SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL

SECTION A. COVER PAGE

1. Course Title:
Mandarin 2

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: Mandarin 1, Placement Test, or Teacher Recommendation
☐ 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: Nigel Ross
Principal:

DISTRICT OFFICE USE ONLY
Date Approved by Board Curriculum Committee:

Date Approved by Board:

SECTION B. COURSE CONTENT

17. Course Description:

Mandarin 2 is an intermediate course for non-Chinese speaking students who have developed a solid foundation in the basics of Mandarin Chinese linguistics and the cultures of Chinese-speaking countries. This course aims to build students' understanding of the complexity behind Mandarin Chinese linguistics in the speaking, listening, reading, and writing realms while developing students' ownership of their learning of the Chinese language and culture. The main objective of Mandarin 2 is to further develop a strong foundation in the four language skills: speaking, listening, reading and writing. Focus will continue to 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) with their semantic (radical) components, effectively develop their phonetic understanding of Hanyu pinyin, and begin to associate the five tonal qualities of Mandarin Chinese into their pronunciation.

18. Course Goals and/or Major Student Outcomes:

Unit 1 - Review of Mandarin 1-2 Content

(Greetings, Family, Time, Celebrations, Hobbies and Going to Someone's House)

The first six weeks of the semester will be dedicated to reviewing the five units from Mandarin 1. Students will review all vocabulary, grammar and dialogue content lists in the Mandarin 1 course description.

Unit 2 - Asking for Help and Learning Mandarin Chinese

Unit 2 will focus on asking a teacher for help and how to talk about learning Mandarin Chinese. Students will critically analyze their own techniques and habits regarding language learning and apply those personal proclivities towards their understanding on how to communicate about learning Mandarin Chinese. This unit is integral in developing students' individual ownership of their language learning. Students communicate about their intentions and feelings of learning Mandarin Chinese, and the unit project seeks to empower the students in their ability to understand and master the content.

Unit 3 — Daily College Routine, Chinese Class and Schedule

It is imperative that students receive as much information of their post-secondary educational options as possible. Unit 3 aims to incorporate the college experience with useful college-based research while reinforcing students' Mandarin Chinese skills. Students will understand the daily routine of a college student, how Mandarin classes are conducted in

college, and develop their writing skills describing the above topics using the 1st person.

Unit 4 - Shopping, Transportation and Community

The last unit of the course is a focus on community, the shopping options within it and transportation to and from. The aim of this unit is to provide students with a glance into a local Mandarin Chinese speaking ethnic enclave, understanding the shopping options within it, and plotting out a plan on taking public transportation to visit this community. This culminates a year-long journey into developing a sense of belonging into the Mandarin Chinese language, culture and people.

19. Course Objectives (standards):

Unit 1 — Review of Mandarin 1-2 Cement

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 introduction, A.1.1.h. vacations and travel, maps, destinations and geography A.1.1.b. family and friends, A.1.1.k. jobs, A.1.1.e. celebrations, holidays, and 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, A.1.1.g. leisure, hobbies and activities, songs, toys and games, sports, A.1.1.d. home and neighborhood.

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
- Employ basic kinship terms
- Describe a family photo
- Ask about someone's profession
- Say some common professions
- Tell and speak about time and dates
- Talk about someone's age and birthday
- Invite someone to dinner
- Arrange a dinner date
- 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
- 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:

- The Verb *Xing*
- The Verb *Jiao*
- The Verb *Ski*
- Questions Ending with *Ne*
- Questions Ending with *Ma*
- The Adverb *Ye*
- The Adverb *Bu* (negative)
- 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
- 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
- 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*
- Tone of Voice (*Y i Xia, Yi Dian Er*)
- Adjectives as Predicates
- The Preposition *Zai*
- The Particle *Ba*
- The Particle *Le*
- The Adverb *Cai*

Unit 2 - Asking for Help and Learning Mandarin Chinese

A.2.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines. A.2.l Students address topics related to self and the immediate environment, including: A.2.1.a. social relationships, A.2.l.b. people in the community, A.2.1.i. curricular and extracurricular interests and events, A.2.l.k. professions and the working world.

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

- Answer a phone call and initiate a phone conversation
- Setup an appointment with the teacher on the phone
- Ask for a favor
- Ask someone to return your call
- Comment on one's performance on an exam
- Comment on one's character writing

Grammar Pattern Focus and Practical Language Application:

- The Preposition (*gei*3)
- The Modal Verb (*yao*4)
- The Adverb (*bie*2)
- Time Expressions
- The Modal Verb (*dei*3)
- Directional Complements
- Descriptive Complements
- The Adverbs (*tai*4) and (*zhen*1)
- The adverb (*jiu*4)
- Double Objects

Unit 3 — Daily College Routine, Chinese Class and Schedule

A.2.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines. A.2.1 Students address topics related to self and the immediate environment, including: A.2.1.a. social relationships, A.2.1.b. people in the community, A.2.1.d. care of the home, interacting with people in the community, A.2.1.e. holiday customs and transition points in life, A.2.1.g. cultural and leisure-time activities, outdoor, recreational activities, music, A.2.1.h. transportation, lodging, itineraries, geographical features and landmarks, A.2.1.i. curricular and extracurricular interests and events, A.2.1 .k. professions and the working world.

