SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL

SECTION A. COVER PAGE

1. Course Title:
Mandarin 1

7. Action:
☒ New Course
☐ Course Revision
☐ Title Change Only

2. Date Submitted:
3/9/15

8. Grade Level:
☒ 9 ☒ 10
☒ 11 ☒ 12

3. Transcript Title/Abbreviation(s):

9. Prerequisites: (Please list.)
☐ Required: None.

☐ Recommended:

4. Transcript Course Code/Course Number:

10. Seeking Program Distinction?
☐ YES ☒ NO
☐ Honors
☐ AP

5. Subject Area:
Mandarin Chinese

11. Is this a CTE course?
☐ YES
☒ NO

If YES, complete Section C.

6. Department:
World Languages

12. Previously approved by UC?
☒ YES ☐ NO
Year Approved: 2014 – 15
Modeled after Acalanes HS and King Chavez HS

13. Course proposed to meet UC requirement:
Already eligible? ☐ YES ☒ NO
☐ a ☐ b ☐ c ☐ d ☐ e ☐ f ☐ g

Proposing eligibility? ☒ YES ☐ NO
☐ a ☐ b ☐ c ☐ d ☒ e ☐ f ☐ g
Please mark one for approved eligibility or proposed eligibility.

14. Unit Value/Course Credit/Length of Course:
☐ 0.5 (semester or half-year)
☒ 1.0 (one year equivalent)
☐ 2.0 (two year equivalent)
☐ Other

15. School Contact:
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Position: Assistant Principal

16. Signatures:
Department Chair: Nayat Rocco
Principal:

DISTRICT OFFICE USE ONLY
Date Approved by Board Curriculum Committee:

Date Approved by Board:

SECTION B. COURSE CONTENT

17. Course Description:

Mandarin 1 is an introductory course for non-Chinese speaking students who until now have had little in-depth exposure to the intricacies of the Mandarin Chinese language and the cultures of Chinese-speaking countries. The main objective of Mandarin 1 is to develop a strong foundation in the four language skills: speaking, listening, reading and writing. Focus will be given in the students' speaking and listening skills, pronunciation and proper grammar usage in high-frequency common communicative settings, such as introductory greetings, family descriptions, time, hobbies and home etiquette. Students will also be able to accurately write and depict Chinese characters (*Hanzi*), effectively develop their phonetic understanding of *Hanyu Pinyin* and begin to associate the tonal qualities of Mandarin Chinese into their pronunciation.

18. Course Goals and/or Major Student Outcomes:

Unit I – Greetings and Introductions

Students will be introduced to the Mandarin Chinese language and orthographical components of characters (*Hanzi*), *pinyin* and stroke order. Students will be able to verbally articulate their first and last names, give customary polite greetings, describe their nationality and school role, and ask questions requesting the same information from a peer.

Unit 2 – Family and Home

Students learn how to explain their family through the cultural application of the intricacies of the modern Chinese household including family member hierarchy. They will identify members of their immediate family, their jobs and properly inquire about someone else's family.

Unit 3 – Date, Time, Food and Holidays

Students will continue their understanding of Mandarin Chinese linguistics but will begin exploration into the complexity of Chinese culture and people. Students will develop language knowledge on how to communicate dates, time and general holiday vocabulary, and then incorporate this information into a Chinese New Year celebration and traditions.

Unit 4 – Hobbies and Weekend Activities

Students will begin to elicit information and develop plans in Mandarin Chinese. This unit will include language on how to describe plans for the weekend, general likes and dislikes and confirmation of understood talking points. A beginning understanding of Chinese cultural

etiquette and the language used in appropriate situations (i.e. taking someone out to eat) will be developed in anticipation of unit 5.

Unit 5 – Visiting Friends, Cultural Etiquette and Home

Students will tie in all content knowledge, building understanding of appropriate Chinese etiquette when visiting someone's home. Students will use the appropriate language and cultural cues on what to ask and respond in specific situations demanding specific levels of politeness.

19. Course Objectives (standards):

Unit 1 – Greetings and Introductions

A.1.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines. A.1.1. Students address discrete elements of daily life, including: *A.1.1.a greetings and introductions,* A.1.1.h. vacations and travel, maps, destinations and geography

Students will be able to verbally communicate, comprehend oral conversation, read and write characters about how to:

- Exchange basic greetings
- Request a person's last name and full name and provide your own
- Determine whether someone is a teacher or a student
- Ascertain someone's nationality

Grammar Pattern Focus and Practical Language Application

- The Verb *Xing*
- The Verb *Jiao*
- The Verb *Shi*
- Questions Ending with *Ne*
- Questions Ending with *Ma*
- The Adverb *Ye*
- The Adverb *Bu* (negative)

Unit 2 – Family and Home

A.1.0. Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines. A.1.1. Students address discrete elements of daily life, including: A. 1. 1. b. family and friends, A.1.1.k. jobs.

