

Chinese IV

Foreign Language Curriculum Framework

Revised 2007

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

Chinese IV

Chinese IV is an elective course that furthers the communication skills acquired in Chinese III, with the aim of language proficiency. Chinese IV includes extensive oral expression. *Authentic* audio and video recordings as well as native Chinese speakers are accessed to improve comprehension and conversation. Reading selections from *authentic* materials and selected Chinese literature are read for comprehension. Discussion, debate, projects, compositions, and other directed writings demonstrate understanding of the culture and the complexities of the language and vocabulary. The majority of the course is conducted in Chinese. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for Chinese IV and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Chinese III 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.CIV.1	Demonstrate an ability to interpret abstract oral, visual, and textual cues (e.g., gestures, nuances, tones)
CMC.1.CIV.2	Identify the relationship between the writer/speaker and his/her audience based on the style of language
CMC.1.CIV.3	Describe ideas from a variety of oral, visual, and textual sources (e.g., signs, posters, stories, dialogues)
CMC.1.CIV.4	Digest oral, visual, or textual information (e.g., children's stories)
CMC.1.CIV.5	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.CIV.1	Exchange extended dialogue 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• ability to use complements and particles (e.g., <u>neng</u>, <u>hui</u>, <u>ke yi</u>, <u>ke nung</u>)
CMC.2.CIV.2	Employ <i>circumlocution</i> skills to sustain a conversation (e.g., words to indicate logical connections or transitions, such as <u>chu le...yi wai</u> , <u>bu guan</u> , <u>ji shi</u>)
CMC.2.CIV.3	Expand upon a level-appropriate topic when asked to do so
CMC.2.CIV.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.CIV.1	Employ proper rhythm and tones in impromptu presentations (e.g., skits, dialogues)
CMC.3.CIV.2	Write compositions of varying sentence length and structure in <i>simplified Chinese characters</i> , using proper grammar, punctuation, and conventions (e.g., compound or complex sentences)
CMC.3.CIV.3	Use a variety of connecting/transitional words to relate sentences or paragraphs (e.g., <u>yin wei...suo yi</u> , <u>sui ran...dan shi</u> , <u>bu dan...er qie</u>)
CMC.3.CIV.4	Produce simple visual or multimedia projects (e.g., poster, electronic slideshow, video)
CMC.3.CIV.5	Compose texts/passages in Chinese characters on the computer

Strand: Culture

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

CLT.4.CIV.1	Analyze the purposes of <i>practices</i> of Chinese-speaking communities
CLT.4.CIV.2	Justify the relationship between influential factors and <i>practices</i> of Chinese-speaking communities
CLT.4.CIV.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.CIV.1	Analyze the purposes of tangible <i>products</i> of Chinese-speaking communities (e.g., architecture, historical artifacts, customs)
CLT.5.CIV.2	Analyze the purposes of intangible <i>products</i> of Chinese-speaking communities (e.g., religion, philosophy, educational system, concept of community)
CLT.5.CIV.3	Justify the relationship between influential factors and <i>products</i> of Chinese-speaking communities (e.g., political system, war, Chinese medicine, media, economy, crafts)

Strand: Culture

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

CLT.6.CIV.1	Analyze the effects of different <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.CIV.2	Analyze the effects of different <i>perspectives</i> reflected in <i>products</i> among various Chinese-speaking communities
CLT.6.CIV.3	Present historical events and figures that shaped the <i>perspectives</i> of Chinese-speaking communities (e.g., dynasty, war, political/cultural movements, gender, literary texts, 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.CIV.1	Analyze terms and concepts from other subject areas (e.g., religion, politics, social changes, stereotyping)
CNN.7.CIV.2	Apply level-appropriate skills from other subject areas (e.g., philosophy, government, current affairs, math concepts)

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.CIV.1	Analyze the influence of <i>practices</i> of Chinese-speaking communities on the global community (e.g., Chinese medicine, relation to nature, martial arts)
CNN.8.CIV.2	Analyze the influence of <i>products</i> of Chinese-speaking communities on the global community (e.g., Chinese regional food, ethnic artifacts, art)
CNN.8.CIV.3	Analyze the influence of <i>perspectives</i> of Chinese-speaking communities on the global community

Strand: Comparisons

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

CMP.9.CIV.1	Analyze the similarities and differences in sounds and sentence structure (e.g., particles; question structure; contextualized tones; words; sentences for meaning differentiation; syllables repeated twice, such as adjectives <u>hong hong de</u> , <u>da da de</u> , <u>piao piao</u> , <u>liang liang</u>)
CMP.9.CIV.2	Analyze the similarities and differences in writing systems (e.g., word and textual order, relationship between word order meaning, cultural factors that shape the arrangement of sentence/information, proverbs)

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

Strand: Communities

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

CMN.11.CIV.1	Recognize the ways the Chinese language is used in a variety of situations (e.g., career needs, foreign relations, special events, literary language, media)
CMN.11.CIV.2	Identify ways to use the Chinese language skills in a global community (e.g., sports, games, travel, online information, media, business, music, art appreciation, 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.CIV.1	Predict the future importance of the Chinese language in the global community
CMN.12.CIV.2	Connect the use of the Chinese language to professions in the global community

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