SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL: Course of Study
SECTION A. COVER PAGE

1. **Course Title:** Mandarin 3 **If Title Change, Previous Title:**_____	7. **Action** x▢New Course ▢ Course Revision ▢ Title Change Only
2. Date Submitted:	8. **Grade Level**(s) ▢ 6 x ▢9 x ▢11 ▢ 7 x ▢10 x ▢12 ▢ 8
3. Transcript Title/Abbreviation(s) Mandarin 3	**9. Prerequisites** (Please list.) X Recommended C or better previous course
4. Transcript Course Code/Course Number : Mandarin 3	**10. Seeking Program Distinction?** ▢ YES (Check one below.) x ▢NO ▢Honors ▢ AP ▢Other
5. Subject Area Language Other than English	11. **Is this a CTE course?** ▢ YES X ▢ NO **If YES, complete Section C**
6. **Department** World Languages	12. **Previously approved by UC?** ▢ YES x ▢ NO ▢ NA for 6th-8th Year approved Year removed
13. UC ELIGIBILITY **Already eligible?** ▢ NA for 6th-8th ▢**YES** **x** ▢**NO** **a**▢ **b**▢ **c**▢ **d**▢ **e**▢ **f**▢ **g**▢ **Proposing eligibility?**▢ NA for 6th-8th x ▢**YES** ▢**NO** **a**▢ **b**▢ **c**▢ **d**▢ **e**▢ x **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 X ▢ 1.0 (one year equivalent) ▢ 2.0 (two-year equivalent) ▢ Other
15. School Contact and Course Developer Name: Jonathan Fall Phone: 510-618-4600 ext. 2358 Email: jfall@slusd.us Position: Mandarin Teacher	
Principal: Reginald Richardson	**DISTRICT OFFICE USE ONLY** **Date approved by Board Curriculum Committee** 1-24-18 **Date approved by Board**

SECTION B. COURSE CONTENT

17. Course Description

Students will learn more advanced vocabulary and grammar, and will improve communicative competence in the target language. A greater emphasis will be placed on speaking and writing, as students are exposed to more important topics frequently used by people in China, including weather, dining, asking for directions, and going to the doctor. Cultural study will deepen student understanding of Chinese cultures as well as comparisons between the cultures of China and the home culture. Students will continue to learn to recognize and produce Chinese characters (*Hanzi*) and develop their pronunciation skills.

18. Course Goals and/or Major Student Outcomes

The purpose of this course is to provide students with the opportunity to continue their language study and develop a more advanced ability to communicate in Mandarin, as well as develop a deeper understanding of Chinese cultures. Students will work in all three communicative modes (interpretive, interpersonal, and presentational), and will also expand their critical thinking skills. Upon completion of this course, students will be expected to make more meaningful use of the target language in real-life contexts. Students will talk and write about diverse topics demonstrating competence of phonology, grammar, and syntax patterns in Mandarin.

In **Lesson 11**, students will learn to describe the weather around them, and will also be able to compare different types of weather in different places. They will also be able to prepare a simple weather forecast for their hometown, as well as a forecast for a city in China.

Through the content of **Lesson 12**, students will learn vocabulary for various Chinese and American foods and drink, and be able to talk about foods they like and don't like, and well learn about common Chinese foods. They will learn about proper etiquette at

a Chinese restaurant, as well as how to order at a restaurant using Mandarin. Finally, they will be able to talk about money and pay the check at a restaurant.

Lesson 13 will focus on asking directions and getting around in a new city. Students will learn how to ask someone for directions as well as how to give directions to a known destination. They will explore Chinese cities and learn about how people get around in China.

Lesson 14 will build on previous lessons about visiting friends, dining, and giving directions by focusing on attending a friend's birthday party. They will use all of their previously acquired language to talk about birthday gifts, get to the party, talk to people at the party, and thank people for gifts. This scenario is a realistic one for students, and is practical for their everyday lives. Differences in birthday traditions between the US and China will also be explored.

