

**HINGHAM HIGH SCHOOL
CURRICULUM SUMMARIES
FOREIGN LANGUAGE
2016**

Course #350 – CHINESE I

DESCRIPTIVE OVERVIEW

Chinese I will introduce students to the four skills of the Mandarin language – speaking, reading, writing, and listening – and to the three communicative modes – presentational, interpretive, and interpersonal. By the end of the course, students will be able to use the Chinese phonetic system (*pinyin*), read and write the characters taught in class (corresponding to *Integrated Chinese Level 1 Part 1*, chapters 1-8), write short essays about self, family, friends, school, hobbies, etc., and engage in simple daily conversation.

Equally important will be the introduction to Chinese culture, history, and geography. By understanding the culture, history, and geography of China, students will better understand the foundations of the Chinese language and be better equipped to interact with native Chinese speakers in a culturally appropriate way.

GOALS AND OBJECTIVES

Students will be able to:

- introduce themselves by exchanging greetings, telling their name, age, and nationality, and will be able to ask others for this information.
- describe their family and family members, using culturally appropriate vocabulary.
- make appointments and discuss when and where things happen.
- discuss their daily schedules and routines.
- talk about hobbies, expressing what they like and dislike.
- describe their study habits, explain which classes they like (or dislike) and why.

RESOURCES AND REFERENCES

- *Integrated Chinese Level 1, Part 1* Textbook – Simplified version, Cheng & Tsui Co.
- *Integrated Chinese Level 1, Part 1* Workbook – Simplified version, Cheng & Tsui Co.

INSTRUCTIONAL MODEL

Each chapter is broken into two sections, each of which features a dialogue. Each dialogue introduces new vocabulary and grammar structures. Students listen and read about common activities and compare the way these activities are completed in China and the United States. Students then draw on these materials to express their own needs and interests using the chapter's grammar and vocabulary.

Each chapter is supplemented by workbook exercises which allow students to practice using the chapter's grammatical structures. Each chapter is also supplemented by character practice, emphasizing the recognition of radicals and the use of correct stroke order.

Communication is developed through a variety of activities, including but not limited to paired conversation prompts, student-written skits which allow students to personalize the language, information gaps, and question-and-answer activities. Students also gain listening comprehension skills through listening activities based on the textbook dialogue and vocabulary.

Writing proficiency is developed beginning with sentence-level discourse, building to short paragraphs related to the communicative themes in each chapter. Additionally, students will progress to writing letters, short essays, and other functional materials. Students will use the language laboratory approximately once per cycle.

ASSESSMENT

Student assessment includes group communicative activities, quizzes and tests, listening comprehension activities, reading comprehension activities, and written paragraphs. In addition, students create projects related to the geographical, cultural, and communicative themes of each chapter. Students are also assessed on short dialogues and class presentations in Chinese using thematic vocabulary and grammar concepts. Students are informally assessed on a day-to-day basis through oral and written participation during class.

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Course #351/353 CHINESE II

DESCRIPTIVE OVERVIEW:

Chinese 2 expands upon the skills developed in Chinese 1. Students will continue to develop their skills in reading, writing, speaking, and listening, as well as their skills in presentational, interpretive, and interpersonal communication. Students will be familiar with grammar and vocabulary associated with the major themes of the course: shopping, transportation, weather, food, and holidays.

Equally important will be the introduction to Chinese culture, history, and geography. By understanding the culture, history, and geography of China, students will better understand the foundations of the Chinese language and be better equipped to interact with native Chinese speakers in a culturally appropriate way.

GOALS AND OBJECTIVES:

Students will be able to:

- describe the size, color, and price of clothing and learn about the role of bargaining in Chinese culture. Students will practice talking about price and bargaining for the best price.
- describe the weather and typical weather patterns associated with each season.
- describe events in sequence.
- ask for and give directions and talk about using various modes of transportation.
- to order various Chinese dishes and describe the kind of food they like.
- describe what people in China do to celebrate holidays and to celebrate birthdays.

RESOURCES AND REFERENCES

- *Integrated Chinese Level 1, Part 1* Textbook – Simplified version, Cheng & Tsui Co.
- *Integrated Chinese Level 1, Part 1* Workbook – Simplified version, Cheng & Tsui Co.
- *Integrated Chinese Level 1, Part 2* Textbook – Simplified version, Cheng & Tsui Co.
- *Integrated Chinese Level 1, Part 2* Workbook – Simplified version, Cheng & Tsui Co.

INSTRUCTIONAL MODEL

Each chapter is broken into two sections, each of which features a dialogue. Each dialogue introduces new vocabulary and grammar structures. Students listen and read about common activities and compare the way these activities are completed in China and the United States. Students then draw on these materials to express their own needs and interests using the chapter's grammar and vocabulary.

Each chapter is supplemented by workbook exercises which allow students to practice using the chapter's grammatical structures. Each chapter is also supplemented by character practice, emphasizing the recognition of radicals and the use of correct stroke order.

