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

1. **Course Title:** Mandarin 4 **If Title Change, Previous Title:_____**	7. **Action** xNew Course
2. Date Submitted:	8. **Grade Level**(s) x □9 x □11 x □10 x □12
3. Transcript Title/Abbreviation(s) Mandarin 4	**9. Prerequisites** (Please list.) X Required C or better in Mandarin 3
4. Transcript Course Code/Course Number :	**10. Seeking Program Distinction?** □ YES (Check one below.) x □NO X□Honors □ AP □Other
5. Subject Area Language Other than English	11. **Is this a CTE course?** X NO **If YES, complete Section C**
6. **Department** World Languages	12. **Previously approved by UC?** x □ NO 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** x □**YES** **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	
16. Approval Signatures: Approval Date: Department Chair: Maritza Tejada Perez 1/10/19 Principal:	**DISTRICT OFFICE USE ONLY** **Date approved by Board Curriculum Committee** 1/15/19 **Date approved by Board**

SECTION B. COURSE CONTENT

17. Course Description

Students will continue to develop proficiency in Mandarin Chinese and knowledge of the history, geography, and cultural products and perspectives around the world where Mandarin is spoken. The course engages the student in an exploration of both contemporary and historical topics such as traditions, education, food and fashion, sports, ethnic diversity, geography, history, climate, travel, technology, community and artistic pursuits. The student will continue to work on their expressive language skills and will make complete oral presentations in the target language. The course will also include Chinese short stories, newspapers, magazines, and films. Advanced reading and writing activities will be integrated. Through the comparison and contrast of life in China and in US, students will develop awareness of China's role in issues of global importance.

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 16**, students will learn how to invite other people out on a date and how to accept or reject an invitation politely.

Lesson 17 will focus on the home, and how to comment on why a particular place is or is not good for someone to live in. Students will learn the vocabulary for furniture in the home and will learn how to negotiate for price of an apartment.

Through the content of **Lesson 18**, students will learn to talk about different sports and exercise methods and discuss what they like to do to keep in shape. Students will learn about keeping healthy and finding time in their busy schedule to stay in shape.

Lesson 19 will encourage students to discuss travel plans and ways to travel outside of their hometown. Students will learn about traveling to China and what they might see there. They will plan an itinerary for a trip and learn about booking a plane ticket, hotel room, etc.

After completing the final lesson, **Lesson 20**, students will be able to navigate an airport and have a conversation with someone that they are dropping off or picking up there. This will be the final lesson in the Mandarin program, unless students continue on to AP Mandarin, so there will be a sense of finality and talking about saying goodbye to someone at the airport, but also to their classmates.

19. Course Objectives (standards)

California World Language Standards Addressed in this Course Include:

Content
2.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.
2.1 Students address topics related to self and the immediate environment.

Communication
2.0 Students use created language (sentences and strings of sentences).
2.1 Students engage in oral or written conversations.
2.2 Students interpret written or spoken language.
2.3 Students present to an audience of listeners or readers.

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

Cultures
1.2 Students recognize similarities and differences within the target cultures and among students' own cultures.
2.0 Students chose an appropriate response to a variety of situations.
2.1 Students demonstrate understanding of the roles products, practices and perspectives play in the culture.
2.2 State similarities and differences in the target cultures and between students' own cultures.

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

Settings
1.0 Students use language in highly predictable common daily settings.
1.1 Students recognize age appropriate cultural or language use opportunities outside the classroom.
2.0 Students use language in interpersonal settings.
2.1 Participate in age-appropriate cultural or language-use opportunities outside the classroom.
3.0 Students use language in informal and some formal settings.

20. Course Outline

This course will continue to expose students to vocabulary and grammar at the intermediate to early advanced level. Students will work with a variety of authentic and teacher-prepared 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 16-20. 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 16: Dating

Topics and Themes: Dating, setting up a date

Learning Objectives:

Students will learn to:

- Describe how long you've known someone
- Invite someone to go on a date
- Accept or decline a date

Assignment 1: Students listen to a conversation between two people and answer questions about them. (interpretive)

Assignment 2: Students must have a spontaneous conversation with a partner during which one person will ask them to do something, and they must accept or reject politely. (Interpersonal)

Assignment 3: Students will describe a friend and write a paragraph about how long they've known them, what they like to do, etc. They will then share it with a group of their peers. (Presentational)

Lesson 17: Renting an Apartment

Topics and Themes: rooms in a house, furniture, choosing a place to live

Learning Objectives:

Students will learn to:

- Describe your current and ideal living quarters
- Name common pieces of furniture
- Comment briefly on why a place is or isn't good for someone
- Discuss and negotiate rent, utilities, and security deposits

Assignment 1: Students will receive an advertisement for an apartment and will have to answer questions about it, and decide if they would want to live there or not. (Interpretive)

Assignment 2: Students will have a conversation role play in which one person will play a realtor and the other will be someone looking to rent an apartment. The realtor will explain the features of the apartment and the potential renter will have to ask appropriate questions, negotiate prices, and decide if they want to rent the apartment. (Interpersonal)

Assignment 3: Students will design a layout of their ideal home/apartment, and label all of the rooms and furniture in Mandarin. They will then present this to their peers, explaining why they arranged it how they did and what makes it an ideal home. (Presentational)

Lesson 18: Sports

Topics and Themes: sports, exercise, staying healthy

Learning Objectives:

Students will learn to:

- Name some popular sports
- Talk about your exercise habits
- Discuss your feelings about various sports
- talk about concerns regarding staying healthy and doing well in school

Assignment 1: Students must watch a news program about sports in China and answer questions about it. (Interpretive)

Assignment 2: Students will engage in a class discussion about sports culture at San Leandro High School and the issues that come from participating on a sports team. (Interpersonal)

Assignment 3: Students will create a fitness plan that will include sports and other exercise methods as well as healthy eating. They will write a paragraph about how they intend to keep healthy and the importance of doing so, and create an artistic representation of their plan. They will also share their plans with the class. (Presentational)

Lesson 19: Travel

Topics and Themes: summer vacation, going abroad, travel itineraries

Learning Objectives:

Students will learn to:

- talk about their plans for summer vacation
- describe what kind of city Beijing is
- describe their travel itinerary
- ask for discounts, compare airfares and routes, and book an airplane ticket

Assignment 1: Students will access a Chinese airline website and pretend to book a flight and answer questions about the process. (Interpretive)

Assignment 2: Students will be given a set of constraints and must work in pairs in Mandarin to make plans to arrange travel to a foreign country. They will then write out their plans and present them to the class. (Interpersonal, Presentational)

Assignment 3: Working in groups, students will do research about a city or province in China and make a presentation about the cities and work to convince other students to travel to that place. (Presentational)

Lesson 20: At the Airport

Topics and Themes: going to the airport, meeting and saying goodbye to a friend

Learning Objectives:

Students will learn to:

- check in at the airport
- wish departing friends a safe journey and remind them to keep in touch
- greet guests at the airport
- ask about someone's health

Assignment 1: Students will have to look at plane or train tickets and determine key information from them. (Interpretive)

Assignment 2: Students will create a dialogue in which they will either wish someone well as they leave on a flight or greet someone who has just arrived on a flight. (Interpersonal)

Assignment 3: Students will do research into the systems of travelling within China, and make a plan for domestic Chinese travel. They will write about their research and plan, and present it to the class. (Presentational)

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 16 to Lesson 20.

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 will follow SLUSD Grading policy.

Interpretive	**30%**
Interpersonal	**30%**
Presentational	**30%**
Practice	**10%**

90-100% = A 80-89% = B 70-79% = C 60-69% = D 50-59% = F