

Chinese-Mandarin Level III (Instructional Hours: 301-450)

Key Question: What's my life like, what's your life like?

Theme	Communication  [Standards A-C]	Cultures  [Standards D & E]	Comparisons  [Standards H & I]	Essential Structures
LEARNER OUTCOMES (PERFORMANCE INDICATORS)				
1. Environment	<p>A1. Describe the weather and climate in La Crosse and compare it to Florida. A1. Talk about the floor plan of the house and /or school. B3. Interpret a weather forecast in auditory format. B3. Read a passage describing a famous Chinese nature scene. B4. Using authentic newspaper/Internet sources, interpret the weather conditions of two Chinese Mainland cities. C1. Create a visual for the purpose of explaining weather and climate differences nationally. C2. Describe today's weather in La Crosse C2-3. Describe rooms and the layout of the school environment</p>	<p>E1. Explain typical subjects of nature taught in Chinese poetry. D2, E1. Apply knowledge of nature subjects through the creation of a simple drawing or painting.</p>	<p>I2. Compare traditional Chinese courtyard design with modern domestic layout. I2. Compare a typical Chinese family dwelling with Western homes/apartments. I2. Determine the difference in Celsius and Fahrenheit scales in weather forecasts.</p>	<ul style="list-style-type: none"> • 可能 • 会 • 又。。。又 • 的时候 • 不用 • 比如 • 边 vs.面 • 在/是 + place • 有+ place <p>----- Vocabulary:</p> <ul style="list-style-type: none"> • Rooms of the house and school • Weather expressions • Nature vocabulary • National map of provinces and cities • Celsius/Fahrenheit conversion
2. Communication and Media	<p>A1-5. Talk about various kinds of television programming. B3. Interpret various kinds of reports, i.e., a high school report card, a weather report, etc. B3-4. Read typical business cards and extract essential information. B4. Listen to a short radio broadcast depicting a news item.</p>	<p>D1. Give and receive business cards. D2. Apply correct Chinese format in note and letter writing.</p>	<p>H4. Compare standard form of letter writing between English- and Chinese-speaking world. H5. Describe the main characteristics of Wade-Giles romanization and compare with Pinyin romanization. I.2 Compare Chinese and American television programming</p>	<ul style="list-style-type: none"> • Comparisons using 比, 更 • Communications vocabulary • Technology-related vocabulary • Wade-Giles

	<p>B3. Convert Wade-Giles Romanization to Pinyin for the purpose of reading place names.</p> <p>B4, C4. Read a comic strip and re-tell the story.</p> <p>B4: Interpret a t.v. programming guide.</p> <p>C2. Write a letter of introduction to a pen pal using Chinese letter-writing format.</p> <p>C2. Write an informal note to a friend.</p> <p>C2. Write a birthday invitation.</p> <p>C2. Create a personal business card.</p> <p>A1-A5. Discuss using a computer.</p>		<p>I.2 Distinguish using a Chinese-language and an English-language word processor on the computer.</p>	<p>Romanization</p>
<p>3. Cultural Heritage and Tradition</p>	<p>A1-A5. Discuss events associated with Chinese New Year and other festivals.</p> <p>B3-B4. Recite the names of common characters in Chinese Opera..</p> <p>B4. Read and interpret a Tang and a Song Dynasty poem.</p> <p>C5. Create and explain a Chinese New Year couplet</p>	<p>D3. Read excerpts from Chinese literature, i.e. <u>Monkey King</u> and <u>Mu Lan</u>.</p> <p>D3, E1. Discuss symbolic uses of food during festivals.</p> <p>E1. Identify characters found in Beijing opera by looking at mask design and color.</p>	<p>I2. Identify basic differences between Chinese and English poetic format</p>	<ul style="list-style-type: none"> • Selected Chinese couplets • Food vocabulary associated with phrases of good fortune • Peking Opera vocabulary
<p>4. Making Plans</p>	<p>A1-A5. Discuss future job prospects.</p> <p>A1-A5. Talk about plans for university study.</p> <p>A1-A5. Discuss a future trip to China</p> <p>A1-A5. Discuss travel plans by air and rail.</p> <p>B3. Fill out a visa form in Chinese.</p> <p>C1, C5. Create a calendar of summer plans and discuss with a partner.</p>	<p>E4. Identify commonly visited places in China and their historical significance.</p> <p>D2. Discuss how to get around by train and taxi.</p>	<p>I2. Compare transportation systems in China with those in the U.S.</p> <p>I2. Compare university education systems in China and the West.</p>	<ul style="list-style-type: none"> • Occupations vocabulary • Monuments in key Chinese cities • Expanded activity vocabulary
<p>5. Health and Medicine</p>	<p>A1-A5. Engage in a short dialogue with a classmate about how you feel when you get the flu.</p> <p>B1-B2. Interpret a short dialogue reflecting a visit to the doctor's office.</p> <p>B3. Read and interpret a note detailing a list of symptoms reflecting poor health.</p> <p>C1. Create and perform a skit about becoming ill after eating a food item.</p>	<p>D3. Discuss Chinese attitudes towards traditional and Western medicine.</p>	<p>I2. Compare American and Chinese health care systems</p>	<ul style="list-style-type: none"> • 有, meaning estimation • 别 • Health-related vocabulary • Adjective+ SI+LE • CI [次] as measure word for action • Directional complements [上...去]

	<p>C5. Write a short note or e-mail to a friend explaining under what health-related circumstances you will not go to school.</p>			
<p>Connections</p> 	<p>G1, G2. Use the Internet to access Chinese sources for information on topics studied.</p>			
<p>Communities</p> 	<p>J2. Participate in activities sponsored by the La Crosse-Luoyang Friendship Association. J3. Interact with exchange teachers from China and exchange information with Chinese pen pals.</p>			