



CHINESE LANGUAGE CURRICULUM FRAMEWORK
MANDARIN 3

Strand: Communication		
(Addressing Accuracy) Using sentences, strings of sentences, fluid sentence-length and paragraph-length messages with frequency of errors 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, and Mandarin 2, students in Mandarin 3 will:</i></p> <ul style="list-style-type: none"> · perform stage 1 and stage 2 learning standards · suggest possible solutions to a problem · discuss personal feelings and ideas to persuade someone to consider an alternate viewpoint · share personal reactions to authentic literary texts, such as letters, poems, plays, stories, and novels 	<p>Objectives: Including all the topics for Mandarin 1 and Mandarin 2, students in Mandarin 3 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 and 2 objectives, students in Mandarin 3 will:</p> <ul style="list-style-type: none"> · understand information expressed in more complex language · get the meaning from selected authentic sources (i.e. Chinese TV programs, videos, or audio tapes) · comprehend narration of stories with a timeline · identify and understand feelings and emotions · understand opinions · understand emergency directions · understand phone conversations
<u>Interpretive Communication</u>		<u>Speaking</u>
<p>Objectives: <i>Students will</i></p> <ul style="list-style-type: none"> · perform stage 1 stage 2 learning 		<p>Objectives: <i>Students will</i></p> <ul style="list-style-type: none"> · speak a range of words and



<p>standards</p> <ul style="list-style-type: none"> · read articles in a magazine, journal, or newspaper and understand the main ideas · read a literary text and understand the theme, characters, and setting · identify the characteristics of major genres, such as nonfiction, fiction, drama, and poetry in the target language · comprehend narration in past, present, and future · identify and understand feelings and emotions · comprehend audio and video texts · understand telephone conversations or written correspondence 	<p>Cross Disciplinary Topics:</p> <ul style="list-style-type: none"> · gender roles · environmental issues 	<p>phrases with increasingly accurate tones, pronunciation, and intonation</p> <ul style="list-style-type: none"> · give opinions · narrate stories with a timeline · give unrehearsed comments · clarify and ask for clarifications · engage in simple phone conversation · set dates and appointments · ask for and give help in an emergency · summarize speeches from authentic stories and audiovisual media such as TV and radio broadcasts
<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 and stage 2 learning standards · develop and present solutions to problems · state and support opinions to convince or persuade a listener or reader · write letters requesting specific information · write email correspondence with peers to compare and contrast interests · write reviews about a story, play, movie, or other form of literature 		<p>Objectives: <i>Students will</i></p> <ul style="list-style-type: none"> · and interpret meaning from a variety of texts · and identify detail in a range of texts · and recognize up to 350 HF Chinese characters · and use a dictionary, context, logic to determine meaning · and understand key ideas and some details from authentic materials (i.e. articles, letters, emails, and short plays)
		<p><u>Handwriting/Typing/Composition</u></p>



		<p>Objectives: <i>Students will write</i></p> <ul style="list-style-type: none">· up to HF 200 characters· simple passage with linking expressions using more complex sentence structures· a sequence of descriptive statements in a logical progression, following a model· structured paragraphs on a single topic· fill out forms such as surveys and applications· emails· guided journals, book reports, and short essays
<p>Strand: Connection (and Comparison)</p>		
<p>District World Language Standard:</p> <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. <p>Objectives</p> <ul style="list-style-type: none">· Students will compare and contrast news broadcasts· Students will interpret weather reports,· Students will graph and compare statistical information such as population and income· Students will relate works of art and literature with history· Students will relate current events		
<p>Strand: Culture (and Community)</p>		
<p>District World Language Standard:</p> <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. <p>Objectives:</p> <ul style="list-style-type: none">· Students will sing authentic songs· Students will commemorate holidays and special events· Students will observe customs		



- Students will become familiar with people and events from Chinese culture
- Students will recognize uniqueness of Chinese cuisine (recognize staple Chinese dishes)
- Students will eliminate cultural stereotypes