Use of a class set of wireless head phones
Use of on-line practice and evaluation resources

UNIT 8: MONEY MANAGEMENT AND INVESTING

ESSENTIAL QUESTIONS

How can students further develop correct pronunciation of Mandarin Chinese phonemes and tones?

How can students effectively communicate information about themselves and others in Mandarin Chinese?

How can students develop an understanding and usage of the building blocks of Chinese characters?

How can students further develop an understanding of the cultural context of Mandarin Chinese?

How can students develop greater competency in other areas of study through the study of Mandarin Chinese?

How can students develop greater ability to compare cultures and languages through the study of Mandarin Chinese?

How will students gain opportunities to utilize Mandarin Chinese both within and beyond the school setting?

RELATED GOALS and STANDARDS

GOAL ONE: Communicate in Chinese

Standard 1.1

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese.

Standard 1.2

Students understand and interpret written and spoken language on a variety of topics in Chinese.

Standard 1.3

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

GOAL TWO: Gain Knowledge and Understanding of the Cultures of the Chinese-

Speaking World

Standard 2.1

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese speaking world.

Standard 2.2

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese speaking world.

GOAL THREE: Connect with Other Disciplines and Acquire Information

Standard 3.1

Students reinforce and further their knowledge of other disciplines through the study of Chinese.

Standard 3.2

Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.

GOAL FOUR: Develop Insight into the Nature of Language and Culture

Standard 4.1

Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.

Standard 4.2

Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.

GOAL FIVE: Participate in Multilingual Communities at Home and Around the World

Standard 5.1

Students use the Chinese language both within and beyond the school setting.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

Students will use in writing and speaking the vocabulary necessary to discuss their perspective on managing money. Students will apply the vocabulary for making big-ticket purchases. Students will use the basic terms for fluctuations in the stock market.

Developing an Interpretation

Students will identify ways to invest money and discuss their spending habits.

Making Connections

Students will discuss the changing landscape of money management and investment in China today.

Taking a Critical Stance

Students will compare and contrast the perspectives on savings and investment in China and the U.S.

VOCABULARY

理財[-財]	lǐcái	v.o.	manage money matters
投資[-資]	tóuzī	v./n.	to invest; investment
剩餘[-余]	shèngyú	v./n.	to be left over; surplus
利息	lìxī	n.	investment interest
增加	zēngjiā	v.	increase; raise; add
一向	yīxiàng	adv.	constantly; all along; up to now
省吃儉用[--儉-]	shěngchījiǎnyòng	coll.	live frugally
存款	cúnguǎn	n./v.o.	bank savings; to deposit
方式	fāngshì	n.	way; fashion; pattern
漲[漲]	zhǎng	v.	rise; go up (of water/prices/etc.)
炒	chǎo	v.	stir-fry; speculate in investment
消費[-費]	xiāofèi	v.	to consume
享受	xiǎngshòu	v./n.	to enjoy; enjoyment
引起	yǐnqǐ	v.	give rise to; lead to
思考	sīkǎo	v.	ponder over; reflect on; contemplate
矛盾	máodùn	n./adj	contradiction; conflicting
鬱悶[郁闷]	yùmèn	adj.	gloomy; depressed
筆[笔]	bǐ	m.w./n.	m.w. for money; writing implement
孫子[孙-]	sūnzi	n.	son's son; grandson
孫女[孙-]	sūnnǚ	n.	son's daughter; granddaughter
未婚妻	wèihūnqī	n.	fiancée
算	suàn	v.	to count as; consider as; calculate
合	hé	v.	to combine; join
勸[劝]	quàn	v.	to persuade; to advise; persuade
辛苦	xīnkǔ	adj./v.	laborious; to work hard; get in trouble
老太太	lǎotàitai	n.	old lady (respectful); (your) mother
攢[攒]	zǎn	v.	accumulate; hoard
老年	lǎonián	n.	old age
說服[说-]	shuōfú	v.	to persuade; convince
終於[终于]	zhōngyú	adv.	at (long) last; in the end; finally
接著[-著]	jiēzhe	v.	catch; to follow; to continue
中	zhòng	v.	hit (a target); attain; fit exactly
簽[签]	qiān	v.	to sign; to autograph
合同	hétóng	n.	contract; agreement
想法	xiǎngfa	n.	idea; opinion; view
突然	tūrán	adv.	suddenly; abruptly
姐妹	jiěmèi	n.	sisters; girlfriends
麻將[-将]	májiàng	n.	game of mahjong

