



MANDARIN CHINESE I
GRADES 7-8 (Corporate Landing Middle School and
Princess Anne Middle School only)

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

Students begin the sequential development of the communicative skills for Chinese. They use the language in relevant and purposeful contexts to exchange information, interpret the language on a variety of topics, and make presentations to diverse audiences. In addition, culture is an integral part of meaningful language use.

PREREQUISITE

None

OPTIONS FOR NEXT COURSE

Mandarin Chinese II

Students who study one language for an extended period of time will have the opportunity to achieve the highest levels of performance in the five goal areas: Communication, Cultures, Connections, Comparisons, and Communities.

Students pursuing an advanced diploma must successfully complete three years of one language or two years of two languages.

Students may begin the study of a new language, i.e., Arabic I (Grades 9-12 at Tallwood HS only), French I, Latin I or Spanish I (Grades 6-12), German I or Japanese I (Grades 7-12) or Russian I (Grades 9-12).

REQUIRED STUDENT TEXTBOOK

Chinese Odyssey, Volume 1 Simplified (Cheng & Tsui Company, 2007)

SUPPLEMENTARY MATERIALS

The teacher may choose to supplement the basal textbook with materials to extend and enrich the students' understanding of course topics. These materials may be drawn from daily newspapers, periodicals, television and other audio/visual media, primary source documents, simulations, and computer programs.

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GOAL 1 – COMMUNICATION

Communicate in Mandarin Chinese *

Standards

Interpersonal Mode

- 1.1 Students provide and obtain information, express feelings and emotions, and exchange opinions, both orally and in writing.

Interpretive Mode

- 1.2 Students understand and interpret written and spoken language on a variety of topics.

Presentational Mode

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

CI.1.IP: Communication: Interpersonal

- Exchange greetings, leave takings, and common classroom expressions in Chinese.
- Express and react to opinions in Chinese.
- Follow and/or give simple instructions in Chinese at times using authentic and other materials.
- Ask and answer questions in Chinese pertaining to familiar topics.
- Exchange in Chinese level-appropriate information using available technology.

CI.1.IR: Communication: Interpretive

- Recognize in Chinese the sequence of events using authentic materials and other resources.
- Identify in Chinese main ideas using authentic and other materials.
- Interpret gestures, intonation, and other visual/auditory cues from Chinese-speaking cultures.
- Derive in Chinese meaning from familiar information in new contexts using authentic and other materials.

CI.1.P: Communication: Presentational

- Retell in Chinese familiar information in new contexts.
- Present in Chinese unrehearsed information that pertains to familiar topics.
- Present in Chinese level-appropriate information using available technology.

GOAL 2 – CULTURES

Gain Knowledge and Understanding of the Cultures of the Chinese-Speaking World *

Standards

- 2.1 Students demonstrate an understanding of the relationship among products, practices, and perspectives of Chinese-speaking cultures.
- 2.2 Students demonstrate an awareness, acceptance, and appreciation of diverse cultures.

CI.2.IP: Cultures: Interpersonal

- Use culturally appropriate verbal and nonverbal behaviors when exchanging information in Chinese.
- Ask and answer questions in Chinese about products and practices in the Chinese-speaking cultures that relate to familiar topics.

CI.2.IR: Cultures: Interpretive

- Identify in Chinese products and practices in the Chinese-speaking cultures that relate to familiar topics.
- Identify in Chinese perspectives of Chinese-speaking cultures that have emerged from products and practices that relate to familiar topics.
- Identify in Chinese common cultural themes in written selections.

CI.2.P: Cultures: Presentational

- Present unrehearsed, familiar information in Chinese that uses idiomatic expressions, proverbs, and/or short literary quotes.
- Compare in Chinese practices and perspectives of Chinese-speaking cultures to their own practices and perspectives.

GOAL 3 – CONNECTIONS

Use Mandarin Chinese to Connect with Other Disciplines and Expand Knowledge *

Standards

- 3.1 Students reinforce and expand their knowledge of other disciplines through the study of Chinese.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the study of Chinese-speaking cultures.

CI.3.IP: Connections: Interpersonal

- Exchange information in Chinese about knowledge gained from other subject areas.
- Ask and answer questions in Chinese to identify topics common to Chinese and other disciplines.
- Exchange information in Chinese about their own opinions of other subject areas.

CI.3.IR: Connections: Interpretive

- Identify information in Chinese that would be useful in other subject areas.
- Identify in Chinese topics common to Chinese and other subject areas.

CI.3.P: Connections: Presentational

- Paraphrase information in Chinese about topics common to Chinese and other subject areas.
- Apply skills learned in other subject areas to complete oral and written tasks in Chinese.

GOAL 4 – COMPARISONS

Develop Insight through Mandarin Chinese into the Nature of Language and Culture *

Standards

- 4.1 Students demonstrate understanding of the nature of language through comparisons of Chinese and their own languages.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of Chinese-speaking cultures and their own culture.

CI.4.IP: Comparisons: Interpersonal

- Exchange in Chinese familiar and new information to address others formally and informally according to Chinese-speaking cultures.
- Ask and answer questions in Chinese that include cognates, gestures, and level-appropriate idiomatic expressions.

CI.4.IR: Comparisons: Interpretive

- Identify in Chinese false cognates, cognates, gestures, and level-appropriate idiomatic expressions that are used in Chinese-speaking cultures.
- Recognize in Chinese differences and similarities between the sound and writing systems of Chinese and English.
- Recognize critical tone and other sound distinctions necessary in communicating meaning in Chinese.

CI.4.P: Comparisons: Presentational

- Compare in Chinese cognates, gestures, and idiomatic expressions of Chinese-speaking cultures and their own culture.

GOAL 5 - COMMUNITIES

Use Mandarin Chinese to Communicate in Multilingual Communities at Home and Around the World *

Standards

- 5.1 Students use Chinese for meaningful purposes, both within and beyond the school setting.
- 5.2 Students explore opportunities to use Chinese for personal growth and career goals at home and abroad.

CI.5.IP: Communities: Interpersonal

- Exchange information about the presence of Chinese-speaking people within and beyond the school setting.

CI.5.IR: Communities: Interpretive

- Identify career opportunities that require the use of Chinese.

CI.5.P: Communities: Presentational

- Relate the advantages of being able to use Chinese.

* Task Force of the National Standards in Foreign Language Education Project. (1999). *Standards for foreign language learning in the 21st century*. Lawrence, Kansas: Allen Press.



VIRGINIA BEACH CITY PUBLIC SCHOOLS

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Dr. James G. Merrill, Superintendent

DEPARTMENT OF CURRICULUM AND INSTRUCTION

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