



MANDARIN CHINESE III
GRADES 11-12 (Global Studies and World Languages
Academy – Tallwood High School only)

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

Students continue to develop their competency using the communicative skills for Chinese. They use the language in relevant and purposeful contexts to exchange information, interpret the language on a variety of topics, and make presentations to diverse audiences. In addition, culture is an integral part of meaningful language use.

PREREQUISITE

Mandarin Chinese II

OPTIONS FOR NEXT COURSE

Mandarin Chinese IV

Students who study one language for an extended period of time will have the opportunity to achieve the highest levels of performance in the five goal areas: Communication, Cultures, Connections, Comparisons, and Communities.

Students pursuing an advanced diploma must successfully complete three years of one language or two years of two languages.

Students may begin the study of a new language, i.e., Arabic I (Grades 9-12 at Tallwood HS only), French I, Latin I or Spanish I (Grades 6-12), German I or Japanese I (Grades 7-12) or Russian I (Grades 9-12).

REQUIRED STUDENT TEXTBOOK

Chinese Odyssey, Volume 1 Simplified (Cheng & Tsui Company, 2007)

SUPPLEMENTARY MATERIALS

The teacher may choose to supplement the basal textbook with materials to extend and enrich the students' understanding of course topics. These materials may be drawn from daily newspapers, periodicals, television and other audio/visual media, primary source documents, simulations, and computer programs.

MANDARIN CHINESE III

GOAL 1 – COMMUNICATION

Communicate in Mandarin Chinese *

Standards

Interpersonal Mode

- 1.1 Students provide and obtain information, express feelings and emotions, and exchange opinions, both orally and in writing.

Interpretive Mode

- 1.2 Students understand and interpret written and spoken language on a variety of topics.

Presentational Mode

- 1.3 Students present information, concepts, and ideas to an audience of listeners and readers on a variety of topics.

CIII.1.IP: Communication: Interpersonal

- Initiate and sustain communication in Chinese on a variety of topics.
- Exchange information in Chinese to express and support opinions.
- Exchange information in Chinese to recommend solutions for problematic situations.
- Exchange level-appropriate information in Chinese using available technology.

CIII.1.IR: Communication: Interpretive

- Select in Chinese specific details from a sequence of events using authentic materials and other resources.
- Infer in Chinese meaning of new information through its use in context.

CIII.1.P: Communication: Presentational

- Analyze in Chinese situations that include the sequence of events.
- Present unrehearsed information in Chinese to solve problems as well as express and support opinions.
- Present in Chinese level-appropriate information using available technology.

GOAL 2 – CULTURES

Gain Knowledge and Understanding of the Cultures of the Chinese-Speaking World *

Standards

- 2.1 Students demonstrate an understanding of the relationship among products, practices, and perspectives of Chinese-speaking cultures.
- 2.2 Students demonstrate an awareness, acceptance, and appreciation of diverse cultures.

CIII.2.IP: Cultures: Interpersonal

- Ask and answer questions in Chinese to analyze topic-appropriate practices and perspectives of Chinese-speaking cultures.

CIII.2.IR: Cultures: Interpretive

- Identify in Chinese topic-appropriate practices and perspectives of Chinese-speaking cultures from authentic materials and other resources.

CIII.2.P: Cultures: Presentational

- Predict in Chinese changes in products, practices, and perspectives within Chinese-speaking cultures.

GOAL 3 – CONNECTIONS

Use Mandarin Chinese to Connect with Other Disciplines and Expand Knowledge *

Standards

- 3.1 Students reinforce and expand their knowledge of other disciplines through the study of Chinese
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the study of Chinese-speaking cultures.

CIII.3.IP: Connections: Interpersonal

- Ask and answer questions in Chinese to discover connections between content and concepts learned in other subject areas and those learned in Chinese.

CIII.3.IR: Connections: Interpretive.

- Identify in Chinese connections between content and concepts learned in other subject areas and those learned in Chinese from authentic materials and other resources.

CIII.3.P: Connections: Presentational

- Draw parallels in Chinese between content and concepts learned in other subject areas and those learned in Chinese.

GOAL 4 – COMPARISONS

Develop Insight through Mandarin Chinese into the Nature of Language and Culture *

Standards

- 4.1 Students demonstrate understanding of the nature of language through comparisons of Chinese and their own language.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of Chinese-speaking cultures and their own culture.

CIII.4.IP: Comparisons: Interpersonal

- Ask and answer questions in Chinese to gain information about societal differences between Chinese-speaking cultures and their own cultures.

CIII.4.IR: Comparisons: Interpretive

- Recognize societal differences between Chinese-speaking cultures and their own culture.
- Identify expressions in Chinese that communicate societal differences.

CIII.4.P: Comparisons: Presentational

- Compare in Chinese societal differences in Chinese-speaking cultures and their own culture.

GOAL 5 - COMMUNITIES

Use Mandarin Chinese to Communicate in Multilingual Communities at Home and Around the World *

Standards

5.1 Students use Chinese for meaningful purposes, both within and beyond the school setting.

5.2 Students explore opportunities to use Chinese for personal growth and career goals at home and abroad.

CIII.5.IP: Communities: Interpersonal

- Exchange information in Chinese about the use of Chinese by international organizations.

CIII.5.IR: Communities: Interpretive

- Identify international organizations that conduct transactions in Chinese.

CIII.5.P: Communities: Presentational

- Summarize in Chinese information on international organizations that conduct transactions in Chinese.

* Task Force of the National Standards in Foreign Language Education Project. (1999). *Standards for foreign language learning in the 21st century*. Lawrence, Kansas: Allen Press.



VIRGINIA BEACH CITY PUBLIC SCHOOLS

A H E A D O F T H E C U R V E

MISSION STATEMENT

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

DEPARTMENT OF CURRICULUM AND INSTRUCTION

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