股市	gǔshì	n.	stock market
風險[风险]	fēngxiǎn	n.	risk; hazard
抵押	dīyā	v.	mortgage
股票	gǔpiào	n.	share; stock certificate
跌	diē	v.	fall; tumble
賠[赔]	péi	v.	pay for; suffer a financial loss

ACTIVITIES

Individual and group pronunciation practice (1.2)
Pronunciation games (1.2, 3.2)
Language lab exercises (1.2)
Character practice (1.2, 3.2, 4.1)
Calligraphy practice (1.2, 3.2, 4.1)
Cultural connections (2.1, 2.2)
Exploring Chinese websites (5.1)

PERFORMANCE ASSESSMENT

Written quiz for understanding of grammar and vocabulary.
Recorded oral proficiency quiz for accuracy of pronunciation, tones and proper usage.
Character quiz for understanding of reading comprehension and writing ability.
Portfolio projects that demonstrate competency of unit content.

CAREER AWARENESS (where appropriate)

International business, diplomacy, translation, education.

CORE TEXT FOR STUDENTS

Integrated Chinese Textbook, Level 2, Part 2, Third Edition, Cheng and Tsui Company, 2010.

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Integrated Chinese Workbook, Level 2, Part 2, Third Edition, Cheng and Tsui Company, 2010.

MATERIALS AND SUPPLIES

Various supplemental DVD, CD-rom and on-line resources
Calligraphy brushes, ink and paper

INTEGRATED TECHNOLOGY

Use of the language lab
Use of the in-class projector
Use of a class set of wireless head phones
Use of on-line practice and evaluation resources

UNIT 9: CHINESE HISTORY

ESSENTIAL QUESTIONS

How can students develop correct pronunciation of Mandarin Chinese phonemes and tones?

How can students effectively communicate information about themselves and others in Mandarin Chinese?

How can students develop an understanding and usage of the building blocks of Chinese characters?

How can students develop an understanding of the cultural context of Mandarin Chinese?

How can students develop greater competency in other areas of study through the study of Mandarin Chinese?

How can students develop greater ability to compare cultures and languages through the study of Mandarin Chinese?

RELATED GOALS and STANDARDS

GOAL ONE: Communicate in Chinese

Standard 1.1

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese.

Standard 1.2

Students understand and interpret written and spoken language on a variety of topics in Chinese.

Standard 1.3

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

GOAL TWO: Gain Knowledge and Understanding of the Cultures of the Chinese-Speaking World

Standard 2.1

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese speaking world.

Standard 2.2

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese speaking world.

GOAL THREE: Connect with Other Disciplines and Acquire Information

Standard 3.1

Students reinforce and further their knowledge of other disciplines through the study of Chinese.

Standard 3.2

Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.

GOAL FOUR: Develop Insight into the Nature of Language and Culture

Standard 4.1

Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.

Standard 4.2

Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.

GOAL FIVE: Participate in Multilingual Communities at Home and Around the World

Standard 5.1

Students use the Chinese language both within and beyond the school setting.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

Students will use in speaking and writing the vocabulary for identifying the most significant eras in Chinese history.

Developing an Interpretation

Students will describe the historical significance of some major Chinese dynasties and important individuals.

Making Connections

Students will develop insight into how Chinese people view their nation's historical development and place in the world.

Taking a Critical Stance

Students will compare and contrast the way people in China and the U.S. view the impact of history on their respective societies and the world.

