# JC Schools Chinese II Yearly Standards

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<tr>
<th>Units</th>
<th>Priority Standards</th>
<th>Supporting Standards</th>
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| **Unit 1**  
Holidays | 9-12.FL.2.1.b (Level 2)  
Identify the relationship between the practices and perspectives of common cultural activities and holiday celebrations  
9-12.FL.4.2.c (Level 2)  
Compare simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of everyday life | 9-12.FL.1.1.b (Level 2)  
Use target language to acquire goods, services or information  
9-12.FL.1.1.c (Level 2)  
Exchange information about personal events, memorable experiences and/or other topics  
9-12.FL.1.3.c (Level 2)  
Write brief messages such as postcards, short letters or emails on very familiar topics |
| **Unit 2**  
Understanding the Chinese writing system | 9-12.FL.4.1.d (Level 2)  
Demonstrate an awareness of the various ways of expressing ideas, such as recognizing idiomatic expressions | 9-12.FL.1.2.a (Level 2)  
Demonstrate competencies previously introduced  
9-12.FL.1.2.b (Level 1)  
Comprehend the principal message contained in various target language media, such as, illustrated texts, posters, and advertisements  
9-12.FL.2.2.b (Level 1)  
Identify objects and symbols commonly used to represent the culture studied  
9-12.FL.4.1.c (Level 1)  
Report similarities and differences between the sound and writing system of target and native language |
| **Unit 3** | 9-12.FL.1.1.c (Level 2)  
Exchange information about personal events, | 9-12.FL.2.1.d (Level 2)  
Identify common beliefs, attitudes and characteristics |
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<tr>
<th>All About Me</th>
<th>memorable experiences and/or other topics</th>
<th>within the culture studied</th>
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<tbody>
<tr>
<td>9-12.FL.4.2.c (Level 2)</td>
<td>Compare simple patterns of behavior or interaction in various social and cultural settings such as celebrations and patterns of everyday life</td>
<td>9-12.FL.1.2.b (Level 2)</td>
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<tr>
<th>Unit 4 Where Do You Live?</th>
<th>9-12.FL.1.1.c (Level 2)</th>
<th>Exchange information about personal events, memorable experiences and/or other topics</th>
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<tbody>
<tr>
<td>9-12.FL.1.1.d (Level 2)</td>
<td>Ask for repetition and repeat to ensure comprehension</td>
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<tr>
<td>9-12.FL.1.3.b (Level 2)</td>
<td>Perform short plays and skits, recite selected poems and anecdotes, or sing songs and share them with an audience orally or in writing</td>
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<tr>
<td>9-12.FL.4.2.d (Level 2)</td>
<td>Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages and cultures</td>
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<tr>
<th>Unit 5 Shopping</th>
<th>9-12.FL.1.1.a (Level 2)</th>
<th>Demonstrate competencies previously introduced</th>
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<tr>
<td>9-12.FL.3.2.a (Level 2)</td>
<td>Use sources intended for same-age speakers of the target language to prepare reports on topics of personal interest or those with which they have limited previous experience</td>
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<tr>
<td>9-12.FL.5.2.c (Level 2)</td>
<td>Access information from a variety of authentic sources with high visual support, i.e. the Internet, music videos, magazines, etc.</td>
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<tr>
<th>Unit 6 Chinese Music: Old and New</th>
<th>9-12.FL.2.2.b (Level 2)</th>
<th>Compare the most common objects and symbols used to represent the target culture and their own culture</th>
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<tr>
<td>9-12.FL.3.2.a (Level 1)</td>
<td>Read, listen to and talk about age-appropriate school content, folk tales, short stories, poems, songs written for native speakers of the target language</td>
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<tr>
<td>9-12.FL.4.2.b (Level 2)</td>
<td>Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages and cultures</td>
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<td>Unit 7</td>
<td>Travel</td>
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|         | 9-12.FL.1.3.c (Level 2)  
Write brief messages such as postcards, short letters or emails on very familiar topics | 9-12.FL.1.2.b (Level 2)  
Identify principal characters and main ideas in oral and written narratives in the target language |
|         | 9-12.FL.2.2.c (Level 2)  
Compare important historical and contemporary figures and events of the culture studied and their own culture | 9-12.FL.1.2.c (Level 2)  
Use comprehension strategies such as prediction, background knowledge, cognates and context clues to assist understanding |
|         |         | 9-12.FL.2.1.b (Level 2)  
Identify the relationship between the practices and perspectives of common cultural activities and holiday celebrations |
|         |         | 9-12.FL.3.1.b (Level 2)  
Discuss topics from other school subjects in the target language such as language arts, fine arts, geographical terms and concepts, historical facts and famous people, mathematical concepts and scientific concepts |

World Language Strands & Concepts (Taught across units)

9-12.FL.1 (Communication)
1. Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
2. Students understand and interpret written and spoken language on a variety of topics
3. Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

9-12.FL.2 (Cultures)
1. Students demonstrate an understanding of the practices and perspectives of the cultures studied
2. Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied

9-12.FL.3 (Connections)
1. Students reinforce and further their knowledge of other disciplines through the world language.
2. Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture.

9-12.FL.4 (Comparisons)
1. Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own.
2. Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

9-12.FL.5 (Communities)
1. Students use the target language within and beyond the school setting.
2. Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment.