

SUBJECT AREA - WORLD LANGUAGES

<u>COURSE TITLE:</u>	Mandarin 1
<u>CBEDS ASSIGNMENT CODE:</u>	2214
<u>COURSE CODE:</u>	L0351p
<u>GRADE LEVEL:</u>	9 - 12
<u>COURSE LENGTH:</u>	One Year
<u>PREREQUISITE:</u>	None
<u>CREDIT:</u>	10 units
<u>UC/CSU CREDIT:</u>	Receives UC/CSU credit for a Language other than English, “e” (Pending approval)
<u>GRADUATION REQUIREMENT:</u>	Fulfills 10 units of World Languages/Visual and Performing Arts/Career Technical Ed. graduation requirements
<u>STANDARDS AND BENCHMARKS:</u>	Chinese Standards: 1.0, 1.1 a-c, 1.2 a, 1.3 a-d; 2.0, 2.1 a-d, 2.2 a-c; 3.0, 3.1 a-e, 3.2 a, b; 4.0, 4.1 a-c, 4.2 a; 5.0, 5.1 a-c, 5.2 a, b

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COURSE DESCRIPTION: Mandarin 1 introduces students to the Mandarin Chinese language and culture of China. The goal is to develop basic listening, speaking, reading, and writing abilities in Mandarin Chinese and to understand the customs and life of modern China. The course objectives include the following: (1) Speaking: students develop accurate pronunciation through the Pinyin system, good communication in daily dialogues, and are able to describe daily activities using a broad basic vocabulary. (2) Listening: students understand daily conversation. (3) Reading: students are able to read over 200 Chinese characters and essays with or without Pinyin. (4) Writing: students write Chinese characters and short sentences. Cultural activities are arranged to provide each student with opportunities to enhance language and cultural learning; these activities include Chinese movies, Chinese performances, field trips such as visiting museums, markets, restaurants, as well as Chinese traditional arts and crafts.

COURSE GOALS: Student will:

1. Be able to read Mandarin Chinese at a course-level appropriate speed on a subject given using correct intonation and pronunciation.
2. Be able to answer questions orally and/or in writing based on a passage in Chinese demonstrating to the teacher comprehension of the passage.
3. Be able to write a short paragraph in Chinese using acquired vocabulary and grammar based on teacher-developed criteria.
4. Identify and describe cultural aspects of the Chinese culture being provided with appropriate materials (or based on individual research) on customs, music, art, current events, etc.

TEXTBOOK MATERIALS: NiHao1, Chinese Language Course, Introductory Level, Paul and Shumang Fredlein, 2002.
NiHao 1 Audio CDs, Shumang Fredlein, 2002.

TEACHER RESOURCES: CDs, videos, text, workbook, lab manual.

Acalanes Union High School District
Course Content and Performance Objectives
MANDARIN 1

	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
<u>STANDARD 1</u>					
1.0 STUDENT COMMUNICATES IN CHINESE LANGUAGE.	N/A	1.0	N/A	QA, PR, OP	70% of class time
1.1 Student engages in conversations, provides and obtains information, expresses feelings, and emotions, and exchanges opinions in Chinese.		1.1			
a. Recognizes and interprets vocabulary relating to topics such as: greeting, classroom expressions, introducing oneself, counting, age, items used in the classroom, family members and friends, animals, nationalities, recreational activities and food.					
b. Learns the pronunciation, Pinyin (the Romanization system) and the importance of the tonal contrasts.					
1.2 Student understands and interprets written and spoken language on a variety of topics in Chinese.		1.2		RC, QA, LC	
a. Comprehends the main idea of brief written messages and notes on familiar topics.					
b. Comprehends the principle information contained in conversations on familiar topics.					

