

**Honors Mandarin Chinese IV**

**2023-2024**

**Room 329**

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* **Course Overview:**

**Honors Mandarin Chinese IV** offers a more challenging and intensive study of the Mandarin language and culture. The Level IV language class, conducted almost exclusively in the target language, will reinforce and supplement the student's oral and written language skills through performing a series of genuine cultural and social tasks focusing on comparing and contrasting various aspects of modern China to the United States. The tasks are aligned with the six themes of AP requirements, respectively Global Challenges, Beauty and Aesthetics, Families and Communities, Personal and Public Identities, Science and Technology and Contemporary Life. The instruction is organized around task/project based communicative activities that allow the students to gain fluency, accuracy and complexity of the language in performing different language functions. The lessons designed to implement the instructions are themed-based, reflecting National Standards 5Cs as well as three modes of communications (interpretive, interpersonal, presentational). The text students will use, refer to or create goes beyond language to different aspects of modern China’s society. The Intermediate-Low proficiency levels and sublevels of NCSSFL-ACTFL can-do benchmarks and indicators are used to assess students’ progress throughout the year

* **Course Objectives:**

**Honors Mandarin IV –**

**Students will:**

* Make a plan to go to an event;
* Inquire for more information about the event;
* Describe the experience of going to the event;
* Identify critical information about an event from a poster or dialogue;
* Identify the pros and cons of various shopping experiences;
* Discuss personal preferences regarding shopping online vs in store.
* Understand the meanings of Chinese zodiac signs;
* Know the Chinese traditional birthday celebrations;
* Engage in conversations about birthday celebrations and preparations;
* Provide suggestions or express ideas with detailed examples;
* Recognize and explain Chinese zodiac signs and associations;
* Recognize a variety of traditional Chinese holidays and their characteristics;
* Discuss similarities and differences in holiday traditions;
* Describe how you celebrate a holiday; and
* Explain the story behind a festival and the traditions associated with it.
* Know the major environmental problems China is facing;
* Describe events in the passive voice;
* Discuss the time and location of natural disasters;
* Greet and express sympathy to someone who has experienced a natural disaster;
* Write a letter using appropriate writing convention;
* Describe various environmental issues and ways to address them and ways of living in harmony with the environment;
* Identify important information in regards to environmental protection; and
* Present the importance of participating in activities regarding environmental protection.
* Know common Chinese medical herbs;
* Recognize terms for symptoms and identify common illnesses;
* Express concerns to someone who is sick and give advice to recover;
* Recognize differences between and discuss pros and cons of Western and traditional Chinese medical practices;
* Explain the different experiences with a western vs a traditional Chinese doctor;
* Recognize terms relating to dietary health and use them to express opinions on healthy living;
* Discuss lifestyle and talk about making healthy choices;
* Explain the dietary practice of traditional Chinese medicine and their rationale; and
* Describe the importance of keeping a healthy diet and lifestyle.
* Know famous historic and cultural scenic sites in China;
* Utilize tag questions;
* Invite someone to a performance and arrange to meet up;
* Accept an invitation with gratitude or reject with an explanation;
* Describe the details of a performance;
* Discuss famous historical Chinese figures and their achievements;
* Express opinions on different genres of literature;
* Describe hopes and wishes for the future; and
* Provide a basic introduction to Chinese culture, history and literature you’ve learned so far.
* Know famous tourist sites in China;
* Engage in conversations about summer activities;
* Write a simple application letter in an appropriate format;
* Describe the logistics of a summer plans;
* Recognize and describe some of China’s famous cultural and geographic features;
* Ask for and give suggestions about travel plans;
* Discuss travel itinerary and logistics; and
* Share travel experience through writing or in a speech.
* **Texts and Required Materials:**
* Li-hsiang Yu, James P. Lin, Discovering Chinese Pro App Companion Textbook, Workbook, Vol. 3-4, Better Chinese, Palo Alto, CA, 2010.
* Li-hsiang Yu and James P. Lin, Discovering Chinese Pro, Online Course, Better Chinese, Palo Alto, CA, 2010.
* Assorted posters
* Authentic materials
* **Grading:**

Project/Test/Quiz: 90%

Homework/Classwork/Participation: 10%

* **Course pacing:**

| **Honors Mandarin IV - PACING GUIDE** |
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| **Units of Study** | **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** | **Apr** | **May** | **Jun** |
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| **Unit 1:** Media and Technology |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Unit 2:** Holidays and Celebrations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Unit 3:** Environments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Unit 4:** Health |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Unit 5:** History and Culture |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Unit 6:** Travel and Geography |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

* **How to build up language skills:**
1. Vocabulary games
2. At the beginning of the class, read out loud / ROL
3. During class time, frequently use “turn and talk” practice to build interpersonal speaking skill
4. During class, use flip.com to build interpersonal and presentational speaking skills through working on assigned work, especially cultural projects
5. Out of class, use flip.com to extend building interpersonal and presentational speaking skills through doing differentiated learning
* **How to build up cultural experiences:**
* We are a proud member of the New Jersey Chinese Teacher Association
1. Celebrate Chinese holidays and traditions in class, school and the Chinese communities
2. Do Chinese cultural projects in class, school and the Chinese communities
3. Collaborate with other high school Mandarin Chinese
4. Collaborate with sister classes from China
5. Take China trip to China

