



CHINESE LANGUAGE CURRICULUM FRAMEWORK
 MANDARIN 4

Strand: Communication		
(Addressing Accuracy) Using sentences, strings of sentences, fluid sentence-length, paragraph-length, and essay-length messages with some patterns of errors that do not interfere with meaning, students will communicate 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 M4)</i>	<u>Listening</u>
<p>Objectives: <i>Building on their ability to perform the functions developed in Mandarin 1, 2, and 3, students in Mandarin 4 will --- transition to AP Chinese:</i></p> <ul style="list-style-type: none"> · initiate, sustain, and close a conversation · negotiate a compromise · discuss national and international current events · exchange opinions on a variety of contemporary or historical topics · use paraphrasing, summarization, or elaboration to substantiate opinions or express ideas and emotions · convince and persuade another person to adopt a plan or viewpoint · discuss and analyze literary texts* 	<p>Objectives: Including all the topics for Mandarin 1, 2, and 3, students in Mandarin 4 will communicate on the following topics and themes:</p> <ul style="list-style-type: none"> · living and studying in China · ethnic and regional diversity · government and institutions · authors and their times · history of cinema · economics · environmental concerns · philosophers and their thoughts · political science · anthropology · religion <p>Current Affairs:</p> <ul style="list-style-type: none"> · market economy · energy 	<p>Objectives: Including all Mandarin 1, 2, and 3 objectives, students in Mandarin 4 will:</p> <ul style="list-style-type: none"> · understand abstract ideas expressed in more complex language · recognize opinions and attitudes · understand advice and suggestions · comprehend detail and summarize meaning · acquire knowledge and new information from native speakers via film, video, radio, TV, and everyday conversation · understand official speech, debates, and news reports



<u>Interpretive Communication</u>		<u>Speaking</u>
<p>Objectives: <i>Students will</i></p> <ul style="list-style-type: none">· identify the main points and details in a radio or TV news program· understand printed or recorded advice and suggestions· analyze the aesthetic qualities of works of poetry, drama, fiction, and film· interpret literature based on evidence from the text· analyze moral/philosophical points presented in literary texts		<p>Objectives: <i>Students will</i></p> <ul style="list-style-type: none">· speak fairly fluently, using more complex structure with fairly accurate tones, pronunciation, and intonation· initiate, maintain, and terminate a conversation with a variety of speakers· use various language structures to present, negotiate, debate, compare, contrast, convince, persuade, and to support points of view· conduct transactions face to face and on the phone· paraphrase· give simultaneous translation· use technical terminology
<u>Presentational Communication</u>		<u>Reading</u>
<p>Objectives: <i>Students will:</i></p> <ul style="list-style-type: none">· write journals, letters, stories, and essays· write critiques of books, articles, orations, movies, plays, videos, or CDs from or about Chinese culture· write or prepare an oral or videotaped report about personal interests <p>*narrate in the past, present, and future</p>		<p>Objectives: <i>Students will read:</i></p> <ul style="list-style-type: none">· and understand directions while visiting Chinese speaking countries· and get meanings from a variety of texts· recognize fine details and draw inferences and conclusions· and comprehend detail and summarize meaning· and analyze content and style in literary works· and understand operating manuals



		<u>Handwriting/Typing/Composition</u>
		<p>Objectives: <i>Students will write:</i></p> <ul style="list-style-type: none">· passages of complex structures with increasing fluency and accuracy· factual passages to present ideas, information, and points of view· adapt content and style to suit a particular purpose and audience· an analysis· a research report· a business letter
Strand: Connection (and Comparison)		
<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 identify careers and job related activities which require another language· Students will participate in community activities		
Strand: Culture (and Community)		
<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 differentiate, debate, and evaluate concepts of broader cultural significance.· Students will research cultural contributions of Chinese culture throughout history in different locations.· Students will view and value authentic movies, plays, and concerts.		