VOCABULARY

文明		wénmíng	n./adj.	civilization; culture; civilized
文字	wénzì	n.		characters; written language
記載[记载]	jìzǎi	v./n.		put in writing; record; a record of

參觀[参观]	cānguān	v.	visit; tour
其中	qízhōng	p.w.	in/among (it/them/which/etc.)
部分	bùfen	n.	part; section
朝代	chádài	n.	dynasty
偉大[伟-]	wěidà	adj.	great; mighty
思想	sīxiǎng	n.	thought; thinking; idea; ideology
學院[学-]	xuéyuàn	p.w.	college; academy; institute
建立	jiànli	v.	establish; set up; found
展聽[-听]	zhǎntīng	n.	exhibition hall; gallery
皇帝	huángdì	n.	emperor
統一[统-]	tǒngyī	v./adj.	unify; unite; unified
貢獻[贡献]	gòngxiàn	v./n.	contribute; dedicate; contribution
修	xiū	v.	repair; mend; overhaul; fix
殺[杀]	shā	v.	to kill
燒[烧]	shāo	v.	to burn; cook; heat; roast
千千萬萬[--万万]	qiānqiānwànwàn	coll.	thousands upon thousands; myriads
宮殿[宫-]	gōngdiàn	n.	palace
墳墓[坟-]	fénmù	n.	grave; tomb
兵馬俑[-马-]	bīngmǎyǒng	n.	terracotta warriors
基礎[-础]	jīchǔ	n.	base; foundation; basis
發展[发-]	fāzhǎn	v.	develop; expand; grow
稱呼[称-]	chēnghu	n./v.	term of address; to address as
絲綢[丝绸]	sīchóu	n.	silk cloth; silk
關係[关系]	guānxi	v.	concern; affect; matter
進行[进-]	jìnxíng	v.	be in progress; carry on/out; conduct
貿易[贸-]	màoyì	n.	trade
詩[诗]	shī	n.	poetry; verse; poem
詩人	shīrén	n.	poet
發達[发达]	fādá	adj./v.	developed; flourishing; to develop
技術[-术]	jìshù	n.	technology; skill; technique
曾經[-经]	céngjīng	adv.	once; ever; some time in the past
先進[-进]	xiānjìn	v./adj.	to advance; advanced
發明[发-]	fāmíng	n./v.	invention; to invent
造紙[-纸]	zàozhǐ	v.o.	make paper
火藥[-药]	huǒyào	n.	gunpowder
指南針[--针]	zhǐnánzhēn	n.	compass
活字	huózì	n.	movable type/letters
印刷	yìnshuā	n./v.	print
領導[领导]	lǐngdǎo	v./n.	to lead; leadership; leader
革命	gémìng	v.o./n.	to revolt; revolution

孔子	Kǒngzǐ	Confucius, Zhou philosopher
秦朝	Qíncháo	n. Qin dynasty
秦始皇		Qín Shǐhuáng n. First Emperor of Qin
漢朝[汉-]	Hàncháo	n. Han dynasty
西方	xīfāng	p.w. west; the West; the Occident
唐朝	Tángcháo	n. Tang dynasty
李白	Lǐ Bó	Li Po, Tang poet
宋朝	Sòngcháo	n. Song dynasty
清朝	Qīngcháo	n. Qing dynasty
孫中山[孙--]	Sūn Zhōngshān	Sun Yat-sen
中華民國[-华-国]	Zhōnghuá Mínguó	Republic of China

ACTIVITIES

Individual and group pronunciation practice (1.2)
Pronunciation games (1.2, 3.2)
Language lab exercises (1.2)
Character practice (1.2, 3.2, 4.1)
Calligraphy practice (1.2, 3.2, 4.1)
Cultural connections (2.1, 2.2)
Pen-pal letters to Chinese students (5.1)

PERFORMANCE ASSESSMENT

Written quiz for understanding of grammar and vocabulary.
Recorded oral proficiency quiz for accuracy of pronunciation, tones and proper usage.
Character quiz for understanding of reading comprehension and writing ability.
Portfolio projects that demonstrate competency of unit content.

CAREER AWARENESS (where appropriate)

International business, diplomacy, translation, education.

CORE TEXT FOR STUDENTS

Integrated Chinese Textbook, Level 2, Part 2, Third Edition, Cheng and Tsui Company, 2010.

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Integrated Chinese Workbook, Level 2, Part 2, Third Edition, Cheng and Tsui Company, 2010.