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

- Talk about one's experience in learning Chinese vocabulary and grammar

- Talk about one's study habits
- Remark on typical scenes from one's language class
- Describe the routine of a student's fife on campus
- Write a simple diary entry
- Write a brief letter in the proper format
- Express your modesty in terms of your world language ability
- Invite friends to go on an outing

Grammar Pattern Focus and Practical Language Application:

- Ordinal Numbers
- (*you*3 *yi*4 *dian*3r)
- (*zen*3*me*) in Questions
- The (*de*) structure
- The Use of Nouns and Pronouns in Continuous Discourse
- The Position of Time-When Expressions
- The Adverb (*jiu*4)
- (*yi*4*bian*1... *yi*4*bian*1)
- Series of Verbs/Verb Phrases
- The Particle (*le*)
- The Particle (*de*): to or not to
- The Adverb (*zheng*4*zai*4)
- (*chu*2*le*... *yi*3*wai*4... *hai*2)
- (*neng*2) and (*hui*4) Compared
- The Adverb (*jiu*4)

Unit 4 - Shopping, Transportation and Community

A.2.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines. A.2.1 Students address topics related to self and the immediate environment, including: A.2.1.e. holiday customs and transition points in life. A.2.1.g. cultural and leisure-time activities, outdoor, recreational activities, music, A.2.1.h. transportation, lodging, itineraries, geographical features and landmarks, A.2.1.i. curricular and extracurricular interests and events, A.2. 1.1. cuisine and recipes, A.2.1.m. clothing and fashion.

Students Will be Able to verbally communicate, comprehend oral conversation, road and write characters about how to:

- Speak about the color, size and price of a purchase
- Recognize Chinese currency
- Pay bills in cash or with a credit card
- Determine the proper change you should receive
- Ask for a different size and/or color of merchandise

- Exchange merchandise
- Comment about several means of transportation
- Explain how to travel from one station to another
- Describe a traffic route
- Express your gratitude after receiving a personal favor
- Offer New Year's Wishes

Grammar Pattern Focus and Practical Language Application:

- The Modal Verb (*yao*4)
- Measure Words
- The Structure
- (*duo*1) Used Interrogatively
- Amounts of Money
- (*gen*1/*he*2...*bu*4...*yi*2*yang*4)
- (*sui*1*ran*2...*ke*3*shi*4/*dan*4*shi*4)
- Topic-Comment Sentences
- (*huo*4*zhe*3) and (*hai*2*shi*)
- (*zian*1...*zai*4)
- (*hai*2*shi*...*ba*)
- (*mei*3...*duo*1)
- (*yao*4...*le*)

20. Course Outline:

Mandarin 2 is organized into 4 different thematic units with each unit culminating in a comprehensive project. In addition to the unit project, students will participate in learning center-based on the four areas of language learning: reading, writing, listening and speaking. Daily mini-lessons on vocabulary and grammar will be implemented and students will be responsible for scoring proficient or above on each unit benchmark before moving on. Listed below are the 4 major thematic units, the unit project and the learning objectives, including grammar patterns and topics covered.

Unit 1 — Review of Mandarin 1 Content

Topic and Themes: introductory Greetings, First and Last Names, Countries, Nationality, School Roles (i.e. Teacher and Student), Family Members, Counting (Measure Words), Photographs, Chinese Family Structure, Occupations, 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, Likes/Dislikes, Weekend Activities, Sports, Television, Music, Movies, Dancing, Going out, Accepting Invitations, Declining Invitations, Describing State of Mind, 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 Perfect: Puppet Show and PowerPoints with Reflective Essay

Unit 2 — Asking for Help and Learning Mandarin Chinese

Topic and Themes: Calling Someone on a Telephone, Asking for Help, Scheduling an Appointment, Discussing Study Habits with a Classmate/Friend, Detailing Difficulties with Learning Mandarin Chinese, Providing Academia based Compliments

Sample Summary Unit Project: Mandarin Chinese Brochure and Question Guide with Reflective Essay

Unit 3 - Daily College Routine, Chinese Class and Schedule

Topic and Themes: Describing a Chinese class, Writing a Letter, Describing a Daily Routine, College Campus Details, Interactions with Classmates and Students, Talking to a Teacher in Class, Providing Opinions of your Language Abilities, Proposing an Event in the 1st Person

Sample Summative Unit Project: College Campus Life Schedule and Research with Reflective Essay

Unit 4 — Shopping, Transportation and Community

Topic and Themes: Shopping, Transportation

Sample Summative Unit Project: Shopping and Transportation Community Profile and Visit

21. Instructional Materials:

Board approved required text:

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

Edition: 3rd Edition

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 comprehension 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 (Le. 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 all the vocabulary words. Word Wall "Tiles" will 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 (eg. 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: Initially 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 (eg. 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: Students work together to write their understanding of how grammar works and creates example sentences. They then join up with another pair and together, the group tries to create a cohesive conversation using the example sentences.
- Class Sentences: Teacher posts up the complete dialogue on the board, using on hanzi. Students will receive the English translation of each sentence and they have to translate it into hanzi with pinyin and then find it on the dialogue board.
- Comic Strip: Either individually or in groups, students create comic strips using their own characters speaking the dialogue. Depending on the context on when the dialogue is taught (i.e. first time around or as a re-teach review), the comic strip can act as an individual notes document or as a class poster for reference.

<u>Structured Communicative Activities:</u> 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 answer possibilities to the

question. Then as an entire class, the teacher will frame the question and the class will see long can they go by providing a different answer to the question. A recorder will write down all the different answer 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 are given individual white boards and teacher will lead a variety of exercises connection 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 whiteboards. At the end, students will present their conversation on the white board and another pair Wii} read their conversation as written on the board.
    - 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 (eg. which 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.
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
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

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.

5. Mastering the Whole: Students will edit their unit project as a whole

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

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.