

Chinese III

Foreign Language Curriculum Framework

Revised 2007

Course Title: Chinese III
 Course/Unit Credit: 1
 Course Number:
 Teacher Licensure: Secondary Chinese
 Grades: 9-12

Chinese III

Chinese III is an elective course that emphasizes oral and written expression to promote more proficient Chinese communication skills. Chinese III includes the review and expansion of essential Japanese grammar and vocabulary necessary for advanced communication. Culturally *authentic* materials and literary selections are read and discussed. Compositions reflect comprehension and an increasing understanding of the complexities of the language and vocabulary. Aural comprehension is emphasized. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for Chinese III and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Chinese II is a prerequisite for this course. Arkansas Department of Education approval is not required.

Strand	Content Standard
Communication	
	1. Students shall interpret information and messages in the Chinese language, <u>Putonghua</u> (interpretive).
	2. Students shall interact with others in the Chinese language, <u>Putonghua</u> (interpersonal).
	3. Students shall present information and messages in the Chinese language, <u>Putonghua</u> (presentational).
Culture	
	4. Students shall demonstrate understanding of the <i>practices</i> of the Chinese-speaking world (<i>practices</i>).
	5. Students shall demonstrate understanding of the <i>products</i> of the Chinese-speaking world (<i>products</i>).
	6. Students shall demonstrate understanding of the <i>perspectives</i> of the Chinese-speaking world (<i>perspectives</i>).
Connections	
	7. Students shall apply the Chinese language to reinforce and expand their knowledge of other subject areas (cross-curricular).
	8. Students shall recognize the common and unique views and contributions of the language and cultures of the Chinese-speaking world (global <i>perspectives</i>).
Comparisons	
	9. Students shall demonstrate understanding of the similarities and differences between the Chinese language and their own (languages).
	10. Students shall demonstrate understanding of the similarities and differences between the cultures of the Chinese-speaking world and their own (cultures).
Communities	
	11. Students shall demonstrate knowledge of ways to use Chinese in the classroom, school, and beyond (involvement).
	12. Students shall demonstrate evidence of becoming lifelong learners by using Chinese for personal enjoyment and enrichment (ownership).

Strand: Communication

Standard 1: Students shall interpret information and messages in the Chinese language, Putonghua (interpretive).

CMC.1.CIII.1	Demonstrate an ability to interpret oral, visual, and textual cues (e.g., gestures, nuances, tones)
CMC.1.CIII.2	Identify the relationship between the writer/speaker and his/her audience based on the style of language
CMC.1.CIII.3	Identify principal messages or main ideas and details, from a variety of oral, visual, and textual sources (e.g., signs, posters, stories, dialogues)
CMC.1.CIII.4	Provide support for conclusions drawn from a variety of oral, visual, and textual sources
CMC.1.CIII.5	Demonstrate an ability to identify the meaning of unfamiliar content and vocabulary (e.g., loan words, inferences, predictions)
CMC.1.CIII.6	Recognize <i>simplified Chinese characters</i> related to level-appropriate topics, including <i>stroke order</i> and <i>radicals</i>

Strand: Communication

Standard 2: Students shall interact with others in the Chinese language, Putonghua (interpersonal).

CMC.2.CIII.1	Exchange extended dialogue on level-appropriate topics with culturally appropriate gestures <ul style="list-style-type: none">• <i>idiomatic expressions</i>• support for opinions and personal preferences• <i>colloquialisms</i>• reactions to multimedia input• proper use of particles and complements to indicate moods and tenses (e.g., <u>le</u>, <u>zhe</u>, <u>guo</u>)
CMC.2.CIII.2	Exchange information and ideas in several consecutive sentences with elaboration as needed to make a point (e.g., words to indicate logical connections, such as <u>yin wei</u> ... <u>suo yi</u> , <u>ru guo</u> ... <u>jiu</u>)
CMC.2.CIII.3	Offer an alternative way of expressing an idea when asked for clarification
CMC.2.CIII.4	Apply situational-appropriate language and gestures

Strand: Communication

Standard 3: Students shall present information and messages in the Chinese language, Putonghua (presentational).

CMC.3.CIII.1	Employ proper rhythm and tones in extended rehearsed presentations (e.g., skits, dialogues)
CMC.3.CIII.2	Compose cohesive paragraphs with supporting sentences in <i>simplified Chinese characters</i> , using proper <i>stroke order</i> , grammar, punctuation, and conventions (e.g., brief descriptive passages, short narratives)
CMC.3.CIII.3	Use a limited number of connecting/transitional words to relate sentences or paragraphs (e.g., <u>yin wei...suo yi</u> , <u>sui ran...dan shi</u> , <u>bud an...er qie</u>)
CMC.3.CIII.4	Process Chinese characters on the computer

Strand: Culture

Standard 4: Students shall demonstrate understanding of the *practices* of the Chinese-speaking world (*practices*).

