

# Saint Patrick High School

## Curriculum Guide

<b>Department:</b>	World Language	<b>Grade and Level:</b>	Senior - Honor
<b>Class:</b>	Chinese IV	<b>Term (Semester or Year):</b>	Year-long Course

<b>Required Text:</b>	Discovering Chinese Pro (iPad version) by BetterChinese
<b>Additional Resources (i.e. texts, materials, apps, etc.):</b>	<u>iPad Apps:</u> TeacherPlus Showbie Keynote Paper GoodReader Pages PaperDesk Educreations Dropbox Google Drive GarageBand Pleco FlashcardLet Quizlet Laokang WeChat NearPod iTune Camera Apple TV

## Course Description

Chinese 4 is an intermediate to advanced level Chinese language course. It introduces sophisticated topics and emphasizes using of authentic materials. Culture learning and development of insight into the nature of the language and culture are integrated into the curriculum. Students are expected to reach higher levels of proficiency in the target language in terms of speaking, listening, reading, and writing.

## Academic Standards Addressed (ACTFL 5 Cs):

ACTFL National Standards for Foreign Language Education 5 C's

- **Communication: Communicate in languages other than English**
  - Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
  - Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
  - Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- **Cultures: Gain knowledge and understanding of other cultures**
  - Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
  - Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied
- **Connections: Connect with other disciplines and acquire information**
  - Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language
  - Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
- **Comparisons: Develop insight into the nature of the language and culture**
  - Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- **Communities: Participate in multilingual and multicultural communities at home and around the world**
  - Standard 5.1: Students use the language both within and beyond the school setting
  - Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

## Unit Themes (Table of Contents)

<b>Theme 1:</b>	Grandpa's Birthday
<b>Theme 2:</b>	Chinese Festivals
<b>Theme 3:</b>	Getting to Know China
<b>Theme 4:</b>	Travel Plans

## Agreed Upon Assessments

Forms of assessments may include but are not limited to....

- Summative assessment including tests, quizzes, projects, presentations and essays.
- Formative assessment including homework assignment, lectures/discussions, questions and answers, and research papers.

<b>Unit 1:</b>	Grandpa's Birthday	<b>Duration:</b>	30 instructional days
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## Essential Questions:

- When is your birthday? What is your zodiac animal?
- What birthday gift did you buy for your mom?

## Affirmation Statements:

Students will be able to...:

- Engage in conversations about birthday celebrations and preparations
- Provide suggestions or express ideas with detailed examples
- Recognize and explain Chinese zodiac signs and their associations
- Discuss different types of personalities and character traits

## Common Assessments:

- Unit Exam
- Vocabulary dictation
- Listening, Speaking, Reading and Writing assignments
- Individual and group presentation
- Project and presentation: Skit – Research about Chinese zodiac animals, choose a favorite story and write the script, then put on a short play dramatizing the story and perform in front of the class.

<b>Unit 2:</b>	Chinese Festivals	<b>Duration:</b>	25 instructional days
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### Essential Questions:

- What are the main traditional holidays in China?
- How do they celebrate the traditional holidays in China?

### Affirmation Statements:

Students will be able to...:

- Understand and express an imprecisely described date
- Recognize a variety of traditional Chinese Holidays and their key characteristics
- Greet someone appropriately on Chinese New Year
- Discuss differences and similarities in holiday traditions
- Describe how you celebrate a holiday
- Explain the story behind a festival and the tradition associated with it

### Common Assessments:

- Unit Exam
- Vocabulary dictation
- Listening, Speaking, Reading and Writing assignments
- Individual and group presentation
- Project and presentation: Research about Chinese Festivals. Pick a favorite a Chinese festival and design a classroom poster for display. On each poster, include the story behind the festival, traditions associated with it, and illustrations of the main concepts.

<b>Unit 3:</b>	Getting to Know China	<b>Duration:</b>	25 instructional days
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### Essential Questions:

- Do you know the greatest philosophers in Chinese history?
- Do you know the most famous legendary poet and the four famous ancient Chinese novels?

### Affirmation Statements:

Students will be able to...:

- Recognize and discuss famous historical Chinese figures and their achievements
- Express opinions about different genres of literature
- Describe one's hopes and wishes for the future
- Provide a basic introduction to Chinese culture, history, and literature you've learned about so far

### Common Assessments:

- Unit Exam
- Vocabulary dictation
- Listening, Speaking, Reading and Writing assignments

- Individual and group presentation
- Research and presentation: Research on Chinese history and literature as well as the most influential figures in ancient Chinese history. Choose a few famous characters and compose a description about who they were, including their backgrounds, achievements, and their influence through history.

<b>Unit 4:</b> Travel Plans	<b>Duration:</b> 25 instructional days
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### Essential Questions:

- Can you list the most interesting historical sites in China?
- If you have a chance to travel to China, which cities do you wish to visit and why?

### Affirmation Statements:

Students will be able to...:

- Recognize and describe China's most famous cultural and geographic features
- Ask for and give suggestions about making travel plans
- Discuss one's travel itinerary, transportation, and accommodation arrangements
- Share your travel experiences through writing or speech

### Common Assessments:

- Unit Exam
- Vocabulary dictation
- Listening, Speaking, Reading and Writing assignments
- Individual and group presentation
- Project: Research on famous historical sites in China. Choose a favorite site and create a tourism advertisement poster. The poster should include a description of cultural significance of the site, geographical features and local cuisine.