

**Orange Unified School District**  
**Chinese IV**  
**Year Course**

**Grade Level:** 11-12

**Prerequisites:** C or better in Chinese III or Teacher Recommendation

**Introduction to the subject:**

Chinese IV will bring the students an opportunity to refine their four language proficiency skills: listening, speaking, reading and writing in the intermediate to Advanced-level range across the three communicative modes (interpersonal, interpretive, and presentational) and the five Cs (communication, culture, connections, comparisons and communities) as defined in the Standards for Foreign Language Learning in the 21st Century. Essential grammar is reviewed and defined for advanced proficiency in the language. This course provides the students an opportunity to immerse in the richness of Chinese Language and Culture by comparing Chinese-speaking cultures with his/her own culture and presenting selections from a variety of literature and media. Students are required to speak in Chinese as much as possible to increase their confidence in applying target language at home, at school, and in the community.

**Course Objectives:**

**By the end of the course the student will:**

- have reached a higher level of sophistication and comprehension in listening, speaking, reading, and writing.
- have practiced the language skills through interpersonal, interpretive, and presentational communication.
- have improved writing skills by demonstrating an ability to write on selected topics of general interest and in response to reading selections
- have improved listening comprehension skills through daily instruction and discussion in Chinese through the use of audios, videos, websites, etc.
- have improved speaking ability through daily discussions and other speaking activities, such as debates, skits, interpersonal Q-A activities, etc.
- have improved problem-solving skills and social skills through pairs and group activities
- have expanded their knowledge and understanding of Chinese culture through reading, discussion, activities, music, art, computer programs, movies, etc

**Recommended text(s):**

1. Integrated Chinese, Level 2 Part 1 & Part 2 Textbook, 3rd Edition (Simplified & Traditional) Hardcover by CHENG & TSUI COMPANY (Boston)
2. Integrated Chinese, Level 2 Part 1 & Part 2 Workbook, 3rd Edition (Simplified & Traditional)
3. Integrated Chinese Internet Website <http://eastasia.hawaii.edu/yao/icusers/default.htm>
4. Level 2 Part 1 & Level 2 Part 2 audio CDs

**Supplemental Text/Materials:**

1. Teacher Resource Books and Reference
  - <<Happy Reading>> I, II, III (by Guanzhi Ren, Peking University Press)
  - <<Chinese Companion: expressive literacy through reading and composition>> (Compiled by Qin-Hong Anderson)

- <<Life in Beijing>> (by Qingsheng Ma, Chinese Bridge Publishing Ltd)
  - <<Chinese Traditions and Festivals>> (by Regina Hsueh & Wen-Bin Wu, Chinese Bridge Publishing Ltd.)
  - World Daily News (local Chinese newspaper)
  - Supplementary authentic materials from magazines, flyers, advertisement
2. Internet
- Major on-line resources:
- <http://eastasia.hawaii.edu/vao/icusers/icweb.htm>
  - [www.usc.edu/dept/ealc/chinese/newweb/reading\\_page.htm](http://www.usc.edu/dept/ealc/chinese/newweb/reading_page.htm)
  - [http://faculty.virginia.edu/cll/chinese\\_reading/](http://faculty.virginia.edu/cll/chinese_reading/)
  - [www.zhongwen.com](http://www.zhongwen.com)
  - [www.wellesley.edu/Chinese/Chinese\\_Fables/title/title\\_page.html](http://www.wellesley.edu/Chinese/Chinese_Fables/title/title_page.html)
  - [www.echineselearning.com](http://www.echineselearning.com)
3. Films
- 走進中國百姓生活(Reality Chinese-A Multi-skill Chinese Course for Intermediate and Advanced Students, by Yehau Liu, Xianmin Liu & Jinyu Li, International Publishing in Beijing)
  - 漂亮妈妈, China, Zhou Sun, director. Li Gong, actress. DVD.

**Course overview and approximate unit time allotments:**

<b><u>First semester</u></b>	<b><u>Weeks</u></b>
Review	1
I. Computer and Internet	3
A. In this lesson, students will learn to use Chinese to	
• Find out if others are angry with you and apologize if so;	
• Reduce potential tension in a conversation by changing the subject;	
• Let people know about the trouble you had to go through because of their thoughtlessness or carelessness;	
• Name your activities on the internet and discuss how you make use of the internet;	
• Discuss the pros and the cons of using the internet.	
B. Culture Highlights	
• Trendy new words in China	
• Instant messaging in China	
C. In your own culture/community:	
• Do people have easy access to the internet?	
• What consumer habits have changed because of the internet?	
• What impact has the internet had on society as a whole?	
II. Working Part-Time	3
A. In this lesson, students will learn to use Chinese to	
• Review your monthly income and spending patterns	
• Talk about how you balance your personal budget	
• Name some possible reasons to work part-time while in school	
• Discuss the pros and cons of working part-time while in school	
• Describe what you dislike or what bothers you	
B. Culture Highlights	

- Educational expenses in China
  - Par-time jobs for college students in China.
- C. In your own culture/community:
- Are parents expected to provide their children with financial support for college?
  - Do teenagers and college students often take on part-time jobs?
  - Do people generally have savings in the bank?
  - Is it easy to apply for student loans?