CLT.4.CIII.1	Analyze the differences in <i>practices</i> among various Chinese-speaking communities
CLT.4.CIII.2	Analyze factors that have influenced <i>practices</i> of Chinese-speaking communities
CLT.4.CIII.3	Participate in various activities <i>practiced</i> by Chinese-speaking communities

Strand: Culture

Standard 5: Students shall demonstrate understanding of the *products* of the Chinese-speaking world (*products*).

CLT.5.CIII.1	Analyze the differences in tangible <i>products</i> among various Chinese-speaking communities (e.g., architecture, historical artifacts, customs)
CLT.5.CIII.2	Analyze the differences in intangible <i>products</i> among various Chinese-speaking communities (e.g., religion, philosophy, educational system)
CLT.5.CIII.3	Analyze the factors that have influenced <i>products</i> of Chinese-speaking communities (e.g., political system, Chinese medicine, media, economy)

Strand: Culture

Standard 6: Students shall demonstrate understanding of the *perspectives* of the Chinese-speaking world (*perspectives*).

CLT.6.CIII.1	Analyze the differences in <i>perspectives</i> reflected in <i>practices</i> among various Chinese-speaking communities (e.g., value of education, family ties, human connections, relational thinking)
CLT.6.CIII.2	Analyze the differences in <i>perspectives</i> reflected in <i>products</i> among various Chinese-speaking communities
CLT.6.CIII.3	Present historical events and figures that shaped the <i>perspectives</i> of Chinese-speaking communities (e.g., dynasty, war, May-Fourth Movement, gender, childbearing, literary figures)

Strand: Connections

Standard 7: Students shall apply the Chinese language to reinforce and expand their knowledge of other subject areas (cross-curricular).

CNN.7.CIII.1	Apply terms and concepts from other subject areas (e.g., religion, politics, social customs, stereotyping)
CNN.7.CIII.2	Apply level-appropriate skills from other subject areas (e.g., philosophy, government, current affairs)

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the language and cultures of the Chinese-speaking world (*global perspectives*).

CNN.8.CIII.1	Examine the influence of <i>practices</i> of Chinese-speaking communities on the United States (e.g., Chinese medicine, relation to nature, <u>fen shui</u>)
CNN.8.CIII.2	Examine the influence of <i>products</i> of Chinese-speaking communities on the United States (e.g., Chinese cuisine, art)
CNN.8.CIII.3	Examine the influence of <i>perspectives</i> of Chinese-speaking communities on the United States

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between the Chinese language and their own (languages).

CMP.9.CIII.1	Examine the similarities and differences in sounds and sentence structure (e.g., particles; question structure; contextualized tones; words; sentences for meaning; differentiations; syllables repeated twice, such as <u>ting ting</u> , <u>chang chang</u>)
CMP.9.CIII.2	Examine the similarities and differences in writing systems (e.g., word and textual order, relationship between word order and meaning, cultural factors that shape the arrangement of sentences/information)

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between the cultures of the Chinese-speaking world and their own (cultures).

CMP.10.CIII.1	Examine the similarities and differences in <i>practices</i> (e.g., meeting new people, school, employment, transportation)
CMP.10.CIII.2	Examine the similarities and differences in <i>products</i> (e.g., temples, architecture, traditional attire, ethnic artifacts)
CMP.10.CIII.3	Examine the similarities and differences in <i>perspectives</i> (e.g., value of education, religion, folklore, philosophy, media)

Strand: Communities

Standard 11: Students shall demonstrate knowledge of ways to use Chinese in the classroom, school, and beyond (involvement).

CMN.11.CIII.1	Recognize the ways the Chinese language is used in the global community (e.g., professional needs, special events, careers)
CMN.11.CIII.2	Identify ways the Chinese language skills are used in the global community (e.g., sports, games, travel, business, music, government, cooking)

Strand: Communities

Standard 12: Students shall demonstrate evidence of becoming lifelong learners by using Chinese for personal enjoyment and enrichment (ownership).

CMN.12.CIII.1	Predict the future importance of the Chinese language in the United States
CMN.12.CIII.2	Relate to Chinese-speaking professionals in the United States

Glossary for Chinese Courses

Circumlocution	Use of alternate words and phrases to convey meaning or to express an idea when the student is unable to use the usual or specific vocabulary needed for the task
Colloquialisms	Words and phrases unique to geographical regions, cultures, or subcultures
Courtesy phrases	Standard traditional expressions of politeness (e.g., please, thank you, you're welcome, I'm sorry)
Idiomatic expressions	An expression which functions as a single unit and whose meaning cannot be translated word for word
In-group	Set of persons of like status, as determined by immediate circumstances
Out-group	Set of persons of differing status, as determined by immediate circumstances
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Practices	Patterns of behavior accepted by a society
Products	Concrete (tangible) or abstract (intangible) cultural elements of a society
Radicals	Semantic component of a Chinese character
Simplified Chinese characters	Based mostly on popular cursive forms embodying graphic or phonetic simplifications of the "traditional" forms that were standardly used in printed text for over a thousand years
Stroke order	Correct order in which Chinese characters are written