Students will be able to complete a doctor's visit in Mandarin after completing **Lesson 15**. They will learn how to describe what is wrong with their health, as well as how to talk about medication, how much of it to take, and when to take it. They will also be able to have a conversation with friends about the importance of regularly seeing a doctor and going to the doctor when not feeling well. This lesson will not only enable them to feel confident seeing a doctor in China, but also teach them about personal and public health and how to care for their own bodies and their friends.

19. Course Objectives (standards)

California World Language Standards Addressed in this Course Include:

Content
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.

Communication
B.1.0 Students use formulaic language (learned words and phrases).
B.2.0 Students use created language (sentences and strings of sentences).

B.2.1 Students engage in oral or written conversations.
B.2.2 Students interpret written or spoken language.
B.2.3 Students present to an audience of listeners or readers.

Functions
B.3.4 Students describe, narrate, explain, and state an opinion.
B.4.4 Students discuss, compare and contrast, support an opinion, persuade.
B.2.5 Students demonstrate understanding of the general meaning, key ideas, and some details in authentic texts.
B.2.6 Students produce and present a simple written or oral product in a culturally authentic way.

Cultures
C.1.0 Students use appropriate responses to rehearsed cultural situations.
C.1.1 Students associate products, practices and perspectives with the target culture.
C.2.1 Students demonstrate understanding of the roles products, practices and perspectives play in the culture.
C.1.2 Students recognize similarities and differences within the target cultures and among students' own cultures.

Structures
D.1.0 Students use orthography or phonology to understand words and phrases in context.
D.1.1 Students use orthography or phonology to produce words and phrases in context.
D.1.2 Students identify similarities and differences in the orthography or phonology of the languages they know.
D.2.0 Students use sentence level elements (morphology and/or syntax) to understand concrete and factual topics.
D.2.1 Students use sentence level elements (morphology and/or syntax) to produce informal communications.
D.2.2 Students identify similarities and differences in the sentence level elements (morphology and/or syntax) of the languages they know.

Settings
E.1.0 Students use language in highly predictable common daily settings.
E.2.0 Students use language in interpersonal settings.
E.1.1 Students recognize age appropriate cultural or language use opportunities outside the classroom.

20. Course Outline

This course will introduce vocabulary and grammar at the intermediate to early advanced level. Students will work with a variety of texts to expand their lexical and grammatical skills through both written and oral forms, and will work independently and with their classmates to complete assignments and projects that reflect the development of not only linguistic skills, but also of critical thinking related to their experiences and of the world around them. These assignments will cover the three modes of language communication (interpretive, interpersonal, and presentational), as well as all 5 "C's" used by ACTFL (the American Council on the Teaching of Foreign Languages), which are Communication, Culture, Connections, Comparisons, and Communities.

This course will use the textbook *Integrated Chinese* Level 1, Part 2, Lessons 11-15. The teacher will also select additional materials that support vocabulary and grammatical development, as well as engage students on a variety of topics related to those covered in the textbook.

Lesson 11: Talking About the Weather

Topics and Themes: Weather phenomena, comparisons, forecasting and future

Learning Objectives:

Students will learn to:

- Employ basic terms for weather patterns and phenomema;
- Describe simple weather changes;
- Talk about what you may do in nice or bad weather;
- Present a simple weather forecast.

Assignment 1: Students will listen to a weather forecast from China and identify weather words they hear, then will give a summary of what the weather is that they hear about. (interpretive)

Assignment 2: Students will be given various weather forecasts for different cities in China and, using Mandarin, must come to a decision about which city would be best to travel to on that particular week. They must then make a presentation to the class stating their choice. (Interpersonal, presentational)

Assignment 3: The students will be given maps of China with the temperatures and weather patterns for some cities filled in and others blank. Students must then read out the weather to their partner, who will fill in the correct information on their map. (Interpersonal)

Assignment 4: Students will create a weather report for a particular Chinese city for a full week (7 days) and will make a presentation to the class, also including what activities would be good to do on those days. (Presentational)

Lesson 12: Dining

Topics and Themes: Chinese food and drink; going to a Chinese restaurant; ordering food at a restaurant; paying for a meal.