Students will be able to verbally communicate, comprehend oral conversation, read and write characters about how to:

- Employ basic kinship terms
- Describe a family photo
- Ask about someone's profession
- Say some common professions

Grammar Pattern Focus and Practical Language Application:

- The Particle *De* (possessive)
- The Verb *You* for possessive "to have" or "to possess"
- The Verb *You* for state of being "to exist"
- The Adverb *Dou*
- Measure Words: *Ge*
- Differences between *Liang* and *Er*
- Question Pronouns

Unit 3 – Date, Time, Food and Holidays

A.1.0. Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines. A.1.1. Students address discrete elements of daily life, including: A.1.1.e. celebrations/holidays/rites of passage, A.1.1.f. calendar/seasons and weather, A.1.1.j. important dates in the target culture, A.1.1.l. food/meals/restaurants

Students will be able to verbally communicate, comprehend oral conversation, read and write characters about how to:

- Tell and speak about time and dates
- Talk about someone's age and birthday
- Invite someone to dinner
- Arrange a dinner date

Grammar Pattern Focus and Practical Language Application

- Numbers 1-100
- Dates: Months, Days, Years, Days of the week
- Time: Hour, Minutes
- The Particle *De*
- The Verb *Qing*
- Alternative Questions
- Affirmative + Negative Questions (A-Not-A)
- The Adverb *Hai*

- Conjunctions: And, Or, But

Unit 4 – Hobbies and Weekend Activities

A.1.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines. A.1.1. Students address discrete elements of daily life, including: A.1.1.g. leisure, hobbies and activities, songs, toys and games, sports.

Students will be able to verbally communicate, comprehend oral conversation, read and write characters about how to:

- Say and write the terms for basic personal hobbies
- Ask about someone's hobbies
- Ask friends out to see a movie
- Set up plans for the weekend

Grammar Pattern Focus and Practical Language Application:

- Basic Syntax (Subject + Time + Verb + Objective)
- Affirmative + Negative Questions (A-Not-A)
- Conjunction *Na Mei*
- The Verb *Qu* + Action
- The Verb (Modal) *Xiang*
- Verb + Objective as Detachable Compound
- Questions with *Hao Ma*

Unit 5 – Visiting Friends, Cultural Etiquette and Home

A.1.0. Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines. A.1.1. Students address discrete elements of daily life, including: A.1.1.d. home and neighborhood

Students will be able to verbally communicate, comprehend oral conversation, read and write characters about how to:

- Welcome a visitor
- Introduce one person to another
- Compliment someone on his or her house
- Ask for beverages as a guest at someone else's place
- Offer beverages to a visitor
- Briefly describe a visit to a friend's place

Grammar Pattern Focus and Practical Language Application:

- Tone of Voice (*Yi Xia, Yi Dian Er*)
- Adjectives as Predicates
- The Preposition *Zai*
- The Particle *Ba*
- The Particle *Le*
- The Adverb *Cai*

20. Course Outline:

Mandarin 1 is organized into 5 different thematic units, with each unit culminating in a comprehensive project. In addition to the unit project, students will participate in learning centers based upon the four areas of language learning: reading, writing, listening and speaking. Lessons will include vocabulary, grammar, and benchmark assessments Listed below are the 5 major thematic units, the topics covered and the unit project.

Unit 1 – Greetings and Introductions

Topic and Themes: Introductory Greetings, First and Last Names, Countries, Nationality, School Roles, (i.e. Teacher and Student)

Sample Summative Unit Project: Self-Portrait Avatar and Introductory Essay

Unit 2 – Family and Home

Topic and Themes: Family Members, Counting (Measure Words), Photographs, Chinese Family Structure, Occupation

Sample Summative Unit Project: Family Book

Unit 3 – Date, Time, Food and Holidays

Topic and Themes: Dates (Months, Days, Years, Days of the Week), Chinese New Year Traditions, Birthday Celebrations, Cuisine, Numbers, Age, Likes/Dislikes, Conversation Enders, Countries, Time (Hours, Minutes), Identifying Acquaintances, 12 Chinese Zodiac, Mandarin-speaking Country Geography, Lunar/Solar Calendar

Sample Summative Unit Project: Chinese New Year Celebration

Unit 4 – Hobbies and Weekend Activities

Topic and Themes: Likes/Dislikes, Weekend Activities, Sports, Television, Music, Movies, Dancing, Going out, Accepting Invitations, Declining Invitations, Describing State of Mind.