III. Education 3

- A. In this lesson, students will learn to use Chinese to
- Comment if you have a stress-free childhood
  - Name some typical classes offered in after-school programs
  - Indicate agreement or disagreement
  - Present your opinions
  - Talk about parents' aspirations for their children
- B. Culture Highlights
- A Chinese model for friendship and mutual appreciation
  - Dragon and phoenix as metaphors
- C. In your own culture/community:
- Is it common for parents to enroll their children in after-school programs?
  - Do many people pursue graduate degrees?
  - Do children have a say in family decisions?
  - Is it common for both parents to be equally involved in their children's upbringing?

IV. Geography of China 4

- A. In this lesson, students will learn to use Chinese to
- Locate major Chinese cities, provinces, and rivers on the map
  - Give a brief introduction to the geographic features of China
  - Compare some basic geographic aspects of China and the United States
  - Describe features that may attract you to or deter you from visiting a tourist site
  - Plan a trip to China
- B. Culture Highlights
- The City of Harbin
  - The Yellow River
  - The Yangtze River
  - Yunnan Province
  - Nationalities in China
  - Administrative divisions in China
  - and phoenix as metaphors
- C. In your own culture/community:
- Can you name the major rivers and mountain ranges in your country?
  - Do you know where your country's major cities are located, along the coasts or mostly inland?
  - Can you give an account of the population and geographic location of your town/city?
  - Do people consider your local town/city to be popular with tourists?

V. Chinese Festivals 4

- A. In this lesson, students will learn to use Chinese to
  - Name the major traditional Chinese holidays and explain when they occur
  - Name the food that is most associated with each of the major traditional Chinese holidays
  - Express New Year’s wished
  - Describe the festivities during the Chinese New Year period
  - Wish others success or good health
- B. Culture Highlights
  - The Spring Festival
  - The Lantern Festival
  - The Qingming Festival
  - The Dragon Boat Festival
  - The Mid-Autumn Festival
- C. In your own culture/community:
  - What are the major traditional holidays?
  - How do people celebrate these holidays?
  - What do people customarily eat during these holidays?
  - Which holiday is associated with family reunions?

Semester Review and Examination 1

**Second semester** **Weeks**

Review 1

VI. Changes in China 3

- A. In this lesson, students will learn to use Chinese to
  - Describe the sights and sounds of a major city
  - Describe in basic terms some features of a historic tourist site
  - Give a simple account of the growth of a city from the past to the present
  - Express surprise at an unforeseen turn of events
- B. Culture Highlights
  - High-Speed Rail in China
  - The City of Nanjing
  - Temples of Confucius
- C. In your own culture/community:
  - What major changes have you seen in your city/town over the past few years?
  - Is there any local landmark that has been demolished or transformed?
  - Are there many tourists visiting your city/town?
  - What places have remained unchanged and retained their local charm?

VII. Travel 3

- A. In this lesson, students will learn to use Chinese to
  - Describe what costs may be covered in a package tour
  - Give a brief description of a Chinese sleeper car
  - Describe natural objects such as mountains, rivers, trees, and rocks
  - Discuss some things that tourists may expect to see or experience at a tourist site
- B. Culture Highlights
  - The Stone Forest near Kunming

- Famous Sights of Dli
  - The Old Town of Lijing
  - Ethnic Diversity in Yunnan
- C. In your own culture/community:
- Do tourists prefer to travel by airplane, car, bus, or train?
  - Do many people like to keep a journal when they travel and post it on their blogs?
  - Do people prefer to plan their own travel itinerary or join a tour group?
  - What kinds of hotel accommodations are there? How do they vary?

VIII. Life and Wellness 3

- A. In this lesson, students will learn to use Chinese to
- Talk about your exercise routine
  - Outline some healthy eating habits
  - Describe habits that could make you age prematurely or harm your health
- B. Culture Highlights
- Housing in Beijing
  - Smoking in China
  - Morning Exercises in Chinese Cities
- C. In your own culture/community:
- Do many people exercise in the morning in parks?
  - Do people go the gym to exercise?
  - Are people conscientious about health and fitness?
  - Are many people concerned about their weight?

IX. Gender Equality 3

- A. In this lesson, students will learn to use Chinese to
- Talk about how couples treat each other as equals
  - Discuss gender equality in the workplace
  - Summarize briefly the changes in Chinese women's social status in the twentieth century
  - Report the score and results of a sports game
- B. Culture Highlights
- China's Economic Reform
  - Traditional Preference for Boys
  - China's Women Athletes
  - Nuances of Various Gender Terms
  - Terms for Husband and Wife
- C. In your own culture/community:
- Do men and women both do chores at home?
  - Do people tease men who are overly deferential to their wives?
  - Do male and female athletes receive equal pay in professional sports?

X. Environmental Protection and Energy Conservation 4

- A. In this lesson, students will learn to use Chinese to
- Describe a scene in which people are busily engaged in all kinds of activities
  - Talk about indicators of a clean environment
  - List some green energy sources
  - Give examples of practices that are environmentally friendly
- B. Culture Highlights

- Ban on Plastic Shopping Bags
  - Green Power
  - Regulating Air-Conditioning Temperature
- C. In your own culture/community:
- How has pollution affected your immediate environment?
  - In what ways do you see green power being put to use in your community?
  - How have people changed their behavior to consume less energy?

Semester Review and Examination

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**DATE OF LAST CONTENT REVISION:** August 2011

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