Learning Objectives:

Students will learn to:

- Ask if there are seats available in a restaurant;
- Order Chinese dishes;
- Tell the waiter your dietary preferences and restrictions;
- Ask the restaurant to recommend dishes;
- Rush your order;
- Pay for your meal;
- Get the correct change after your payment.

Assignment 1: Students will be given menus from real local Chinese restaurants. They must identify which items they would like to eat, and then present a comment card detailing what changes (additions or subtractions) they would make to the menu. (Interpretive, presentational)

Assignment 2: Students will interview a classmate about what kinds of food they like to eat, such as whether they prefer American or Chinese food, whether they like spicy food, and what their favorite Chinese dish is. (Interpersonal)

Assignment 3: In a group with 2 or 3 classmates, students will create a menu for a Chinese restaurant. They will then write and perform a skit where they go to a Chinese restaurant and order from the menu they have created. One member of the group will play the waiter. (Presentational)

Lesson 3: Asking Directions

Topics and Themes: asking and giving directions; famous landmarks.

Learning Objectives:

Students will learn to:

- Ask for and give directions;
- Identify locations by using landmarks as references;
- Describe whether two places are close to or far away from one another;
- State where you are heading and the purpose of going there.

Assignment 1: Students will be given maps of a generic city and must direct their partner to a destination for which they know the location, but their partners do not. They will then reverse roles and the other partner will have the opportunity to direct them to a location. (Interpersonal)

Assignment 2: Students will be given maps of the city of Beijing, China. They will then be given a destination in the city and must write out how they would get there from Tiananmen Square by walking, taking a bus, or taking the subway. They will

then give these directions to a classmate, who must follow them to get to their destination. (Presentational, interpretive)

Assignment 3: In groups, students will choose a Chinese city and design a travel plan for tourists. They will list major tourist attractions and landmarks and provide directions to get there from a set destination (e.g. hotel or airport). They will then give this guide to another group, who must use it to plan a trip to that city. (Presentational, interpretive)

Lesson 4: Birthday Party

Topics and Themes: going to a party; giving and receiving gifts; Chinese zodiac

Learning Objectives:

Students will learn to:

- Ask a friend to go to a party with you;
- Suggest things to take to a get-together;
- Offer someone a ride and arrange a time and place to meet;
- Thank people for their gifts;
- Describe a duration of time;
- Talk about the year of your birth and your Chinese zodiac sign;
- Give a simple description of someone's facial features.

Assignment 1: Students will be given a set of constraints and must work in pairs in Mandarin to make plans to attend an event. They will then write out their plans and present them to the class. (Interpersonal, Presentational)

Assignment 2: Students will read short articles about Zodiac signs and then will identify traits that are commonly associated with their Zodiac sign as well as lucky numbers for their sign, and make a mini-poster about their findings. (Interpretive, Presentational)

Assignment 3: Working in groups, students will create a map of how to get to a friend's birthday party. They must devise a way to pick up all the members of the group and get to the party. They will draw their map and write out their directions. They will then present their product to the class. (Presentational)

Lesson 5: Seeing a Doctor

Topics and Themes: symptoms of being sick; visiting a doctor; taking medicine.

Learning Objectives:

Students will learn to:

- Talk about basic symptoms of a cold;
- Describe common symptoms of allergies;
- Understand and repeat instructions on when and how often to take medications;
- Talk about why you do or don't want to see the doctor;
- Urge others to see a doctor when they are not feeling well.