Communication is developed through a variety of activities, including but not limited to paired conversation prompts, student-written skits which allow students to personalize the language, information gaps, and question-and-answer activities. Students also gain listening comprehension skills through listening activities based on the textbook dialogue and vocabulary.

Writing proficiency is developed beginning with simple paragraph-level discourse and building to more descriptive paragraphs related to the communicative themes in each chapter. Additionally, students will

progress to writing letters, short essays, menus, and other functional materials. Students will use the language laboratory approximately once per cycle.

ASSESSMENT

Student assessment includes group communicative activities, quizzes and tests, listening comprehension activities, reading comprehension activities, and written paragraphs. In addition, students create projects related to the geographical, cultural, and communicative themes of each chapter. Students are also assessed on short dialogues and class presentations in Chinese using thematic vocabulary and grammar concepts. Students are informally assessed on a day-to-day basis through oral and written participation during class.

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Course #354/355 - CHINESE III

DESCRIPTIVE OVERVIEW

Chinese III students will work to improve their proficiency, building on the foundation created in Chinese I and Chinese II. Students will continue to develop their skills in reading, writing, speaking, and listening, as well as their skills in presentational, interpretive, and interpersonal communication. During the course of the year, students will learn to communicate about increasingly abstract topics and to give more detailed explanations. Students will draw comparisons between Chinese culture and their own.

Equally important will be the introduction to Chinese culture, history, and geography. By understanding the culture, history, and geography of China, students will better understand the foundations of the Chinese language and be better equipped to interact with native Chinese speakers in a culturally appropriate way.

GOALS AND OBJECTIVES

Students will be able to:

- make an appointment with a doctor and discuss the specific symptoms of their illness. In addition, they will be able to understand a doctor's advice to them regarding medication (amount and frequency).
- make a date, describe a romantic relationship, and make a polite excuse
- describe their home, inquire about or describe an apartment for rent (price, furnishings, rooms, etc).
- talk about sports, give advice about an exercise plan, and discuss the pros and cons of various athletic activities. Students will compare popular sports in the US and China.
- discuss their travel plans and purchase airline tickets, including asking for a discount. They will learn how to obtain the necessary documentation required to travel to China.

RESOURCES AND REFERENCES

- *Integrated Chinese Level 1, Part 2* Textbook – Simplified version, Cheng & Tsui Co.
- *Integrated Chinese Level 1, Part 2* Workbook – Simplified version, Cheng & Tsui Co.
- Appropriate short stories and short novels selected by the instructor
- *Anna Mei Banfa*, Terry Waltz

INSTRUCTIONAL MODEL

Each chapter is broken into two sections, each of which features a dialogue. Each dialogue introduces new vocabulary and grammar structures. Students listen and read about common activities and compare the way these activities are completed in China and the United States. Students then draw on these materials to express their own needs and interests using the chapter's grammar and vocabulary.

Each chapter is supplemented by workbook exercises which allow students to practice using the chapter's grammatical structures. Each chapter is also supplemented by character practice, emphasizing the recognition of radicals and the use of correct stroke order.

Communication is developed through a variety of activities, including but not limited to paired conversation prompts, student-written skits which allow students to personalize the language, information gaps, and question-and-answer activities. Students also gain listening comprehension skills through listening activities based on the textbook dialogue and vocabulary.

Writing proficiency is developed beginning with paragraph-level discourse and building to multi-paragraph essays related to the communicative themes in each chapter. Additionally, students will progress to writing letters, short essays, menus, and other functional materials.

ASSESSMENT

Student assessment includes group communicative activities, quizzes and tests, listening comprehension activities and written paragraphs and essays. In addition, students create various projects related to the geographical, cultural, and communicative themes of each chapter. Students are also assessed on short dialogues and class presentations in Chinese using thematic vocabulary and grammar concepts. Students are informally assessed on a day-to-day basis through oral and written participation during class.

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Course #358/359 – CHINESE IV

DESCRIPTIVE OVERVIEW

Chinese IV students will work to improve their proficiency, building on the foundation created in previous courses. Students will continue to develop their skills in reading, writing, speaking, and listening, as well as their skills in presentational, interpretive, and interpersonal communication. During the course of the year, students will learn to communicate about increasingly abstract topics and to give more detailed explanations. This course will be heavily focused on Chinese culture and history, and students will use the target language to learn about and discuss important cultural topics. Students will also make comparisons between Chinese culture and their own. By the end of this course, students will be better equipped to interact with native Chinese speakers in a culturally appropriate way.

GOALS AND OBJECTIVES

Students will be able to:

- describe the function of Chinese teahouses and their role in Chinese society
- describe famous places in China, including the Great Wall, the Terra Cotta Warriors, and Guilin's Li River. They will place important Chinese achievements in historical context.
- describe the reasons for and effects of China's one-child policy.
- describe changes in Chinese culture as reflected in modern family life. They will ask questions and provide increasingly detailed responses.
- describe the Chinese New Year and Chinese Moon festival, and give details about how each festival is celebrated in China. They will explain the origins of each festival and learn about the Chinese zodiac and symbolic meanings of certain foods.

