



**MANDARIN CHINESE II**  
**GRADES 10-12 (Global Studies and World Languages**  
**Academy – Tallwood High 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 continue 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**

Mandarin Chinese I

**OPTIONS FOR NEXT COURSE**

Mandarin Chinese III

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.

# MANDARIN CHINESE II

## 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.

#### CII.1.IP: Communication: Interpersonal

- Ask and answer questions in Chinese for clarification.
- Exchange information in Chinese to acquire goods and services.
- Interact with others in Chinese to compare and contrast opinions.
- Exchange information in Chinese to recommend solutions for personal matters.
- Exchange in Chinese level-appropriate information using available technology.

#### CII.1.IR: Communication: Interpretive

- Identify in Chinese the sequence of events in authentic materials.
- Identify in Chinese significant details and other relevant information in authentic materials.
- Derive meaning in Chinese from familiar and new information in new situations.
- Identify familiar and new “cihui” in level-appropriate texts.

#### CII.1.P: Communication: Presentational

- Summarize information in Chinese received from a variety of sources.
- Present in Chinese unrehearsed, familiar information in new contexts.
- Present in Chinese unrehearsed oral presentations and unrehearsed written information of increased complexity as time on task increases.
- 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.

#### **CII.2.IP: Cultures: Interpersonal**

- Ask and answer questions in Chinese to identify the products, practices, and perspectives of the Chinese-speaking cultures that are topic- and level-appropriate.
- Exchange information in Chinese about changes that have occurred over time in products, practices, and perspectives of Chinese-speaking cultures.

#### **CII.2.IR: Cultures: Interpretive**

- Identify in Chinese the products, practices, and perspectives of the Chinese-speaking cultures that are topic- and level-appropriate in varied materials.
- Identify in Chinese different products, practices, and perspectives among Chinese-speaking cultures that relate to familiar and new topics.

#### **CII.2.P: Cultures: Presentational**

- Identify in Chinese the impact of selected contributions and historical influences of Chinese-speaking cultures upon today's world.
- Compare in Chinese practices and perspectives among Chinese-speaking cultures.

## **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.

#### **CII.3.IP: Connections: Interpersonal**

- Exchange ideas in Chinese about the connections between Chinese and other subject areas.

#### **CII.3.IR: Connections: Interpretive**

- Identify in Chinese connections between Chinese and other subject areas in authentic materials.

#### **CII.3.P: Connections: Presentational**

- Present information in Chinese that highlights connections between Chinese and other subject areas.

## **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 language.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of Chinese-speaking cultures and their own culture.

#### CII.4.IP: Comparisons: Interpersonal

- Compare in Chinese topic-related current and past events that occur in Chinese-speaking cultures with those that occur in their own culture.

#### CII.4.IR: Comparisons: Interpretive

- Identify in Chinese topic-related current and past events in Chinese-speaking cultures and in their own culture.

#### CII.4.P: Comparisons: Presentational

- Present in Chinese their own ideas on the comparisons of topic-related current and past events in Chinese-speaking cultures and in 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.

#### CII.5.IP: Communities: Interpersonal

- Exchange information in Chinese about the advantages of using Chinese in business and travel.

#### CII.5.IR: Communities: Interpretive

- Identify Chinese businesses that are successful in the global community.

#### CII.5.P: Communities: Presentational

- Summarize in Chinese the advantages of being able to use Chinese when pursuing career opportunities.

\* 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.



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## DEPARTMENT OF CURRICULUM AND INSTRUCTION

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