Assignment 1: Students will read a journal about someone who is sick and needs to go to the doctor, and answer questions related to the journal entry. (Interpretive)

Assignment 2: Students will create a mini-book detailing a story of someone who gets sick and needs to go to the doctor. They will describe their symptoms and their conversation with the doctor. They will then present their mini-books in small groups. (Presentational)

Assignment 3: Students will be put in pairs and will be given the role of doctor and patient. They will then have to spontaneously have a conversation in which one participant (the patient) will say they are sick and the other (the doctor) will give advice and prescribe medicine. (Interpersonal)

21. Instructional Materials:

Board approved required text

Adopted Textbook:

Title: Integrated Chinese, Level 1 Part 2
Publication Date: 2009
Publisher: Cheng & Tsui Company, Inc.
Authors: Yuehua Liu, Tao-chung Yao, Nyan-Ping Bi, Liangyan Ge, Yaohua Shi

Usage: Primary text, read Lesson 11 to Lesson 15.

Supplementary materials

Teacher-generated activities
News articles pulled from the Internet
Sina Weibo
Teacher-generated assessments

22. Instructional Methods and/or Strategies (Key Assignments)

This section provides a comprehensive description of the instructional methods and/or strategies of the most commonly used practices of this course. Each strategy has an

articulated direction to reach a progressive set of the learning outcomes including the multiple intelligence principles.

Venn Diagrams: Venn diagrams are used to create a visual analysis of information and compare and contrast cultural practices, products, and perspectives of the US and Chinese cultures.

Flowcharts: This graphic organizer methodology assists students in representing a position, role and order of associations among group elements. Students will draw a representation of sequential flow of events, actions, character roles, and/or decisions as they deconstruct and analyze literary and cultural texts.

Additional graphic organizer formats such as webbing, concept mapping and decision trees will be used throughout this course for different assignments and learning objectives.

Realia: The teacher and the students will bring authentic cultural artifacts that support targeted lessons and group projects in order to make greater meaning of comprehensible input in the target language and to integrate language and culture. Cognitive linguistic and cultural competency are enhanced when students interact directly with the linguistic and cultural products of the target language.

Lectures: Teacher lectures exclusively to present and explain grammatical concepts and teach vocabulary in context. Each lecture is accompanied by a set of designated visuals and active processes, i.e., students are requested to engage in learning strategies that will allow them to reflect and apply the concepts taught and the teacher's explanations and demonstrations. For example, students will take Cornell Notes, apply the Bloom's Taxonomy Question Stems as well as other AVID techniques. All these techniques will foster the development of the students' cognitive and literacy skills.

Teacher Direct Instruction: Teacher guides students and acts as a facilitator in regards to the completion of each assigned tasks, grammar concepts, homework, games, role-plays, essays, projects, etc. Students complete the assigned activities following the given

instructions as they progress in the course. This practice will be put into practice, when appropriate, in each unit and content of this curriculum.

Music/songs/chants: These activities are exciting and stimulating for students when it comes to assistance in reinforcing and revisiting content area concepts while acquiring Mandarin pronunciation, intonation patterns and cultural awareness.

Educational Games/Integrated Technology: Students will practice some board and educational games to review vocabulary, reinforce grammar concepts and practice how to use Pinyin to type Chinese characters in a keyboard.

Video clips, documentaries, and movies: These resources contain implicit and explicit authentic grammar and content topics that serve as direct instructional tools for this course. They provide students with a wide range of authentic registers and topics about diverse Mandarin-speaking regions around the world. Each video has a supplemental activity packet that is linked to the unit's learning objectives.

Hands-on activities: Students will create brochures, bulletin boards, posters, and artifacts in regards to the target unit contents. The hands-on activities provide students with collaborative learning experiences as well as the ability to create products that parallel those used in real-world.

Portfolios: These constitute reflective observations for improving student learning through a thoughtful ongoing documentation of significant processes and specific learning outcomes that correspond to the course's benchmarks.