MATERIALS AND SUPPLIES

Various supplemental DVD, CD-rom and on-line resources
Calligraphy brushes, ink and paper

INTEGRATED TECHNOLOGY

Use of the language lab
Use of the in-class projector
Use of a class set of wireless head phones
Use of on-line practice and evaluation resources

UNIT 10: INTERVIEWING FOR A JOB

ESSENTIAL QUESTIONS

How can students further develop correct pronunciation of Mandarin Chinese phonemes and tones?

How can students effectively communicate information about themselves and others in Mandarin Chinese?

How can students further develop an understanding and usage of the building blocks of Chinese characters?

How can students develop an understanding of the cultural context of Mandarin Chinese?

How can students develop greater competency in other areas of study through the study of Mandarin Chinese?

How can students develop greater ability to compare cultures and languages through the study of Mandarin Chinese?

How will students gain opportunities to utilize Mandarin Chinese both within and beyond the school setting?

RELATED GOALS and STANDARDS

GOAL ONE: Communicate in Chinese

Standard 1.1

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese.

Standard 1.2

Students understand and interpret written and spoken language on a variety of topics in Chinese.

Standard 1.3

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

GOAL TWO: Gain Knowledge and Understanding of the Cultures of the Chinese-Speaking World

Standard 2.1

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese speaking world.

Standard 2.2

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese speaking world.

GOAL THREE: Connect with Other Disciplines and Acquire Information

Standard 3.1

Students reinforce and further their knowledge of other disciplines through the study of Chinese.

Standard 3.2

Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.

GOAL FOUR: Develop Insight into the Nature of Language and Culture

Standard 4.1

Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.

Standard 4.2

Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.

GOAL FIVE: Participate in Multilingual Communities at Home and Around the World

Standard 5.1

Students use the Chinese language both within and beyond the school setting.

Standard 5.2

Students show evidence of becoming life-long learners by using Chinese for personal enjoyment and enrichment.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

Students will use in speaking and writing the vocabulary for discussing interviewing for a job in Mandarin Chinese.

Developing an Interpretation

Students will role play the process of interviewing for a job in China.

Making Connections

Students will explain how vocational opportunities have changed in China over time.

Taking a Critical Stance

Students will compare and contrast possible career paths for students of Mandarin available in China and the U.S.

VOCABULARY

世紀[-纪]	shìjì	n.	century
跨國[-国]	kuàguó	adj.	transnational; multinational
紛紛[纷纷]	fēnfēn	adv.	one after another; in succession
進入[进-]	jìnrù	v.	enter; get into
吸引	xīyǐn	v.	attract; draw; fascinate
學有所成	xuéyǒu suǒ chéng	coll.	To have academic success
海外	hǎiwài	n.	overseas; abroad
歸來[归来]	guīlái	v.	return; come back
因此	yīncǐ	conj.	therefore; consequently
叫做/作	jiàozuò	v.	be called; be known as
海龜[-龟]	hǎiguī	n.	green/sea turtle
海洋	hǎiyáng	n. s	seas and oceans; ocean
滿意[满-]	mǎnyì	v.	satisfied; pleased
套裝[-装]	tàozhuāng	n.	business suit
上衣	shàngyī	n.	upper outer garment; jacket
濕[湿]	shī	adj.	wet; damp; humid
旗袍	qípáo	n.	women's cheongsam (long gown)
銷售[销-]	xiāoshòu	v.	sell; market
經理[经-]	jīnglǐ	n.	manager; director
幹嗎/嘛[干吗/-]	gànmá	adv.	why on earth, whatever for
總[总]	zǒng	adj.	general; chief
嚴肅[严肃]	yánsù	adj.	serious; solemn
嚇人[吓-]	xiàrén	adj.	scary; frightening
解釋[-释]	jiěshì	v.	explain; interpret; analyze
陰[阴]	yīn	adj.	overcast; hidden from the sun
轉[转]	zhuǎn	v.	turn; shift; change
雲[云]	yún	n.	cloud
寄	jì	v.	send; post; mail
錄用[录-]	lùyòng	v.	employ; take on; engage
通知	tōngzhī	n./v.	notice; notify; inform; contact
既然	jìrán	conj.	since; as; now that
回答	huídá	n./v.	answer; reply
短期	duǎnqī	n.	short time/period/term
好在	hǎozài	adv.	fortunately; luckily
產品[产-]	chǎnpǐn	n.	product; produce
晴	qíng	adj.	fine, sunny

