

MS Chinese 2

Curriculum Guide (including Course Objectives, Weekly Content, and Scope and Sequence)

Course Description

Students continue their introduction to Chinese with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters. The course represents an ideal blend of language learning pedagogy and online learning. As students begin the course, they construct their own Avatar that accumulates “Avatar bucks”—by performing well on course tasks—to use to purchase materials (clothing, gadgets, scenery, etc.) at the “Avatar store”. Each Unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

Course length: Two semesters

Materials: though not required, students may wish to purchase a Chinese-English dictionary

Prerequisites: Middle School Chinese 1, or equivalent

Overall Course Objectives

The Middle School Chinese 2 course helps students:

- Engage in language learning
- Master common vocabulary terms and phrases (in both Pinyin and Chinese characters)
- Comprehend a wide range of grammar patterns
- Instigate and continue simple conversations, and respond appropriately to basic conversational prompts
- Generate language incorporating basic vocabulary and a limited range of grammar patterns
- Read, write, speak, and listen for meaning in basic Chinese (including Pinyin and Chinese characters)
- Analyze and compare cultural practices, products, and perspectives of various Chinese-speaking countries
- Write and input Chinese characters
- Regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions

Recurring Content

- **Vocabulary Theme**
 - Each Unit presents a new set of vocabulary words through various self-correcting activities. A printable vocabulary list, which includes pronunciation, is also provided.
- **Grammar Concept**
 - Each Unit introduces a new grammatical pattern. The concept is introduced through sentence comparisons and presented in a printable explanation of the pattern.
- **Reinforcement Activities**
 - A range of interactive games (incrementally increasing in challenge) helps students reinforce vocabulary and grammar concepts. These activities may be completed multiple times so that students can better retain and apply the new information. Students accumulate “Avatar bucks” by performing well on these and other interactive challenges.
- **“Stretch” Activities**
 - Each Unit students work through an inventive and challenging activity to comprehend involved passages in Chinese, or to generate their own sentences in Chinese. Stretch activities include zany performances, core content-based instruction, folktales presented in Chinese, simple narratives that students string together from basic building blocks, and many more. These activities help students work creatively in Chinese to communicate and make meaning.
- **Presentation of Culture through CultureGrams™, Culture Lessons, and Culture Videos**
 - Each Unit students learn about various cultural aspects (e.g. practices, products, and perspectives) of a Chinese-speaking country. CultureGrams™ are multi-media cultural presentations that cover a wide range of topics such as gestures, etiquette, history, food, and more. Culture Lessons focus in depth on a particular product or practice of Chinese culture. Culture videos present students with short video explanations about cultural aspects of various Chinese-speaking countries from a native of that country.
- **“Gameshow” Review**
 - Each Unit students review material from the Unit’s content in a “Gameshow” that builds on the motivations and friendly competition of familiar television game shows. Students are pitted against a virtual opponent and earn “Avatar bucks” as they demonstrate their mastery of the Unit’s material. The burden of review for the Unit assessment is thus transformed to a fun and engaging game.
- **“Out of Seat” Activities**
 - Several times during the year, students are given opportunities to use the language “outside” the course. These are specific assignments directing students to interact in a genuine way with the Chinese language or Chinese-speaking cultures.
- **Oral and Written Activities**
 - Each Unit, students complete oral and written activities. These activities give students a chance to become more familiar with the speaking and writing patterns of Chinese by applying them in communicative situations.
- **Listening and Reading Comprehension Activities**
 - Each Unit contains either a focused listening or a focused reading comprehension practice. These practices help students to develop listening and reading comprehension skills. They are based on the vocabulary, grammar, or culture concepts presented that Unit, and follow up assessments challenge students to identify the main ideas and significant details of texts based on everyday communicative situations.

▪ **Assessments**

- Culture comprehension quizzes verify that students have captured facts and understandings from the cultural presentations.
- End-of-week quizzes assess students’ mastery of the vocabulary words and grammar concept presented that week, and include an oral or written assessment.
- Midterm and Semester Exams assess students’ mastery of the semester’s contents up to their current place on the calendar, and include oral and written assessments.

Course Scope and Sequence

Semester 1

| | Vocabulary Topic | Grammar Pattern | Culture |
|--------|---|---|-------------------------|
| Unit 1 | Names, Numbers and Addresses/Bank Account | Changing tones | Numbers in Culture |
| Unit 2 | Family/Three Bears | Repeating words | CultureGram: Hong Kong |
| Unit 3 | Going to School | When (Unprepared Grammar Points) | Dynasties |
| Unit 4 | Chinese New Year/ Spring Festival | Spring Festival phrases | Spring Festival Culture |
| Unit 5 | Food | Comparisons | Sichuan |
| Unit 6 | Fruit | Describing things | Chinese Paper Cutting |
| Unit 7 | Utensils/At a restaurant | Bring this | Chopsticks Culture |
| Unit 8 | Clothing | Measure Words (Shopping Grammar Points) | Money Culture |

Semester 2

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|--------|-------------------------------|--|---------------------|
| Unit 1 | Chinese Characters II | Inputting Chinese/Differentiating characters | Calligraphy Culture |
| Unit 2 | Telling Time/Going to a Movie | Time Placement | CultureGram: Taiwan |
| Unit 3 | Animals | And then... (Zodiac Grammar Points) | The Chinese Zodiac |

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|--------|----------------------------------|---------------------------------|----------------------|
| Unit 4 | Drawing words | Drawing Practice (prepositions) | Plants in Paintings |
| Unit 5 | Nature/Treasure in the Forest | Near and Far | CultureGram: China |
| Unit 6 | Getting around a City/Directions | Directions | Xi'an |
| Unit 7 | Recipes | Using Ba | Cooking Chinese Food |
| Unit 8 | Going on a Trip | Give me...buy | Chinese Gardens |