

Orange Unified School District
Mandarin IB SL
Year Course

Grade Level: 11-12

Prerequisites: C or better in Chinese III or Teacher Recommendation

Introduction to the subject:

Mandarin IB SL is intended for the student who is fluent in the Chinese language. The Chinese 5 student progresses toward a more sophisticated level of reading and writing the modern Chinese language. Classical Chinese will also be introduced. A flexible format emphasizes individual needs and much of the work is done independently. The student is expected to do a detailed analysis of major short stories, essays, novels, plays, and poems and to express analysis in clear expository writing. Copies of previous International Baccalaureate tests are examined and discussed. Continued use of literary genres, magazines and newspapers provides the student with deeper understanding of the culture.

Course Objectives:

By the end of the course the student will:

- Communicate in Chinese by listening, speaking, reading, and writing the language.
- Gain knowledge and understanding of the cultures of Chinese-speaking countries.
- Connect Chinese learning with other disciplines.
- Develop insights into the nature of language and culture by comparing Chinese-speaking cultures with his/her own culture.
- Be aware of Chinese cultures and use the Chinese language at school and in the community.

Recommended text(s):

1. Integrated Chinese, Level 2 Part 1 & Part 2 Textbook, 3rd Edition (Simplified & Traditional)
Hardcover by CHENG & TSUI COMPANY (Boston)
2. Integrated Chinese, Level 2 Part 1 & Part 2 Workbook, 3rd Edition (Simplified & Traditional)
3. Integrated Chinese Internet Website <http://eastasia.hawaii.edu/yao/icusers/default.htm>
4. Level 2 Part 1 & Level 2 Part 2 audio CDs

Supplemental Text/Materials:

1. Teacher Resource Books and Reference
 - <<Chinese Companion: expressive literacy through reading and composition>> (Compiled by Qin-Hong Anderson)
 - <<Life in Beijing>> (by Qingsheng Ma, Chinese Bridge Publishing Ltd)
 - <<Chinese Traditions and Festivals>> (by Regina Hsueh & Wen-Bin Wu, Chinese Bridge Publishing Ltd.)
 - <<Chinese Traditions and Festivals>> (Jian Zhu, Chinese Bridge Publishing Ltd.)
 - World Daily News (local Chinese newspaper)
 - Supplementary authentic materials from magazines, flyers, advertisement
2. Internet

Major on-line resources:

- <http://eastasia.hawaii.edu/vao/icusers/icweb.htm>
- www.usc.edu/dept/ealc/chinese/newweb/reading_page.htm
- http://faculty.virginia.edu/cll/chinese_reading/
- www.zhongwen.com

- www.wellesley.edu/Chinese/Chinese_Fables/title/title_page.html
- www.echineselearning.com

3. Films

- 走進中國百姓生活(Reality Chinese-A Multi-skill Chinese Course for Intermediate and Advanced Students, by Yehau Liu, Xianmin Liu & Jinyu Li, International Publishing in Beijing)
- Exploring Chinese Culture Volume 1 & 2 (Multimedia Press China Central Radio & TV University)
- Journey Through China I (Multimedia Press China Central Radio & TV University)
- Magical Chinese Culture (Better Chinese Ltd.)

Course overview:

Chinese 5 requires a higher level of sophistication and comprehension in listening, speaking, reading, and writing. Increased expectations reflect the high standards requisite for the weighted grade assigned to the course.

The student is expected to be a more self-directed, independent learner, and will be exposed to a wider scope of perspectives based on intense exploration of significant literature. The student will prepare for and has the option to take the International Baccalaureate exam.

Content

Learner Objectives

The student will:

A. Communication

- A1. write impromptu essays, responses to literature, video presentations, or listening activities.
- A2. interpret orally and in writing what he/she observes, hears, reads, or views.
- A3. listen to and understand others in real-life situations.
- A4. respond to prompts orally and in writing relating to real-life situations.
- A5. present impromptu oral responses.
- A6. present formal oral presentations based upon cultural or historical research.
- A7. present formal oral presentation based on the life of an author and his/her literature.
- A8. generate conversations, describe feelings and understand those of his/her companions, following a given prompt.
- A9. determine the appropriate use of words in different contexts.
- A10. learn Chinese discourse through literature read.
- A11. compare, analyze and interpret cultural or linguistic appropriateness through authentic texts.
- A12. apply literary terminology in discussing and analyzing literature.
- A13. read and/or listen to dialogues or passages and respond to comprehensive questions.
- A14. use critical thinking skills to respond to open-ended prompts orally and in writing.
- A15. complete research projects based upon cultural information.
- A16. incorporate grammatically complex structures in all forms of writing.
- A17. interpret a wide range of texts, including but not limited to written, audio, and video materials produced by and for native speakers.

Content

Learner Objectives

The student will:

- A18. write and speak in more linguistically and culturally authentic ways.
- A19. complete oral and written work that recognizes the culture of the audience and tailors the presentation to his/her experience and understanding.
- A20. listen to authentic material and respond orally and in writing.
- A21. use idiomatic expressions correctly.

B. Cultures

- B1. analyze and discuss the diversities of the cultures where Chinese is spoken.
- B2. explore art, music, dance, literature, and cuisine, of Chinese-speaking countries.
- B3. apply the knowledge of “what to do, when and where” in a social context.
- B4. define the role that cultural perspectives play in language, life, and literature.
- B5. identify differences, products, practices and concepts to build a better understanding of other cultures.
- B6. apply this knowledge in speech or writing.
- B7. explore the gender issues, racial differences, regionalism, environmental issues, economics and political ideologies of Chinese-speaking countries.
- B8. learn about Chinese history and current events taking place in Chinese-speaking countries.

C. Connections

- C1. apply the Chinese language to broaden the educational experience.
- C2. link Chinese to other subject areas to support the concept that languages are a core subject in the learning experience.
- C3. make connections between Chinese and other disciplines.
- C4. apply the concepts and content studied in Chinese to other disciplines and vice versa.
- C5. use Chinese in “real-world” situations.
- C6. deepen his/her understanding of Chinese as a means for educational and career advancement.
- C7. identify cultural nuances that can only be understood by knowing Chinese.

D. Comparisons

- D1. identify the similarities and differences between Chinese and the language(s) he/she already knows.
- D2. compare and contrast the linguistic and cultural differences.
- D3. gain an advanced understanding his/her own language(s) and the nature of language generally.
- D4. demonstrate his/her understanding that although all languages share some characteristics, each is unique in how it is used to carry out specific tasks and functions.
- D5. utilize idiomatic expressions, differences in sound and writing systems, and formal and informal expressions.
- D6. understand that different elements exist in different languages.
- D7. understand the immense impact of culture on language and vice versa.

E. Communities

- E1. seek opportunities to use what was learned in everyday life.

- E2. explore and use community and worldwide resources, such as the Internet and other technologies.
- E3. investigate how learning another language has potential for life-long enhancement of career options as well as for the enrichment and enjoyment of everyday life.
- E4. share ideas and questions in Chinese via instantaneous communication.
- E5. research cultures, languages and interpersonal relationships by using text-based, audio-based, and internet materials.
- E6. understand the concept of being global citizens.
- E7. demonstrate sensitivity to cultural and linguistic differences, making sure he/she always recognizes the dignity and individuality of all persons with whom he/she is communicating.
- E8. strive to become a life-long learner.

DATE OF LAST CONTENT REVISION: August 2011

DATE OF CURRENT CONTENT REVISION: August 2011

DATE OF BOARD APPROVAL: May 2011