






Chinese-Mandarin Level IV (Instructional Hours: 451-600)

Key Questions: What's my life like, what's your life like? How do I look at the world, how do you look at the world?

Theme	Communication  [Standards A-C]	Cultures  [Standards D & E]	Comparisons  [Standards H & I]	Essential Structures
	LEARNER OUTCOMES (PERFORMANCE INDICATORS)			
1. Friendships and Relationships	<p>A1. Talk about the personality traits of friends and acquaintances.</p> <p>A1. Discuss extended family relationships.</p> <p>B2-B3. Comprehend a conversation or written text pertaining to friend /family relationships.</p> <p>C2. Create an extended family tree chart and present to an audience.</p>	<p>D1. Interact using Chinese patterns of behavior.</p> <p>D2. Engage in preparations for a social gathering , i.e. Chinese New Year.</p> <p>D2. Examine the role of Chinese astrology in the New Year celebration and its alignment with personality traits.</p> <p>E1. Identify Chinese astrology symbols and compare with those in the West.</p>	<p>H4. Compare informal and formal use of extended family terms.</p> <p>I1. Compare common beliefs/attitudes of Chinese-speaking cultures with those of the West.</p>	<ul style="list-style-type: none"> • 既。。。又 • 遍 vs. 次 • Couplet sayings • Chinese astrological signs • Extended family vocabulary
2. Ecology and the Environment	<p>A1-A5. Carry on a conversation regarding environmental issues.</p> <p>B1-B3. Interpret spoken language on a topic germane to ecology or the environment.</p> <p>C2. Present information describing ways to protect the environment.</p>	<p>E4. Identify geographic features unique to Mainland China.</p> <p>E4. Explain the impact of China's geography on daily life.</p>	<p>I2. Discuss environmental practices in Mainland China and issues surrounding these practices.</p>	<ul style="list-style-type: none"> • Vocabulary relevant to geography and ecology • 不但。。。而且
3. The Chinese World Community	<p>A1-A5. Exchange information about a host of Chinese communities worldwide.</p> <p>B1. Interpret a news item detailing an event in a Chinese-speaking community.</p> <p>B3. Read and comprehend a news article/announcement from a Chinese community center.</p>	<p>D2. Experience via organized activities and/or film, Chinese cultural traditions.</p> <p>D4 Explain historical and philosophical reasons for Chinese patterns of interaction or perspectives.</p> <p>D4. Explain the historical development of Chinatowns in the United States and other areas of the world.</p>	<p>H1, H5. Discuss sound differences in the two dialects of Mandarin and Cantonese.</p>	<ul style="list-style-type: none"> • Vocabulary relevant to community development • Compass points • 如果。。。我会 • Use of 使 • Use of 才
4. Volunteer Work	<p>A1-A5. Discuss volunteer activities in a local nursing home.</p> <p>A1-A5. Converse about community-</p>	<p>D3. Identify volunteer activities deemed appropriate for young people within Chinese cultural</p>	<p>I1. Discuss conditions that evoke student volunteerism in China.</p>	<ul style="list-style-type: none"> • Vocabulary relevant to community activities

Locally	<p>related activities for young people, including tutoring.</p> <p>B2. Interpret a Chinese aural passage pertaining to community volunteerism.</p> <p>B4. Comprehend a written journal reflecting volunteer activities.</p> <p>C1-C5. Write and present journal entries reflecting volunteer work locally.</p>	settings.		<ul style="list-style-type: none"> • 是否 pattern in questions
<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.</p> <p>J3. Interact with exchange teachers from China and exchange information with Chinese pen pals.</p>			