

Chinese I

Foreign Language
Curriculum Framework

Revised 2007

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

Chinese I

Chinese I stresses correct pronunciation, aural comprehension, and simple speaking ability. As communication skills develop, the course includes additional vocabulary and basic grammar necessary for limited reading and writing. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for Chinese I and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Two years of the same foreign language is required by the Standards for Accreditation to be taught in Arkansas public high schools. Chinese I may be used to partially fulfill this requirement. 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 (<i>global 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 (<i>involvement</i>).
	12. Students shall demonstrate evidence of becoming lifelong learners by using Chinese for personal enjoyment and enrichment (<i>ownership</i>).

Strand: Communication

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

CMC.1.CI.1	Recognize sounds, tones, and syllables
CMC.1.CI.2	Demonstrate an ability to interpret basic oral, visual, and textual cues (e.g., gestures, nuances)
CMC.1.CI.3	Identify the relationship between the writer/speaker and his/her audience based on the style of language
CMC.1.CI.4	Identify principal messages or main ideas, on level-appropriate topics, from a variety of simple oral, visual, and textual sources (e.g., signs, posters, stories, dialogues)
CMC.1.CI.5	Provide support for conclusions drawn from a variety of simple oral, visual, and textual sources (e.g., signs, posters, stories, dialogues)
CMC.1.CI.6	Demonstrate an ability to identify the meaning of unfamiliar content and vocabulary (e.g., loan words, inferences, predictions)
CMC.1.CI.7	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.CI.1	Exchange basic words and phrases with culturally appropriate gestures <ul style="list-style-type: none">• greetings and leave takings• <i>courtesy phrases</i> (e.g., <u>qing</u>, <u>qi xing</u>, <u>nin</u>)• basic <i>idiomatic expressions</i>• introductions of self• survival phrases (e.g., Where is the restroom?)• simple requests and directions
CMC.2.CI.2	Exchange basic information about self, others, places, and things (e.g., descriptions, likes and dislikes, daily life)
CMC.2.CI.3	Request that exchanged information or ideas be repeated
CMC.2.CI.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.CI.1	Employ proper rhythm and tones in brief rehearsed presentations (e.g., skits, dialogues)
CMC.3.CI.2	Construct phrases and simple sentences in <i>simplified Chinese characters</i> , using proper <i>stroke order</i> , grammar, punctuation, and conventions

Strand: Culture

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

CLT.4.CI.1	Recognize <i>practices</i> of Chinese-speaking communities (e.g., greeting, gestures)
CLT.4.CI.2	Identify factors that have influenced <i>practices</i> of Chinese-speaking communities
CLT.4.CI.3	Identify various aspects of universal cultural <i>practices</i> (e.g., traditional holidays, Chinese Lunar Calendar, customs)

Strand: Culture

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

CLT.5.CI.1	Recognize tangible <i>products</i> of Chinese-speaking communities (e.g., food, chopsticks, wok, bamboo steamer, architecture, art, technology)
CLT.5.CI.2	Recognize intangible <i>products</i> of Chinese-speaking communities (e.g., Confucianism, Daoism, entertainment)
CLT.5.CI.3	Identify factors that have influenced <i>products</i> of Chinese-speaking communities (e.g., four ancient inventions, martial arts)

Strand: Culture

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

CLT.6.CI.1	Identify <i>perspectives</i> reflected in <i>practices</i> of Chinese-speaking communities (e.g., value of education, family, collectivism)
CLT.6.CI.2	Identify <i>perspectives</i> reflected in <i>products</i> of Chinese-speaking communities (e.g., evolution of Chinese characters, regional foods, ethnic groups, paper cutting, kites)

Strand: Connections

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

CNN.7.CI.1	Recognize basic terms and concepts from other subject areas (e.g., climate, geographical terms, measurements, money, animals, musical instruments)
CNN.7.CI.2	Apply level-appropriate skills from other subject areas (e.g., religion, history, interactions with the West)

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.CI.1	Explain the influence of <i>practices</i> of Chinese-speaking communities on the United States
CNN.8.CI.2	Explain the influence of <i>products</i> of Chinese-speaking communities on the United States (e.g. acupuncture, borrowed words from the Chinese language)
CNN.8.CI.3	Explain 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.CI.1	Recognize the similarities and differences in sounds and sentence structure
CMP.9.CI.2	Recognize the similarities and differences in writing systems (e.g., Chinese characters vs. Roman letters)
CMP.9.CI.3	Recognize the similarities and differences in language use (e.g., measurement words; borrowed words, such as the Chinese version of Coca-Cola, 7UP, hamburger)

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.CI.1	Recognize the similarities and differences in <i>practices</i> (e.g., Christmas vs. Spring Festival, weddings, titles of relatives)
CMP.10.CI.2	Recognize the similarities and differences in <i>products</i> (e.g., temples, architecture, traditional attire, food)
CMP.10.CI.3	Recognize the similarities and differences in <i>perspectives</i> (e.g., value of education, religion, Confucianism)

Strand: Communities

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

CMN.11.CI.1	Recognize the ways the Chinese language is used in the local community (e.g., holiday greetings, courtesy words)
CMN.11.CI.2	Identify ways to use Chinese language skills in the local community (e.g., sports, games, travel, music, cooking)

Strand: Communities

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

CMN.12.CI.1	Explain the benefits of studying the Chinese language in high school
CMN.12.CI.2	Identify ways to continue studying the Chinese language after high school graduation

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