

# Chinese II

## Foreign Language Curriculum Framework

Revised 2007

Course Title: Chinese II  
 Course/Unit Credit: 1  
 Course Number:  
 Teacher Licensure: Secondary Chinese  
 Grades: 9-12

### Chinese II

Chinese II develops and expands the fundamental skills introduced in Chinese I. Aural comprehension, pronunciation, and speaking exercises facilitate oral communication. Additional vocabulary and grammar are introduced to lead to more advanced reading and writing. Authentic reading materials and audio/video recordings enrich instruction. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for Chinese II and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Two years of the same foreign language is required by the Standards for Accreditation to be taught in Arkansas public high schools. Chinese II may be used to partially fulfill this requirement. Chinese I is a prerequisite for this course. Arkansas Department of Education approval is not required.

Strand	Content Standard
Communication	
	1. Students shall interpret information and messages in the Chinese language, <u>Putonghua</u> (interpretive).
	2. Students shall interact with others in the Chinese language, <u>Putonghua</u> (interpersonal).
	3. Students shall present information and messages in the Chinese language, <u>Putonghua</u> (presentational).
Culture	
	4. Students shall demonstrate understanding of the <i>practices</i> of the Chinese-speaking world ( <i>practices</i> ).
	5. Students shall demonstrate understanding of the <i>products</i> of the Chinese-speaking world ( <i>products</i> ).
	6. Students shall demonstrate understanding of the <i>perspectives</i> of the Chinese-speaking world ( <i>perspectives</i> ).
Connections	
	7. Students shall apply the Chinese language to reinforce and expand their knowledge of other subject areas (cross-curricular).
	8. Students shall recognize the common and unique views and contributions of the language and cultures of the Chinese-speaking world ( <i>global perspectives</i> ).
Comparisons	
	9. Students shall demonstrate understanding of the similarities and differences between the Chinese language and their own (languages).
	10. Students shall demonstrate understanding of the similarities and differences between the cultures of the Chinese-speaking world and their own (cultures).
Communities	
	11. Students shall demonstrate knowledge of ways to use Chinese in the classroom, school, and beyond ( <i>involvement</i> ).
	12. Students shall demonstrate evidence of becoming lifelong learners by using Chinese for personal enjoyment and enrichment ( <i>ownership</i> ).

Strand: Communication

Standard 1: Students shall interpret information and messages in the Chinese language, Putonghua (interpretive).

CMC.1.CII.1	Demonstrate an ability to interpret oral, visual, and textual cues (e.g., gestures, nuances, tones)
CMC.1.CII.2	Identify the relationship between the writer/speaker and his/her audience based on the style of language
CMC.1.CII.3	Identify principal messages or main ideas and details, on level-appropriate topics, from a variety of oral, visual, and textual sources (e.g., signs, posters, stories, dialogues)
CMC.1.CII.4	Provide support for conclusions drawn from a variety of oral, visual, and textual sources
CMC.1.CII.5	Demonstrate an ability to identify the meaning of unfamiliar content and vocabulary (e.g., loan words, inferences, predictions)
CMC.1.CII.6	Recognize <i>simplified Chinese characters</i> related to level-appropriate topics, including <i>stroke order</i> and <i>radicals</i> .

Strand: Communication

Standard 2: Students shall interact with others in the Chinese language, Putonghua (interpersonal).

CMC.2.CII.1	Exchange dialogue with culturally appropriate gestures <ul style="list-style-type: none"><li>• <i>courtesy phrases</i></li><li>• <i>idiomatic expressions</i></li><li>• introductions of self and others with distinction between <i>in-group</i> and <i>out-group</i></li><li>• classifiers</li><li>• acquisition of goods, services, and information</li><li>• personal events and memorable experiences</li><li>• opinions and personal preferences</li><li>• multi-step requests and directions</li></ul>
CMC.2.CII.2	Exchange information and ideas in several consecutive sentences (e.g., shopping, travel reservation, phone calls, bus riding)
CMC.2.CII.3	Request clarification on exchanged information and ideas
CMC.2.CII.4	Apply situational-appropriate language and gestures

Strand: Communication

Standard 3: Students shall present information and messages in the Chinese language, Putonghua (presentational).

CMC.3.CII.1	Employ proper rhythm and tones in rehearsed presentations (e.g. skits, dialogues)
CMC.3.CII.2	Construct a string of related simple sentences in <i>simplified Chinese characters</i> , using proper <i>stroke order</i> , grammar, punctuation, and conventions (e.g., diary, notes, letters)

Strand: Culture

Standard 4: Students shall demonstrate understanding of the *practices* of the Chinese-speaking world (*practices*).

CLT.4.CII.1	Describe <i>practices</i> of Chinese-speaking communities (e.g., greeting, gestures)
CLT.4.CII.2	Describe factors that have influenced <i>practices</i> of Chinese-speaking communities
CLT.4.CII.3	Identify various aspects of universal cultural <i>practices</i> (e.g., traditional holidays, Chinese Lunar Calendar, regional food)

Strand: Culture

Standard 5: Students shall demonstrate understanding of the *products* of the Chinese-speaking world (*products*).