Sample Summative Unit Project: Facebook Poster

Unit 5 – Visiting Friends, Cultural Etiquette and Home

Topics and Themes: Inquiring about Strangers, Welcoming Someone to your Home, How to be a Gracious Host, Chinese style Etiquette, Introducing People, Expressing Emotions, Giving Compliments, Beverages, Apologies, 3rd Person Descriptive, How to Frame a Discussion, Returning/Going Places, Library Etiquette, Money

Sample Summative Unit Project: Real Estate Advertisement Brochure

21. Instructional Materials:

Board approved required text:

Title: Integrated Chinese, Level 1, Part 1, Simplified Characters

Edition: Third

Publication Date: August 7, 2008

Publisher: Cheng & Tsui Company, Inc. 25 West Street, Boston MA 02111-1213 USA

Author(s): Liu, Yuehua; Yao, Tao-chung; Bi, Nyan-Ping; Ge, Liangyan; Shi, Yahohua

URL Resource: https://www.cheng-tsui.com/browse/textbooks/integrated-chinese-third-edition/integrated-chinese-level-1-part-1-textbook

Usage: Primary Text; Read in entirety or near entirety

Supplementary Materials:

- Integrated Chinese, Level 1, Part 1 Character Workbook
- Teacher Generated Assessments

22. Instructional Methods and/or Strategies

As recommended by the American Council on the Teaching of Foreign Languages (ACTFL), Mandarin 1 will be conducted using the target language to the greatest degree possible. The ultimate goal is for both the teacher and students to use Mandarin 90%+ of the time. A variety of instructional strategies will be implemented in order to facilitate comprehension and support meaningful communication. These strategies include:

1. provide comprehensible input that is directed toward communicative goals;
2. make meaning clear through body language, gestures, and visual support;
3. conduct comprehension checks to ensure understanding;
4. negotiate meaning with students and encourage negotiation among students;
5. elicit talk that increases in fluency, accuracy, and complexity over time;
6. encourage self-expression and spontaneous use of language;
7. teach students strategies for requesting clarification and assistance when faced with compreh- See more at: ension difficulties; and
8. offer feedback to assist and improve students' ability to interact orally in the target language

Source:

http://www.actfl.org/news/position-statements/use-the-target-language-the-classroom

Daily mini-lessons are provided in vocabulary, grammar and dialogue.

- Vocabulary: Teacher-led lecture on stroke order, character writing, pinyin, pictographic depictions (i.e. picture the character as something else). Students develop notes through the following sample activities:
    - Pictographic Study Guides and Flashcards: Visual representations of the Chinese character (Hanzi) and a picture to represent the character as something related to the English definition. Vocabulary Lists: Log basic information of the unit's vocabulary word (i.e. Hanzi, Pinyin, English definition) with a short practice exercise accompanying it.
    - Word Wall Vocabulary Words: Collaborate with classmates in developing a comprehensive word wall of the vocabulary words. Word Wall "Tiles" will be part of the Great Word Wall of China and gradually build students' vocabulary knowledge base. Each tile will have the Hanzi, the Pinyin, the English definition and a pictograph.
    - Games: A variety of games will be employed throughout the unit to help students master the vocabulary words (e.g. Fly Swatter: All vocabulary words

are posted on the whiteboard and teams of students have to "swat" specific words as different audience members call them out)

- Grammar: Initial a short teacher-led lecture on the grammatical pattern and an example on how to utilize it. Students develop notes and mastery through the following sample activities:
    - Mad-libs: Teacher will generate a list of cloze sentences for students to fill out using parts of speech and /or grammatical pattern components.
    - Collaborative Notes: Students will work together to generate notes on their understanding of specific grammatical patterns.
    - Games; A variety of games will be employed throughout the unit to help students master how to utilize specific grammatical patterns (e.g. Charades: Students will act out a sentence and audience members have to respond using the correct grammatical form)

- Dialogue: Student-dominated activities with short teacher facilitated class practice sessions. Students develop notes and mastery through the following sample activities::
    - Pair Notes
    - Class Sentences
    - Comic Strip

Structured Communicative Activities: Various activities are implemented to encourage students listen and speak Mandarin Chinese in order to improve these skills and the students' comfort level engaging in the language. Most communicative structured activities will center around a Question and Answer format, seeking to elicit a cohesive dialogue and conversation between students.

