

SUBJECT AREA – WORLD LANGUAGES

<u>COURSE TITLE:</u>	Mandarin 2
<u>CBEDS ASSIGNMENT CODE:</u>	2214
<u>COURSE CODE:</u>	L0352p
<u>GRADE LEVEL:</u>	9 - 12
<u>COURSE LENGTH:</u>	One Year
<u>PREREQUISITE:</u>	Mandarin 1 or equivalent experience
<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 requirement
<u>STANDARDS AND BENCHMARKS:</u>	Chinese Standards: 1.0, 1.1 a, b, 1.2 a, b, 1.3 a-c; 2.0, 2.1 a-d, 2.2 a-c; 3.0, 3.1 a-d, 3.2 a-c; 4.0, 4.1 a-c, 4.2 a; 5.0, 5.1 a-c, 5.2 a-c

SUBJECT AREA – WORLD LANGUAGES

COURSE DESCRIPTION: This second year Mandarin course enables students to increase their proficiency in the four skills of listening, speaking, reading and writing. They will further expand their understanding of the Chinese culture, extend their skills in grammar, and be encouraged to increase their communicative interaction with native speakers. The course objectives include the following: (1) Listening / Speaking: students develop accurate pronunciation and perform daily dialogues of medium length in groups. (2) Reading: students are able to read long conversation and medium-length paragraphs and memorize approximately 225 more Chinese characters. (3) Writing: students write short paragraphs in a daily journal. (4) Culture: Cultural activities are arranged to provide each student with opportunities to enhance language and cultural learning. Students will study the Chinese customs, including games, food, holidays, etc.

COURSE GOALS: Student will:

1. Learn how to have extended conversations in Mandarin.
2. Further expand knowledge of Chinese characters.
3. Further expand understanding of the Chinese culture.

TEXTBOOK MATERIALS: NiHao2, Chinese Language Course, Introductory Level, Paul and Shumang Fredlein, 2002.
NiHao 2 Audio CDs, Shumang Fredlein, 2002.

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

Acalanes Union High School District
Course Content and Performance Objectives

MANDARIN 2	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
<p><u>STANDARD 1</u></p> <p>1.0 STUDENT COMMUNICATES IN CHINESE LANGUAGE.</p> <p>1.1 Student engages in conversations, provides and obtains information, expresses feelings, and emotions, and exchanges opinions in Chinese.</p> <p>a. Recognizes and interprets vocabulary relating to topics such as days and dates (more in detail), daily schedule, items in a house (rooms and furniture), location words, clothing and colors, shopping, talking on the phone, restaurant, weather and seasons.</p> <p>b. Performs dialogues of medium length in groups with more complex grammatical structures.</p> <p>1.2 Students understand and interpret written and spoken language on a variety of topics in Chinese.</p>	N/A	<p>1.0</p> <p>1.1</p> <p>1.2</p>	N/A	<p>QA, PR, OP</p> <p>RC, QA, LC</p>	70% of class time

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
LC-Listening Comprehension

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<ul style="list-style-type: none"> a. Comprehends the main idea of short written messages and notes on familiar topics with more complex grammatical structures. b. Comprehends the principle information contained in medium-length conversations on familiar topics. <p>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <ul style="list-style-type: none"> a. Presents medium length skits, recites selected poems, and give short oral presentations using vocabulary and grammar learned in class. b. Memorizes approximately 225 additional Chinese characters than those learned in Mandarin 1. c. Learns more techniques/ideas for writing longer passages in journals. 		1.3		OP, PR, D, QA, WS	

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<p><u>STANDARD 2</u></p> <p>2.0 STUDENT GAINS KNOWLEDGE AND UNDERSTANDING OF THE CULTURES OF THE CHINESE-SPEAKING WORLD.</p> <p>2.1 Student demonstrates an understanding of the relationship between the practices and perspectives of the cultures of the Chinese-speaking world.</p> <ul style="list-style-type: none"> a. Understands various cultural practices, foods and various authentic realia. b. Learns about and discuss 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. Knows where Chinese is spoken. <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. 	N/A	<p>2.0</p> <p>2.1</p> <p>2.2</p>	N/A	<p>D, OP, QA, LC</p> <p>CP, QA</p> <p>CP, OP, QA</p>	10% of class time

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<p><u>STANDARD 3</u></p> <p>3.0 STUDENT DEVELOPS INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE.</p> <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. Recognizes the relative lack of parsing in the Chinese written language and its effect on reading comprehension. b. Uses Chinese measure words and compares them with similar elements in their own language. c. Compares the organizational principle in the Chinese language of “general to specific” with that of their own language. d. Demonstrates an awareness that Chinese principles of word order may differ from their own language. <p>3.2 Student demonstrates understanding of the concept of culture through comparisons of Chinese culture with their own.</p> <ul style="list-style-type: none"> a. Demonstrates an awareness of differences in daily activities in Chinese culture and their own. 	N/A	<p>3.0</p> <p>3.1</p> <p>3.2</p>	N/A	SR, PR, OP, RC, WS	10% of class time

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<p>b. Compares the relationship between cultural perspectives and traditional practices within Chinese culture and their own culture.</p> <p>c. Compares and contrasts tangible products such as toys, sports equipment, and Chinese food with such products in their own culture.</p> <p><u>STANDARD 4</u></p> <p>4.0 STUDENT CONNECTS WITH OTHER DISCIPLINES AND ACQUIRE INFORMATION</p> <p>4.1 Students reinforce and further their 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. Gain life skills in the areas of social etiquette, travel, money exchange.</p> <p>c. Increases knowledge of important dates, events, and figures.</p> <p>4.2 Student acquires information and recognizes the distinctive viewpoints that are only available through the Chinese language and culture.</p>		<p>4.0</p> <p>4.1</p> <p>4.2</p>		WC, PR, SR	5% of class time

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<ul style="list-style-type: none"> a. Uses age-appropriate Chinese sources to prepare reports in Chinese and/or English on topics of personal interest. b. Explores and identifies the function of utilitarian products (e.g., sports equipment, household items, tools, foods, and clothing) of Chinese culture as found within their homes and communities. c. Learns about Chinese symbolism of color and other items. 					

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<p><u>STANDARD 5</u></p> <p>5.0 STUDENT PARTICIPATES IN MULTILINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD.</p> <p>5.1 Students use the Chinese language both within and beyond the school setting.</p> <ul style="list-style-type: none"> a. Interacts with members of the local community to hear how they use Chinese in their work. b. Presents information in detail about the Chinese language and culture to others. c. Participates in Chinese culture-related activities that benefit the school or community. <p>5.2 Student shows evidence of becoming life-long learners by using Chinese for personal enjoyment and enrichment.</p> <ul style="list-style-type: none"> a. Understands the need for acquiring second language ability for work, travel or personal reasons. b. Begins to use Chinese to increase personal enrichment (music, personal contact). c. Interacts with native speakers. 	N/A	<p>5.0</p> <p>5.1</p> <p>5.2</p>	N/A	QA, SR, OP	5% of class time

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Course Content and Performance Objectives
MANDARIN 2

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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