缺點[-点]	quēdiǎn	n.	shortcoming; defect; weakness
零食	língshí	n.	between-meal nibbles; snacks
優秀[优-]	yōuxiù	adj.	outstanding; excellent
善於[-/于]	shànyú	v.p.	be good at; be adept in
往往	wǎngwǎng	adv.	often; frequently
加班	jiābān	v.o.	work overtime; work extra shifts
優點[优点]	yōudiǎn	n.	merit; strong/good point; advantage
可怕	kěpà	adj.	awful; fearful; terrible
握手	wòshǒu	v.o.	shake/clasp hands
能力	nénglì	n.	ability; capacity; competence

ACTIVITIES

Individual and group pronunciation practice (1.2)
Pronunciation games (1.2, 3.2)
Language lab exercises (1.2)
Character practice (1.2, 3.2, 4.1)
Calligraphy practice (1.2, 3.2, 4.1)
Cultural connections (2.1, 2.2)

PERFORMANCE ASSESSMENT

Written quiz for understanding of grammar and vocabulary.
Recorded oral proficiency quiz for accuracy of pronunciation, tones and proper usage.
Character quiz for understanding of reading comprehension and writing ability.
Portfolio projects that demonstrate competency of unit content.

CAREER AWARENESS (where appropriate)

International business, diplomacy, translation, education.

CORE TEXT FOR STUDENTS

Integrated Chinese Textbook, Level 2, Part 2, Third Edition, Cheng and Tsui Company, 2010

ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

Integrated Chinese Workbook, Level 2, Part 2, Third Edition, Cheng and Tsui Company, 2010.

MATERIALS AND SUPPLIES

Various supplemental DVD, CD-rom and on-line resources
Calligraphy brushes, ink and paper

INTEGRATED TECHNOLOGY

Use of the language lab
Use of the in-class projector
Use of a class set of wireless head phones
Use of on-line practice and evaluation resources

UNIT 11: FOREIGNERS IN CHINA

ESSENTIAL QUESTIONS

How can students develop correct pronunciation of Mandarin Chinese phonemes and tones?

How can students effectively communicate information about themselves and others in Mandarin Chinese?

How can students develop an understanding and usage of the building blocks of Chinese characters?

How can students develop an understanding of the cultural context of Mandarin Chinese?

How can students develop greater competency in other areas of study through the study of Mandarin Chinese?

How can students develop greater ability to compare cultures and languages through the study of Mandarin Chinese?

How will students gain opportunities to utilize Mandarin Chinese both within and beyond the school setting?

RELATED GOALS and STANDARDS

GOAL ONE: Communicate in Chinese

Standard 1.1

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese.

Standard 1.2

Students understand and interpret written and spoken language on a variety of topics in Chinese.

Standard 1.3

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

GOAL TWO: Gain Knowledge and Understanding of the Cultures of the Chinese-Speaking World

Standard 2.1

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese speaking world.

Standard 2.2

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese speaking world.

GOAL THREE: Connect with Other Disciplines and Acquire Information

Standard 3.1

Students reinforce and further their knowledge of other disciplines through the study of Chinese.

Standard 3.2

Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.

GOAL FOUR: Develop Insight into the Nature of Language and Culture

Standard 4.1

Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.

Standard 4.2

Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.

GOAL FIVE: Participate in Multilingual Communities at Home and Around the World

Standard 5.1

Students use the Chinese language both within and beyond the school setting.

Standard 5.2

Students show evidence of becoming life-long learners by using Chinese for personal enjoyment and enrichment.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

Students will use in speaking and writing the vocabulary to discuss visiting China in Mandarin.

Developing an Interpretation

Students will describe and discuss the traditions of welcoming and bidding farewell to guests in Chinese society.

Making Connections

Students will explain the difficulty of adjusting to life in a different country.

Taking a Critical Stance

Students will compare and contrast the way foreign visitors are treated in China and the U.S.