CLT.5.CII.1	Describe tangible <i>products</i> of Chinese-speaking communities (e.g. cooking utensils, chopsticks, oriental garden, art, architecture, technology)
CLT.5.CII.2	Describe intangible <i>products</i> of Chinese-speaking communities (e.g., Confucianism, Daoism, entertainment)
CLT.5.CII.3	Describe factors that have influenced <i>practices</i> of Chinese-speaking communities (e.g., ancient inventions, Chinese medicine, martial arts)

Strand: Culture

Standard 6: Students shall demonstrate understanding of the *perspectives* of the Chinese-speaking world (*perspectives*).

CLT.6.CII.1	Describe <i>perspectives</i> reflected in <i>practices</i> of Chinese-speaking communities (e.g., value of education, family ties, relational thinking)
CLT.6.CII.2	Describe <i>perspectives</i> reflected in <i>products</i> of Chinese-speaking communities
CLT.6.CII.3	Identify historical events and figures that shaped the <i>perspectives</i> of Chinese-speaking communities (dynasties, WWII, modern social events, gender, childbearing)

Strand: Connections

Standard 7: Students shall apply the Chinese language to reinforce and expand their knowledge of other subject areas (cross-curricular).

CNN.7.CII.1	Recognize terms and concepts from other subject areas (e.g., climate, geographical terms, measurements, abacus, calligraphy, brush painting)
CNN.7.CII.2	Apply level-appropriate skills from other subject areas (e.g., philosophy, government, current affairs)

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the language and cultures of the Chinese-speaking world (*global perspectives*).

CNN.8.CII.1	Explain the influence of <i>practices</i> of Chinese-speaking communities on the global community (e.g., Chinese medicine)
CNN.8.CII.2	Explain the influence of <i>products</i> of Chinese-speaking communities on the global community (e.g., Chinese medicine)
CNN.8.CII.3	Explain the influence of <i>perspectives</i> of Chinese-speaking communities on the global community

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between the Chinese language and their own (languages).

CMP.9.CII.1	Explain the similarities and differences in sounds and sentence structure (e.g., particles; question structure; contextualized tones; words; sentences for meaning differentiations; syllables repeated twice, such as <u>Ko</u> en <u>Ka</u> n, <u>Shi</u> <u>Shi</u> , <u>Xue</u> <u>Xue</u> )
CMP.9.CII.2	Explain the similarities and differences in writing systems (e.g., Chinese characters vs. Roman letters)
CMP.9.CII.3	Recognize the similarities and differences in grammar (e.g., <u>le</u> and <u>de</u> after verbs, coming, going)

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between the cultures of the Chinese-speaking world and their own (cultures).

CMP.10.CII.1	Explain the similarities and differences in <i>practices</i> (e.g., Spring Festival vs. Christmas, indications of colors, wedding, titles of relatives)
CMP.10.CII.2	Explain the similarities and differences in <i>products</i> (e.g., temples, architecture, traditional attire, ethnic artifacts)
CMP.10.CII.3	Explain the similarities and differences in <i>perspectives</i> (e.g., value of education, religion, creation goddess, folklore, philosophy)

Strand: Communities

Standard 11: Students shall demonstrate knowledge of ways to use Chinese in the classroom, school, and beyond (involvement).

CMN.11.CII.1	Recognize the ways the Chinese language is used in the United States (e.g., careers, special events, greetings)
CMN.11.CII.2	Identify the ways the Chinese language skills are used in the United States (e.g., sports, games, travel, music, cooking)

Strand: Communities

Standard 12: Students shall demonstrate evidence of becoming lifelong learners by using Chinese for personal enjoyment and enrichment (ownership).

CMN.12.CII.1	Explain the benefits of studying the Chinese language after high school graduation
CMN.12.CII.2	Identify potential careers where the Chinese language can be used

## Glossary for Chinese Courses

Circumlocution	Use of alternate words and phrases to convey meaning or to express an idea when the student is unable to use the usual or specific vocabulary needed for the task
Colloquialisms	Words and phrases unique to geographical regions, cultures, or subcultures
Courtesy phrases	Standard traditional expressions of politeness (e.g., please, thank you, you're welcome, I'm sorry)
Idiomatic expressions	An expression which functions as a single unit and whose meaning cannot be translated word for word
In-group	Set of persons of like status, as determined by immediate circumstances
Out-group	Set of persons of differing status, as determined by immediate circumstances
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Practices	Patterns of behavior accepted by a society
Products	Concrete (tangible) or abstract (intangible) cultural elements of a society
Radicals	Semantic component of a Chinese character
Simplified Chinese characters	Based mostly on popular cursive forms embodying graphic or phonetic simplifications of the "traditional" forms that were standardly used in printed text for over a thousand years
Stroke order	Correct order in which Chinese characters are written