

Contact Information

The Department's Educational Philosophy

The study of a language that is not our own provides new opportunities to communicate with speakers of other languages, understand how others think and express their thoughts, perceive the world around us differently, and enhance our appreciation and understanding of ourselves and of others.

Because of the unique rewards of this discipline, we believe that all students should become proficient in at least one language other than English. We believe that language learning is a lifelong undertaking that ideally should begin in elementary school and continue beyond high school. We believe that the study of language cannot be separated from the study of its culture, including daily living, history, literature, and the arts. We believe that there are natural connections between the study of language and other disciplines. We believe that language learners should interact with other speakers of the language locally and globally.

Our philosophy parallels that of the Massachusetts Foreign Languages Curriculum Framework and the national Standards for Foreign Language Learning.

Guiding Principles

All students of modern languages should:

- Develop proficiency in the target language through listening, reading, viewing, speaking, writing, and presenting in the target language.
- Develop an understanding of the target culture – its daily life, history, literature, arts, mathematics, and science.
- Develop insight into languages and cultures through comparison and contrast.
- Acquire information in and make connections with other disciplines, such as the arts, English, history, and social studies.
- Communicate with local and international speakers of the language.
- Develop critical and creative thinking, organizational, cooperative, and study skills.
- Use technology as a tool for communicating, developing language skills, and accessing authentic cultural material from around the world.

CHINESE II AE: COURSE #547

Course Frequency: Full-year course, five times per week

Credits Offered: Five

Prerequisites: None

Background to the Curriculum

The Prentice Hall textbook, *Chinese Link Simplified Level 1/Part 2*, was adopted and phased in starting in September 2009. The program was reviewed and selected by a committee of the Department Chairperson and the teacher of Chinese.

The Chinese II AE curriculum is aligned to national and state standards.

For more information, contact a current teacher of Chinese I or the World Language Department Chairperson, as indicated on the A.B.R.H.S. World Language website.

Core Topics/Questions/Concepts/Skills

Vocabulary for Communication: making a request; express wishes, obligations, possibilities, or permissions; go shopping; talk about clothing, colors, and prices; provide opinions; extend or accept an invitation; talk about birthdays; show people around; ask and explain where something is located; describe how an action is performed; talk about hobbies and sports activities; describe seasons and weather; express things that will happen in the near future; describe means of transportation; discussion about travel plans; describe the symptoms of an illness; talk about something that has happened; indicate the direction of a movement; describe the cause of an event; exchange e-mails and phone numbers; describe your current situation; and express blessings and wishes.

Structure for communication: Review of Pinyin –the Mandarin phonetics and Chinese character basics, including stroke type, stroke order, radicals, and character structures; sentence structures containing verbs; sentences containing adjectives describing color, quality, and quantity; affirmative, negative and question sentences; sentences express possibility, apology, complain, and blessing; sentences containing multiple adverbs; sentences containing directional complement; and structures using conjunctions and common measure words.

Culture for Communication: select topics and vocabulary related to traditional Chinese dress; Chinese zodiac; Chinese tradition of placement – feng-shui; Chinese sport Chinese festivals; traffic signs and rules in China; Chinese auto industry; traditional Chinese medicine and pharmacology; housing reform in China; Peking opera; Chinese calligraphy; and travel in China.

Skills for Communication: listening, speaking, reading and writing

Course-End Learning Objectives

<u>Learning objectives</u>	<u>Corresponding state standards, <i>where applicable</i></u>
<i>By the end of the course, successful Chinese II AE students will:</i>	
1) Communicate through reading, writing, listening and speaking at the appropriate level of proficiency.	1, 2, 3
2) Incorporate the afore-mentioned vocabulary and structures in their communication.	1, 2, 3
3) Compare and contrast this vocabulary and these structures with those of the English language.	5
4) Demonstrate an understanding and appreciation of the cultures of the mainland China, Taiwan, Hong Kong, and Macao.	4
5) Be able to compare and contrast these cultures with their own.	6
6) Be able to make connections to other disciplines, specifically science, English, social studies, history, art and music.	7
7) Have had opportunities to communicate with speakers of Chinese.	8
8) Have used the technology of the language lab and computer labs to practice their language skills, to view and hear Chinese language media, and to access authentic material from China, and other Chinese speaking world.	1 – 8

Assessment

Assessment is an integral part of World Language instruction and learning. At a minimum, students are given four major assessments per term, one of which measures the students' speaking proficiency. When feasible, this assessment is administered in the language laboratory. Modern language students are assessed in a variety of ways: written tests and quizzes, oral proficiency tests, compositions, journal writing, projects, and oral presentations. When appropriate, students are encouraged to incorporate technology into their written assignments, projects and presentations. Due to the building block nature of language learning, homework is assigned nightly to reinforce class work. Students are encouraged to participate in the classroom by using the target language individually, in pairs, and in group work. In addition, all modern language students are encouraged to access the language laboratory for individual practice. The final examination evaluates the four major modern language skills: reading, writing, listening and speaking.

Technology Objectives Addressed in This Course

(This section is for faculty and administrative reference; students and parents may disregard.)

<u>Course activity: skills and/or topics taught</u>	<u>Standard(s) addressed through this activity</u>
<ol style="list-style-type: none">1) Students will use software in the classroom and the computer lab to practice verb tenses, moods, vocabulary, and spontaneous reactive communication in oral and written form.2) Students will use the technologies of the language lab (digital audio, digital video, DVD, laser disk, VID) to practice language skills.3) Students will use the technologies of the language lab to make presentations in Chinese.4) Students will use the Internet to prepare class projects and to access online learning activities available through the publisher.5) Students will use online resources to access information from and about the Chinese world for class use.6) Student will create multimedia presentations in Chinese.	

Materials and Resources

Print

Wu, S. Yu, Y, Zhang, Y, and Tian W. *Chinese Link: Zhongwen Tiandi Simplified Character Version – Level 1 Part 2 Textbook*. Pearson Prentice Hall, 2006.

Wu, S. Yu, Y, Zhang, Y, and Tian W. *Chinese Link: Zhongwen Tiandi Simplified Character Version – Level 1 Part 2 Workbook: Homework and Character Book*. Pearson Prentice Hall, 2006.

Other audio/video resources

Wu, S. Yu, Y, Zhang, Y, and Tian W. *Chinese Link: Zhongwen Tiandi Simplified Character Version, – Level 1 Part 2*. Pearson Prentice Hall, 2006.