VOCABULARY

週	zhōu	n.	week
聚會[-会]	jùhuì	v.	get together; meet
慶祝[庆-]	qìngzhù	v.	celebrate

接受		jiēshòu	v.	accept; receive;
undertake				
接風[-风]	jiēfēng		v.o.	give a dinner/reception for visitors
餞行[钱-]	jiàn xíng		v.	give a farewell dinner
客人	kèren		n.	visitor; guest
火鍋[-锅]	huǒguō		n.	hotpot
聚		jù	v.	assemble; gather;
get together				
出差	chūchāi		v.o.	be away on a business trip
推銷[-销]	tuīxiāo		v.	promote the sale of; peddle
熱水器[热--]	rèshuǐqì		n.	water heater
火	huǒ		n./adj.	fire; thriving; flourishing
校友	xiàoyǒu		n.	alumni; schoolfellow
關照[关-]	guānzhào		v.	take care of; look after
同事	tóngshì		n.	colleague; co-worker
者		zhě	suf.	nominalizer; one
who; -er; -ist				
電視劇[电视剧]	diànshìjù		n.	TV play/drama
搞	gǎo		v.	do/work/manage/etc.
面熟	miànshú		adj.	familiar-looking
流	liú		b.f.	class; rate; grade
演員[-员]	yǎnyuán		n.	performer
而已	éryǐ		v.p.	that's all; and no more
值(得)	zhí (de)		v.	be worth
穩定[稳-]	wěndìng		v./adj.	stabilize; stable; steady
年輕/青[-轻/青]	niánqīng		adj.	young
不僅[-仅]	bùjǐn		adv./conj.	not only; not the only one
永遠[-远]	yǒngyuǎn		adv.	always; forever
放心	fàngxīn		v.o.	set one's mind at rest, be at ease
國外[国-]	guówài		n.	overseas; external; abroad
聯繫[联系]	liánxì		v./n.	to contact; connection; relation
友誼[-谊]	yǒuyì		n.	friendship; fellowship
眾人[众-]	zhòngrén		n.	everybody ; the crowd
歐洲	Ōuzhōu			Europe

ACTIVITIES

Individual and group pronunciation practice (1.2)

Pronunciation games (1.2, 3.2)

Language lab exercises (1.2)

Character practice (1.2, 3.2, 4.1)

Calligraphy practice (1.2, 3.2, 4.1)
Cultural connections (2.1, 2.2)
Field Trip to Chinatown, NYC (5.1, 5.2)

PERFORMANCE ASSESSMENT

Written quiz for understanding of grammar and vocabulary.
Recorded oral proficiency quiz for accuracy of pronunciation, tones and proper usage.
Character quiz for understanding of reading comprehension and writing ability.
Portfolio projects that demonstrate competency of unit content.

CAREER AWARENESS (where appropriate)

International business, diplomacy, translation, education.

CORE TEXT FOR STUDENTS

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ADDITIONAL TEXTS/ RESOURCES FOR USE BY STUDENTS

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MATERIALS AND SUPPLIES

Various supplemental DVD, CD-rom and on-line resources
Calligraphy brushes, ink and paper

INTEGRATED TECHNOLOGY

Use of the language lab
Use of the in-class projector

Use of a class set of wireless head phones
Use of on-line practice and evaluation resources



SECTION III - Goals and Standards

The goals and standards followed in Mandarin Chinese IV come from the ACTFL national standards for teaching Chinese. ACTFL goals and standards conform to the standards used throughout Connecticut and the Darien World Language Department courses.

RELATED GOALS and STANDARDS

GOAL ONE: Communicate in Chinese

Standard 1.1

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in Chinese.

Standard 1.2

Students understand and interpret written and spoken language on a variety of topics in Chinese.

Standard 1.3

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

GOAL TWO: Gain Knowledge and Understanding of the Cultures of the Chinese-Speaking World

Standard 2.1

Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures of the Chinese speaking world.

Standard 2.2

Students demonstrate an understanding of the relationship between the products and perspectives of the cultures of the Chinese speaking world.

GOAL THREE: Connect with Other Disciplines and Acquire Information

Standard 3.1

Students reinforce and further their knowledge of other disciplines through the study of Chinese.

Standard 3.2

Students acquire information and recognize the distinctive viewpoints that are only available through the Chinese language and culture.

GOAL FOUR: Develop Insight into the Nature of Language and Culture

Standard 4.1

Students demonstrate understanding of the nature of language through comparisons of the Chinese language with their own.

