



CHINESE LANGUAGE CURRICULUM FRAMEWORK
MANDARIN 2

Strand: Communication		
(Addressing Accuracy) Using sentences, strings of sentences, and combinations of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, students will, with increasing syntax proficiency and accuracy across the three communication modes.		
Communication Functions <i>State Foreign Language Framework</i>	Communication Content	Linguistic Proficiency <i>(or Language Development)</i>
<u>Interpersonal Communication</u>	<i>(more in Appendix on Topic/Themes with Vocabulary and Structures for level M2)</i>	<u>Listening</u>
<p>Objectives: <i>Building on their ability to perform the functions developed in Mandarin 1, students in Mandarin 2 will:</i></p> <ul style="list-style-type: none"> · perform stage 1 learning standards · ask and respond to questions/clarify information · exchange opinions about people, activities, and events · discuss class reading 	<p>Objectives: Including all the topics for Mandarin 1, students in Mandarin 2 will communicate on the following topics and themes:</p> <ul style="list-style-type: none"> · daily routine (age appropriate) · school routines and functions · the community: Chinatown · short stories and poetry · movies and cinema · arts & crafts · name seals · Chinese paintings · calligraphy · vacations · travel and transportation · shopping · professions · hobbies and interests · restaurants and menus · parties and celebrations · fashion 	<p>Objectives: Including all Mandarin 1 objectives, students in Mandarin 2 will understand:</p> <ul style="list-style-type: none"> · and recognize simple factual and expressive language · idiomatic expressions · commonly used verbs · main ideas of short stories · authentic materials such as ads, radio reports, and travel directions
<u>Interpretive Communication</u>		<u>Speaking</u>
<p>Objectives: <i>Students will</i></p> <ul style="list-style-type: none"> · perform stage 1 learning standards · follow directions such as those for a recipe, a word maze, or a logic problem · read authentic and adapted materials, such as short stories, narratives, advertisements, and 		<p>Objectives: <i>Students will</i></p> <ul style="list-style-type: none"> · speak a range of words and phrases with increasingly accurate tones, pronunciation, and intonation · use longer sentences to express needs, emotions, and opinions · give directions · express agreement and



<p>brochures</p> <ul style="list-style-type: none"> · understand important ideas and details in highly contextual authentic and adapted texts · understand learned expressions, sentences, questions, and polite commands in messages · identify themes in fictional and nonfiction works and relate them to personal experiences 	<p>Cross Disciplinary Topics:</p> <ul style="list-style-type: none"> · gender roles · environmental issues 	<ul style="list-style-type: none"> · disagreement · relay brief messages · role play · initiate and maintain brief conversations using learned expressions and sentences · describe and compare
<p><u>Presentational Communication</u></p>		<p><u>Reading</u></p>
<p>Objectives: <i>Students will</i></p> <ul style="list-style-type: none"> · perform stage 1 learning standards · write simple paragraphs · write greeting cards, notes, letters, and emails · describe elements of stories such as characters, events, and settings · give presentations on planned activities or on cultural topics 		<p>Objectives: <i>Students will</i></p> <ul style="list-style-type: none"> · and draw meaning from details in short paragraphs · and extract meaning from authentic materials such as recipes, tickets, and brochures · and understand the Chinese zodiac chart · riddles, modified stories, poems, rhymes, proverbs, and plays
		<p><u>Handwriting/Typing/Composition</u></p> <p>Objectives: <i>Students will write</i></p> <ul style="list-style-type: none"> · short paragraphs of simple sentences with increasingly accurate use of tone marks, pinyin spelling, and formation of characters · apply knowledge about vocabulary and structures to create simple text in guided compositions · posters, notes, and lists



		<ul style="list-style-type: none">· more detailed sentence structures· short answers to questionnaires/surveys· up to 100 characters
Strand: Connection (and Comparison)		
District World Language Standard: <ul style="list-style-type: none">· Students will use Chinese to access new information for work in other subject areas and use their knowledge in other subject areas to enhance their Mandarin study.		
Objectives <ul style="list-style-type: none">· Students will view, listen to, and discuss actual media· Students will access information from songs, clichés, proverbs, and poems· Students will share relevant knowledge acquired from other disciplines		
Strand: Culture (and Community)		
District World Language Standard: <ul style="list-style-type: none">· Students will have an understanding and appreciation for the practices and products of the regions where Chinese is spoken.		
Objectives: <ul style="list-style-type: none">· Students will compare gender roles· Students will recognize and map geographic features and landmarks in the target language· Students will compare and contrast cultural and linguistic characteristics· Students will identify similarities and differences in schedules· Students will interact appropriately in social situations· Students will perform daily tasks like shopping, calling, eating out· Students will experience first-hand, the variety of cultural communities in the United States		