- Question and Answers: Teacher will introduce an open-ended question to the class and students will work in pairs to develop a variety of answer possibilities to the question. Then as an entire class, the teacher will frame the question and the class will see how long they can go by providing a different answer to the question. A recorder will write down all the different choices.
- Interactive Dialogue Development: Teacher will introduce a variety of open-ended questions to the class and students will work in pairs or groups to develop a comprehensive dialogue (question/answer, question/answer format). Students will present their dialogue in a skit format, making sure they are using the open-ended questions formulated at the beginning, but having free reign to take the answer and follow-up questions where they want.
- White Board Response: Students will be given individual white boards and teacher will lead a variety of exercises connecting reading, writing, listening, and speaking.
    - White Board Conversation: Teacher will provide an open-ended question and students will work in pairs to develop a conversation on their white boards. At

the end, students will present their conversation on the white board and another pair will read their conversation as written on the boards.
    - White Board Response: Teacher will provide a question and students will write a response on their board. Students with the same or similar responses will read their responses.
- Round Table Discussion: Teacher will introduce an open-ended question (e.g. What country has the best cuisine) and students will work in groups to develop an argument for their position on question. Each group will present their argument in Mandarin Chinese and all other groups must provide either a counter argument or a statement in agreement.

Sample Cumulative Unit Project Sequence: Unit Projects occur in a 3-4 week sequence where students are gradually given the tools to develop and understand the unit project. Because of this, the instructional strategies and methods of implementation will be described in sequential order. Unit Projects aim to integrate speaking and listening developed in the communicative structured activities and to unite those skills into the reading and writing realms.

1. Examination of finished Product: Students will see what the finished product looks like and what components are necessary to complete them and how students are supposed to present the information
    - Example: Students will look at a family book and examine a rubric with the required vocabulary and grammar patterns they need to use for the final product
2. Piecing Together Knowledge: Taking existing knowledge being built over the benchmark unit period, students will begin to examine the components and seeing what vocabulary and grammar related pieces they possess and what knowledge they need to re-learn or strengthen
    - Example: Students will work in a variety of activities to re-learn and master the necessary vocabulary and grammar patterns needed to satisfy the family book rubric
3. Applying Knowledge in Systematic Parts: Once students have mastered all the knowledge necessary for the individual parts, they will begin applying the knowledge and putting the pieces together
    - Example: Students will use their notes from the activities and begin to formulate sentences and essays for each of the five pages of family book

4. Developing Parts into a Whole: Students will continue to build their individual parts until they complete all the necessary components. Afterwards, they will put all the pieces together into a comprehensive unit project.
    - Example: Students finish the individual pages for individual family members
5. Mastering the Whole: Students will edit their unit project as a whole
    - Example: Students put their individual pages together and begin editing for errors. They also write a summary for the book, tying all pieces together.
6. Presenting an Audience: Students will practice and master how to deliver their unit project to an audience, focusing on the original rubric given during their examination of the finished project
    - Example: Students complete their family book and create a speech/presentation on its content for audience members.

23. Assessment and Evaluation

Quizzes: Students will be quizzed to assess mastery of lesson objective. Quizzes will reflect the unit theme. Quizzes will be formative in nature to ensure that students receive immediate feedback. Follow-up assignments will provide opportunities for re-teaching.

Benchmark Exam: Benchmark exams are structured around essential standards. Benchmark exams will include assessment in the four language skills: speaking, listening, reading and writing.

Summative Unit Exam: Summative unit exams will be developed based on data collected during the quizzes and benchmark exams, specific questions are re-tooled to individual needs to best reflect student growth and mastery.

Vocabulary, Grammar, Dialogue Assignments: Following specific teacher-led lectures and activities, students will have assignments reflecting their understanding of the lessons. These serve as notes of vocabulary, grammar and dialogue components students need to master for a given unit period. Additionally, based on vocabulary, grammar and dialogue student-lead activities, students will have assignments logging their progress which is another basis on developing notes for greater understanding.

Cumulative Unit Project Sequence: Unit projects will provide students opportunities to master individual sections and then put the parts together in a summative presentation. All unit projects aim to connect student language learning into real-life applicable situations which will build student' understanding on how language is used in the world and amongst people. Consideration is also given on building student engagement through projects, tapping into 21st Century Skills, social media, community and family and the international society.

24. GRADING POLICY

Grading will follow the San Leandro Unified School District's policy. It is expected that assignments will be turned in on time. Late assignments will be accepted if students have communicated to teacher the reasons and actions taken to complete the work in a timely manner.