

SUBJECT AREA – WORLD LANGUAGES

COURSE TITLE: MANDARIN 3

CBEDS ASSIGNMENT  
CODE: 2215

COURSE CODE: L0353p

GRADE LEVEL: 9 - 12

COURSE LENGTH: One Year

PREREQUISITE: Mandarin 2 or equivalent experience

CREDIT: 10 Units

UC/CSU CREDIT: Receives UC/CSU World Languages credit, “e”

GRADUATION  
REQUIREMENT: Fulfills 10 units of World Languages/Visual and Performing Arts/Career Technical Ed. graduation requirement

STANDARDS AND  
BENCHMARKS: Chinese Standards: 1.0: 1.1 - 1.3; 2.0: 2.1, 2.2; 3.0: 3.1, 3.2; 4.0: 4.1, 4.2; 5.0: 5.1, 5.2

**SUBJECT AREA – WORLD LANGUAGES**

**COURSE DESCRIPTION:** This third 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) Speaking and listening: Performing all classroom activities entirely in Mandarin. (2) Reading: students are able to read short stories and anecdotes and getting the general idea of the meaning. Students will memorize approximately 225 more Chinese characters. (3) Writing: students write long paragraphs in a daily journal and write short essays on a given topic. Students will use more discourse markers in their written and spoken discourse. (4) Cultural activities are arranged to provide each student with opportunities to enhance language and cultural learning. Students will study the Chinese culture, including religion, music, performing art, food, jade, medicine, medical care, etc.

**COURSE GOALS:** Upon completion of the course, student will:

1. Learn how to paraphrase in order to express meaning.
2. Further expand knowledge of Chinese characters.
3. Further expand understanding of the Chinese culture.
4. Read short stories and anecdotes.

**TEXTBOOK MATERIALS:** NiHao3, Chinese Language Course, Introductory LevelIII, Paul and Shumang Fredlein, 2002.  
NiHao 3 Audio CDs, Shumang Fredlein, 2002.

**TEACHER RESOURCES:** CDs, DVD videos, text, workbook, lab manual, supplemental materials by instructor

Acalanes Union High School District  
Course Content and Performance Objectives

MANDARIN 3	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
<p><b><u>STANDARD 1</u></b></p> <p><b>1.0 STUDENT COMMUNICATES IN CHINESE LANGUAGE.</b></p> <p>1.1 Student engages in conversations, provides and obtains information, expresses feelings, and emotions, and exchanges opinions in Chinese.</p> <ul style="list-style-type: none"> <li>Recognizes and interprets vocabulary relating to topics such as: school subjects, transportation, directions, extra-curricular activities, comparisons, musical instruments, birthdays, gifts, visiting the doctor, travel and religion</li> <li>Performs longer dialogues or skits using vocabulary and grammar learned in class with more complex grammatical structures</li> </ul>	N/A	<p>1.0</p> <p>1.1</p>	N/A	QA, PR, OP	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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MANDARIN 3		CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
1.2 Student understands and interprets written and spoken language on a variety of topics in Chinese. <ul style="list-style-type: none"> <li>• Further expansion of skills used to guess meaning and pronunciation of characters</li> <li>• Getting the gist of long reading passages and discussion of the meaning</li> <li>• Guessing at meaning of newspaper articles</li> </ul>			1.2		RC, QA, LC	
	1.3 Student presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics. <ul style="list-style-type: none"> <li>• Creates multi-paragraph essays or stories using characters learned in class</li> <li>• More detailed study of components of the character</li> <li>• Memorizes approximately 225 or more Chinese characters</li> <li>• Learns more techniques/ideas for writing longer passages in journals</li> <li>• Creates longer dialogues or skits using vocabulary and grammar learned in class</li> <li>• Further exposure to spoken Mandarin by female and male native speakers of different ages</li> </ul>			1.3	OP, PR, D, QA, WS	

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<p><b><u>STANDARD 2</u></b></p> <p><b>2.0 STUDENT GAINS KNOWLEDGE AND UNDERSTANDING OF THE CULTURES OF THE CHINESE-SPEAKING WORLD.</b></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"> <li>• Understands various cultural practices, foods and various authentic realia</li> <li>• Learns about and discuss connections between cultural perspectives and socially approved behavior patterns as well as Chinese religions</li> <li>• Uses appropriate verbal and non-verbal cues in a variety of cultural contexts that reflect both peer group and adult activities</li> </ul> <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"> <li>• Identifies, discusses, and produces artwork, crafts, music, performing art, food, enjoyed or produced by Chinese</li> </ul>	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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MANDARIN 3	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
<ul style="list-style-type: none"> <li>Explores and identifies the function of utilitarian products (e.g., music instruments, food, jade, Chinese medicine, clothing) of Chinese culture as found within their homes and communities</li> <li>Learns about Chinese symbolism of color and other items</li> </ul> <p><b><u>STANDARD 3</u></b></p> <p><b>3.0 STUDENT DEVELOPS INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE.</b></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"> <li>Recognizes the relative lack of parsing in the Chinese written language and its effect on reading comprehension</li> </ul>	N/A	<p>3.0</p> <p>3.1</p>	N/A	SR, PR, OP, RC, WS	10% of class time

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<ul style="list-style-type: none"> <li>• Uses Chinese measure words and compares them with similar elements in their own language</li> <li>• Compares the organizational principle in the Chinese language of “general to specific” with that of their own language</li> <li>• Demonstrates an awareness that Chinese principles of word order may differ from their own language, such as time adverbs and aspect particles</li> </ul> <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"> <li>• Demonstrates an awareness of differences in daily activities in Chinese culture and their own</li> <li>• Compares the relationship between cultural perspectives and traditional practices within Chinese culture and their own</li> <li>• Compares and contrasts tangible products such as art, music instruments, medicine, and Chinese food with such products in their own culture</li> </ul>		3.2			

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<p><b><u>STANDARD 4</u></b></p> <p><b>4.0 STUDENT CONNECTS WITH OTHER DISCIPLINES AND ACQUIRES INFORMATION.</b></p> <p>4.1 Student reinforces and furthers own knowledge of other disciplines through the study of Chinese.</p> <ul style="list-style-type: none"> <li>Acquires basic knowledge in interdisciplinary areas, such as geography, history, English, art, music</li> <li>Gains life skills in the areas of social etiquette, travel, and medical care</li> <li>Increases knowledge of important dates, events, and figures</li> </ul> <p>4.2 Student acquires information and recognizes the distinctive viewpoints that are only available through the Chinese language and culture.</p> <ul style="list-style-type: none"> <li>Uses age-appropriate Chinese sources to prepare reports in Chinese and /or English on topics of personal interest</li> </ul>	N/A	<p>4.0</p> <p>4.1</p> <p>4.2</p>	N/A	WC, PR, SR	5% of class time

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<p><b><u>STANDARD 5</u></b></p> <p><b>5.0 STUDENT PARTICIPATES IN MULTI-LINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD.</b></p> <p>5.1 Student uses the Chinese language both within and beyond the school setting.</p> <ul style="list-style-type: none"> <li>• Interacts with members of the local community to hear how they use Chinese in their work</li> <li>• Presents information in detail about the Chinese language and culture to others</li> <li>• Participates in Chinese culture-related activities that benefit the school or community</li> </ul> <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"> <li>• Understands the need for acquiring second language ability for work, travel or personal reasons</li> <li>• Begins to use Chinese to increase personal enrichment (art, music, personal contact)</li> <li>• More interactions with native speakers</li> </ul>	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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**MANDARIN 3**

**TEACHING STRATEGIES AND PROCEDURES**

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

**GRADING GUIDELINES**

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

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