

**Mandarin III**

**2023-2024**

**Room 329**

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* **Course Overview:**

**Mandarin Chinese III & Honors Mandarin Chinese III** is an intermediate level course for Chinese at the high school level. Emphasis will be placed on oral and written compositions. There are two instructional components, culture and language. The cultural instruction is theme-and-project-based, organized around discovering Chinese social life and comparing it to the respective counterparts of the outside world. Students are guided by the cultural essential questions to form groups and select themes to work on the project on their own. Language learning continues with increased emphasis on correct use of sentence structures through the study of culturally meaningful and authentic materials related to the twelve daily scenarios belonging in four units that are presented in the third volume of Discovering Chinese Pro series. The three modes of communication (interpretive, interpersonal, presentational) and the study of the cultures of Chinese-speaking people are integral parts of the course. The Intermediate-Low proficiency levels and sublevels of NCSSFL-ACTFL can-do benchmarks and indicators are used to assess students’ progress throughout the year. The benchmarks for this course are to prepare the third year Mandarin students to sit for the international HSK 2 or 3 test, should they choose.

* **Course Objectives:**

**Mandarin III and Honor III–**

**Students will:**

* Engage in conversations about summer activities;
* Use comparisons and expressions of sameness;
* Seek confirmation on an opinion or idea;
* Say terms for different school subjects;
* Inquire about and explain class schedule;
* Make comments on classes and teachers;
* Express preferences over certain subjects;
* Understand and describe the outline of a class syllabus;
* Talk about study plans;
* Express concerns about a particular subject; and
* Provide solutions and suggestions regarding a problem.
* Name different occupations;
* Inquire and answer questions about someone’s profession;
* Ask and express inspirations and interests;
* Provide affirmative conjectures and judgements;
* Identify different hobbies;
* Ask and express hobbies and interests;
* Describe different activities with appropriate verbs;
* Express the time frame, frequency and duration;
* Write a journal entry;
* Record a sport event with description of athletic accomplishments;
* Describe the purpose of an action; and
* Express sympathy or regrets.
* Introduce people or things in a formal manner;
* Name the rooms and furniture in a house;
* Describe the location of all rooms in a house;
* Describe a room and its furniture arrangement;
* Welcome visitors and conduct a campus tour;
* Name and describe various campus facilities;
* Describe relative positions of different facilities and buildings;
* Express a hope or wish;
* Make an oral presentation with an appropriate beginning and ending;
* Name different facilities in a community;
* Describe the relative locations of buildings in a community; and
* Describe daily activities around the community.
* Use appropriate expressions for telephone conversations;
* Invite people to gatherings and provide related information;
* Describe a series of events or activities in chronological order;
* Give directions and explain transportation options;
* Name different movie genres;
* Talk about a movie’s showtime, plot and reviews;
* Discuss and express opinions on different types of movies;
* Make suggestions or recommendations about a movie or a restaurant;
* Order food or drinks at a Chinese restaurant ;
* Describe different flavors;
* Inquire about and provide suggestions for dishes;
* Ask rhetorical questions when making suggestions; and
* Ask for the bill.
* **Texts and Required Materials:**
* Li-hsiang Yu, James P. Lin, Discovering Chinese Pro App Companion Textbook, Workbook, Vol. 2-3, 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:**

| **Mandarin III － 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:** At School |  | | | | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Unit 2:** Professions and Hobbies |  |  |  |  |  |  | | | | |  |  |  |  |  |  |  |  |  |  |
| **Unit 3:** My Surroundings |  |  |  |  |  |  |  |  |  |  |  | | | | |  |  |  |  |  |
| **Unit 4:** Social Events |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | | | |

* **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