RESOURCES AND REFERENCES

- *Chinese Language and Culture: An Intermediate Reader*, The Chinese University Press
- Nonfiction texts adapted from authentic materials by the instructor
- Appropriate short stories and short novels selected by the instructor

INSTRUCTIONAL MODEL

Students will draw on increasingly authentic and complex materials to learn about Chinese culture and habits. Each chapter features a reading which introduces new grammar and vocabulary. Students then draw on these materials to express their own needs and interests using the chapter's grammar and vocabulary.

Communication is developed through a variety of activities, including but not limited to paired conversation prompts, student-written skits which allow students to personalize the language, information gaps, and question-and-answer activities. Students also gain listening comprehension skills through listening activities based on the textbook dialogue and vocabulary.

Students will develop the ability to write descriptive multi-paragraph essays, focusing on appropriate connective devices and abstract language use. Students will use the language laboratory approximately once per cycle.

ASSESSMENT

Student assessment includes group communicative activities, quizzes and tests, listening comprehension activities and written paragraphs and essays. In addition, students create various projects related to the

geographical, cultural, and communicative themes of each chapter. Students are also assessed on short dialogues and class presentations in Chinese using thematic vocabulary and grammar concepts. Students are informally assessed on a day-to-day basis through oral and written participation during class.

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Course #361 – AP CHINESE LANGUAGE AND CULTURE

DESCRIPTIVE OVERVIEW

AP Chinese is a full-year course that covers the equivalent of a second-year (and /or the fourth semester) college Chinese course. It includes aural/oral skills, reading comprehension, grammar, and composition. The AP Chinese Language and Culture course is designed to provide students with varied opportunities to further develop their proficiencies across the three communicative modes: interpersonal (speaking, listening, reading and writing skills), interpretive (listening and reading skills), and presentational (speaking and writing skills); and the five goal areas (communication, cultures, connections, comparisons, and communities) as outlined in the Standards for Foreign Language Learning in for the 21st Century.

Developing appreciation and awareness of the Chinese cultures is an integral theme throughout the AP Chinese course. The course engages students in an exploration of both contemporary and historical Chinese culture. Course content reflects intellectual interests shared by the students and the teacher. This course challenges able students to obtain college credit or upper level placement. Students enrolled in the class are required to take the AP Chinese Language and Culture examination in the spring and to pay the required fees.

GOALS AND OBJECTIVES

Students will be able to:

- describe the function of Chinese teahouses and their role in Chinese society
- describe famous places in China, including the Great Wall, the Terra Cotta Warriors, and Guilin’s Li River. They will place important Chinese achievements in historical context.
- describe the reasons for and effects of China’s one-child policy.
- describe changes in Chinese culture as reflected in modern family life. They will ask questions and provide increasingly detailed responses.
- describe the Chinese New Year and Chinese Moon festival, and give details about how each festival is celebrated in China. They will explain the origins of each festival and learn about the Chinese zodiac and symbolic meanings of certain foods.

RESOURCES AND REFERENCES

- *Jia You! Chinese for the Global Community*, Cengage Learning
- *Chinese Language and Culture: An Intermediate Reader*, The Chinese University Press
- *How Far Away is the Sun? And Other Essays*, Cheng and Tsui
- *Teahouses in China and Other Stories*, Macmillan Press
- Nonfiction texts adapted from authentic materials by the instructor

INSTRUCTIONAL MODEL

Students will draw on increasingly authentic and complex materials to learn about Chinese culture and habits. Each chapter features a reading which introduces new grammar and vocabulary. Students then draw on these materials to express their own needs and interests using the chapter’s grammar and vocabulary.

Communication is developed through a variety of activities, including but not limited to paired conversation prompts, student-written skits which allow students to personalize the language, information gaps, and question-and-answer activities. Students also gain listening comprehension skills through listening activities based on the textbook dialogue and vocabulary, as well as authentic materials.

Students will develop the ability to write descriptive multi-paragraph essays, focusing on appropriate connective devices and abstract language use. Students will conduct research and prepare presentations in the target language.

ASSESSMENT

Throughout the course, assessments are frequent, varied, and explicitly linked to the content and skills that comprise the learning goals of each unit of study. The course provides students with maximum exposure to authentic culture and language. Students apply their growing cultural knowledge to communicative tasks in real-life contexts and develop ability to write and speak in a variety of discourse styles, using both keyboarding and handwriting skills, to an audience of readers and listeners. Students also gain necessary knowledge of the Chinese language including vocabulary, idiomatic expressions, and grammatical structures.

In order to best prepare them for the AP exam, student responses on speaking and writing tasks will be judged using a rubric based on the AP Scoring Guidelines. They will be evaluated on task completion (including use of details and transitional/cohesive devices), fluency (including appropriate register) and language use (including grammar and use of appropriately varied vocabulary). Rubrics for each assignment will be provided to students in advance so that they will be best able to meet the requirements for each assignment.