WS-Writing Sample
D-Dialogue
CP-Cultural Project
CR-Constructed Response

QA-Question/Answer
OP-Oral Performance
SR-Selected Response

PR-Physical Response
RC-Reading Comprehension
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<p>1.3 Student presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>a. Presents skits, recites selected poems, performs songs and gives brief oral presentations.</p> <p>b. Learns how to write Chinese characters with correct stroke orders.</p> <p>c. Writes short paragraphs about people or objects present in her/his everyday life.</p>		1.3		OP, PR, D, QA, WS	
<u>STANDARD 2</u>					
<p>2.0 STUDENT GAINS KNOWLEDGE AND UNDERSTANDING OF THE CULTURES OF THE CHINESE-SPEAKING WORLD.</p>	N/A	2.0	N/A	D, OP, QA, LC	10% of class time
<p>2.1 Student demonstrates an understanding of the relationship between the practices and perspectives of the cultures of the Chinese speaking world.</p>		2.1		CP, QA	

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MANDARIN 1

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<ul style="list-style-type: none"> a. Introduces appropriate gestures and body language typical of the Chinese culture. b. Learns about and discusses connections between cultural perspectives and socially approved behavior patterns as well as Chinese taboos. c. Uses appropriate verbal and non-verbal cues in a variety of cultural contexts that reflect both peer group and adult activities. d. Identifies major cities and rivers. <p>2.2 Student demonstrates an understanding of the relationship between the products and perspectives of the cultures of the Chinese-speaking world.</p> <ul style="list-style-type: none"> a. Identifies, discusses, and produces artwork, crafts, and games enjoyed or produced by Chinese. b. Identifies and studies major Chinese cultural and scientific contributions to the world. c. Learns about Chinese symbolism of animals, numbers, and other items. 		2.2		CP	

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	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
<u>STANDARD 3</u>					
3.0 STUDENT DEVELOPS INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE.	N/A	3.0	N/A	SR, PR, OP, RC, WS	10% of class time
<p>3.1 Student demonstrates understanding of the nature of language through comparisons of the Chinese language with their own.</p> <ul style="list-style-type: none"> a. Cites and uses examples of borrowed words in the language they are learning and their own, and they pose guesses as to why languages in general might need to borrow words from other languages. b. Uses Chinese measure words and compares them with similar elements in their own language. c. Compares the differences and similarities between the sound system of their own language and the Chinese language. d. Recognizes the unique function of Chinese time indicators – time words, aspects, particles, and patterns – and uses them properly. e. Expresses respect and is aware of usage to reflect status differences in both Chinese and in their own language. 		3.1			

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<p>3.2 Student demonstrates understanding of the concept of culture through comparisons of Chinese culture with their own.</p> <p>a. Demonstrates an awareness of differences in daily activities in Chinese culture and their own.</p> <p>b. Compares the relationship between cultural perspectives and traditional practices within Chinese culture and their own.</p>		3.2			
<u>STANDARD 4</u>					
<p>4.0 STUDENT CONNECTS WITH OTHER DISCIPLINES AND ACQUIRES INFORMATION</p>	N/A	4.0	N/A	WC, PR, SR	5% of class time
<p>4.1 Student reinforces and furthers his/her knowledge of other disciplines through the study of Chinese.</p> <p>a. Acquires basic knowledge in interdisciplinary areas, such as geography, history, English, art, music.</p> <p>b. Gains life skills in the areas of social etiquette, travel, money exchange.</p> <p>c. Increases knowledge of important dates, events, and figures.</p>		4.1			

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<p>4.2 Student acquires information and recognizes the distinctive viewpoints that are only available through the Chinese language and culture.</p> <p>a. Reads and/or listens to age-appropriate folk tale, short stories, poems, and songs written for Chinese speakers.</p>		4.2			
<u>STANDARD 5</u>					
<p>5.0 STUDENT PARTICIPATES IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD.</p> <p>5.1 Student uses the Chinese language both within and beyond the school setting.</p> <p>a. Interacts with members of the local community to hear how they use Chinese in their work.</p> <p>b. Presents information about the Chinese language and culture to others.</p> <p>c. Participates in Chinese culture-related activities that benefit the school or community.</p>	N/A	5.0	N/A	QA, SR, OP	5% of class time
		5.1			

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<p>5.2 Student shows evidence of becoming life-long learners by using Chinese for personal enjoyment and enrichment.</p> <p>a. Uses various Chinese media for entertainment or personal growth.</p> <p>b. Consults various sources in Chinese to obtain information on topics of personal interest.</p>		5.2			

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TEACHING STRATEGIES AND PROCEDURES

Lectures
Group Work/partner Work
Modeling
Language Lab
Cultural projects
Transparency / Overhead Projections
Video / Computer Software
Dialogues / Skits / Role Playing

GRADING GUIDELINES

See AUHSD Grade Guidelines: Final Mark Rubric and Final Course Mark Determination Components.

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