Drama/Role Plays: These authentic single or group activities emphasizes the development of reading comprehension and oral skills. The role-play is practical and can be less intimidating for the students as they gain confidence to speak the language. This supplementary practice is principally favorable to increase fluency and make language comprehensible to diverse audiences.

Interviews: Interviews represent an exceptional tactic so that the students master competencies necessary to gather information about a particular topic and report on it following a predetermined format. Students are instructed to pre-plan a set of questions and to use those questions to create a format for the interview culminating in a presentation. Interviews support interpersonal connections, expand the ability of students to frame questions and to infer answers from others. This activity also aids in the development of organizational, planning, and other cognitive skills that prepare students for other academic experience and careers.

Cooperative Learning/Group Informal and Formal Projects: This instructional method promotes students' communicative/leadership skills and language proficiency in the target language. By working in pairs or small groups, students increase their participation in the construction of knowledge. In team work projects each student has a particular function as well as a set of particular responsibilities. Cooperative learning is an exceptional approach to build higher levels of student achievement, increase individual and group responsibility, and encourage respect for the cultural and academic diversity in each group.

Field Trip Experiences: Students participate in real-life learning experiences within authentic cultural settings using the community as a laboratory for acquiring language and culture.

Current Events and News: Students read news articles and watch TV news reports in order to simultaneously practice and develop reading and listening comprehension skills and to learn about current trends in the Chinese-speaking world.

23. Assessment Methods and/or Tools

This course includes many different types of assessments to evaluate students' proficiency on particular or different learning objectives. To ensure more accurate assessment of student proficiencies, different kinds of activities are implemented so that students have multiple ways to practice and demonstrate their listening, speaking, reading, writing, and critical thinking skills. **The students are assessed regularly (formative) during the**

unit, by the end of each unit and by the end (summative) of each term/semester. The assessments go hand in hand with the key assignments' section of this course, e.g. **informal** assessments: warm-ups, observations, checks for understanding, interviews, portfolios, pair/group work, discussions, role plays, dialogues in skits, quizzes on vocabulary/grammar, pronunciation drills, interactive games, hands-on activities, journals, fill in the blanks and cloze activities, etc.; **formal** assessments go together with a specific rubric. This includes semester cultural projects, essays, research, written and oral unit/mid-term/semester tests, reading and listening comprehension exams, etc.

The following is a complete explanation of the assessment categories of this course:

Warm-ups: The purpose of these activities is to activate students' prior knowledge and to set the tone for the work to be done in a class. It is also a great opportunity to have students review vocabulary and grammar regularly so that the concepts are reinforced. Each day at the beginning of class, students will work on the warm-up activities.

Homework: The intention of the homework is to provide students with an additional practice to strengthen their listening, speaking, reading, and/or writing skills. In this course, homework will be assigned from Monday to Thursday. Additional weekend review packets will be given to those students in need of extra support to grasp the lexicon and grammatical concepts of each unit. Students that want to go beyond the Unit's contents will be provided with extra resources as well.

Participation: Students are encouraged to participate in each and every activity of the class. There will be a variety of activities, both full class, small group, and individual, to encourage different forms of participation. The teacher will also use some form of sticks or flash cards to call on students for checks for understanding.

Quizzes: From time to time, students will be given quizzes to assess their skills. This is an excellent tool to check for understanding. Some examples of the quiz formats are fill in the blanks with vocabulary, crosswords, cloze activities, translations, and short answers.

Final Exams: The objective of the final exam is to determine whether or not the student reach a set of particular learning objectives and outcomes. The students' proficiency data supports instructional decision making. A final assessment, proctored by the teacher, wil take place at the end of the unit and the end of the mid-term and final semesters. E.g., formal written essays; formal oral presentations; multiple choice and open question tests, etc.

Projects/Collaborative Work: The students will apply what they learn to real-life experiences, e.g. creating bulletin boards, posters, interviews, and cultural oral presentations.

24. Grading Policy

Grading will follow the San Leandro Unified School District's policy.