



*Department of Teaching & Learning*  
*Parent/Student Course Information*

**MANDARIN CHINESE IV**  
**(FL 5840)**  
**One credit, One year**  
**GRADE 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 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**

Mandarin Chinese III

**OPTIONS FOR NEXT COURSE**

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**

*Zhēn Bàng! Level 3 (EMC, 2011)*

**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 IV

### GOAL 1 – COMMUNICATION

Communicate in Mandarin Chinese \*

#### Standards

##### Interpersonal Mode (IP)

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

##### Interpretative Mode (IR)

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

##### Presentational Mode (P)

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

#### CIV.1.IP: Communication: Interpersonal

- Exchange information in Chinese with the purpose of persuading others.
- Exchange information in Chinese that focuses on abstract ideas.
- Interact with others in Chinese to express content in the present, past and future.
- Exchange level-appropriate information in Chinese using available technology.

#### CIV.1.IR: Communication: Interpretive

- Recognize in Chinese mood and implied meaning of oral and written communication, such as humor, sarcasm, and intent.
- Derive meaning in Chinese from new information in a variety of literary texts.
- Interpret meaning in Chinese from culturally authentic materials and sources, such as television, radio, newspaper, magazines, and Internet.
- Analyze in Chinese main ideas and significant details in literary works and other authentic materials.

#### CIV.1.P: Communication: Presentational

- Present unrehearsed information in Chinese about occurrences in the past, present, and future.
- Present level-appropriate information in Chinese 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.

#### CIV.2.IP: Cultures: Interpersonal

- Interact with others in Chinese to identify new products that have become part of Chinese-speaking cultures.
- Exchange information in Chinese on the impact of new products on the established practices and perspectives in Chinese-speaking cultures.

#### CIV.2.IR: Cultures: Interpretive

- Identify new products that have become part of Chinese-speaking cultures using a variety of sources.
- Identify established practices and perspectives in Chinese-speaking cultures.

#### CIV.2.P: Cultures: Presentational

- Predict in Chinese the impact of new products on the practices and perspectives of Chinese-speaking cultures.
- Present information in Chinese on the advantages and disadvantages of new products.

## **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.

#### CIV.3.IP: Connections: Interpersonal

- Ask and answer questions in Chinese to predict changes that may occur in other subject areas in the future.

#### CIV.3.IR: Connections: Interpretive

- Identify new information in Chinese that may indicate impending changes in other subject areas.

#### CIV.3.P: Connections: Presentational

- Present unrehearsed information in Chinese that includes predictions about changes that may occur in 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 languages.

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

### **CIV.4.IP: Comparisons: Interpersonal**

- Ask and answer questions in Chinese to obtain information on how they and their peers in Chinese-speaking cultures view the same topics.

### **CIV.4.IR: Comparisons: Interpretive**

- Identify in Chinese common topics of interest for them and their peers in Chinese-speaking cultures.

### **CIV.4.P: Comparisons: Presentational**

- Compare in Chinese how they and their peers in Chinese-speaking cultures view the same topics.

## **GOAL 5 – COMMUNITIES**

Use Mandarin Chinese to Participate 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.

### **CIV.5.IP: Communities: Interpersonal**

- Ask and answer questions in Chinese to gain information about current and future career opportunities in global communities.

### **CIV.5.IR: Communities: Interpretive**

- Identify resources that offer information in Chinese about current and future career opportunities in which knowledge of Chinese would be beneficial.

\*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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