Standard 4.2

Students demonstrate understanding of the concept of culture through comparisons of Chinese culture with their own.

GOAL FIVE: Participate in Multilingual Communities at Home and Around the World

Standard 5.1

Students use the Chinese language both within and beyond the school setting.

Standard 5.2

Students show evidence of becoming life-long learners by using Chinese for personal enjoyment and enrichment.

SECTION IV – Learning Resources

SUPPLEMENTAL RESOURCES

Integrated Chinese, Multimedia Companion, Level 1, Part 1. Cheng and Tsui, 2007.

Integrated Chinese, Work Book DVD, Level 1 Part 1. Cheng and Tsui, 2004.

DISCOVER CHINESE. Summer Professional Development Program for Teachers of Chinese. Reading Materials, July 2007.

Oxford Beginner's Chinese Dictionary. Oxford University Press, 2006.

China Odyssey, Text Book, Vol 1. Cheng and Tsui, 2005

China Odyssey, Work Book, Vol 1. Cheng and Tsui, 2005.

China Odyssey, CD-rom, Vol 1. Cheng and Tsui, 2005.

China Odyssey, Text Book, Vol 2. Cheng and Tsui, 2005

China Odyssey, Work Book, Vol 2. Cheng and Tsui, 2005.

China Odyssey, CD-rom, Vol 2. Cheng and Tsui, 2005.

China Link, Elementary Chinese Text Book. Prentice Hall, 2006.

Making Connections. Cheng and Tsui, 2002.

China Link, Elementary Chinese Work Book. Prentice Hall, 2006.

China Link, Elementary Chinese Cassette Tapes. Prentice Hall, 2006.

Chinese Builder Cards. Cheng and Tsui, 2005.

The Way of Chinese Characters. Book and CD-ROM. Cheng and Tsui, 2007.

Picture Characters. China Books, 2005.

Amazing Chinese Characters, Vol 1: Animals. Panda Media Co., 2003.

Amazing Chinese Characters, Vol 2: Plants and Nature. Panda Media Co., 2003.

Wenlin Software for Learning Chinese. Wenlin Institute, 2002.

Clavis Sinica, Chinese Text Reader CD-ROM. David Porter, 2003.

Chengo Chinese, E-Language Learning System, NOCFL, 2005.

Yang Style Taiji Quan, Vol. 1, DVD. 2005.

Yang Style Taiji Quan, Vol. 2, DVD. 2005.

Yang Style Taiji Quan, Vol. 3, DVD. 2005.

Chinese Calligraphy. Cico Books, 2002

Easy Chinese Playing Cards. Cheng and Tsui, 2009.

Chinese Language and the Computer. Cheng and Tsui, 2009.

Teaching Chinese as a Foreign Language. Cheng and Tsui, 2009.

China in the World. Cheng and Tsui, 2009.

Chinese for Tomorrow. Cheng and Tsui, 2009.

Watching the Movie and Learning Chinese. Beijing Language and Culture University Press, 2008.

Additional on-line resources.

Additional Resources on Chinese culture and history held in the DHS library collection.

DIFFERENTIATED INSTRUCTION

INCLUSION OF SPECIAL EDUCATION STUDENTS

This course is designed to be student-activity based, where all different types of learning styles will be engaged. Modifications for special education could cover a range of possibilities depending on the needs of the student. The only area where modification for special education students would not be warranted would be in the area of speaking and listening comprehension.

The following is a list of such possibilities:

1. A Chinese-speaking in-class aide
2. A regular aide in the class
3. Modified homework
4. Modified tests
5. Modified grading; special ed grade
6. Grading of the speaking and listening comprehension only
7. Use of on-line resources as tutorials
8. Use of students who are heritage speakers as tutors

HONORS LEVEL INSTRUCTION

This course-sequence is adaptable to the development of an honors section for Mandarin II, III, and IV. As enrollment builds, this instruction would first be provided within a differentiated classroom. Students enrolled in honors would take on greater challenges and be evaluated against a more advanced standard for proficiency in all aspects of the language. Enabling students to take the Mandarin A.P. Exam would be one measure of evaluating the success of this approach.