

SUBJECT AREA – WORLD LANGUAGES

COURSE TITLE: MANDARIN 4 Honors

CBEDS ASSIGNMENT
CODE: 2215

COURSE CODE: N/A

GRADE LEVEL: 9 - 12

COURSE LENGTH: One Year

PREREQUISITE: Mandarin 3 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: The fourth year Mandarin course enables students to broaden their ability in the language of Mandarin (listening, speaking, reading and writing) and appreciation of the Chinese culture. The course objectives include the following: (1) Speaking and listening: students will perform all classroom activities entirely in Mandarin. (2) Reading: students are able to read longer short stories and anecdotes for the general idea, meaning, and for details. Students are able to read idioms and literary language in the reading passages. Students will memorize approximately 350 Chinese characters. (3) Writing: students will write short essays on the reading topics. They will use more discourse markers and conjunctions in their own speech and to connect their speech to other speakers. (4) Cultural activities are arranged to provide each student with opportunities to enhance language and cultural learning. Students will analyze commonalities and differences between Chinese and American culture through dialogue and writing.

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

1. Use circumlocution in order to express any meaning they need to in Mandarin.
2. Further expand knowledge of and ability to use Chinese characters.
3. Further expand appreciation of the Chinese culture.
4. Read longer short stories and anecdotes that include idioms and more literary language.

TEXTBOOK MATERIALS: NiHao4, Chinese Language Course, Introductory Level IV, Paul and Shumang Fredlein, 2002.
NiHao 4 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 4	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> <ul style="list-style-type: none"> Recognizes and interprets vocabulary relating to topics such as a focus on differences between Chinese and American school systems, ways to spend vacation, more detail on extracurricular activities, getting online, living and studying abroad, scholarships, food, part-time work for students, peer pressure, spending money, smoking, drugs, alcohol, body piercing, dying hair, communication with parents, partners, friends, and personality traits and characteristics Creates dialogues, role plays, and skits using vocabulary and grammar learned in class 	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

Acalanes Union High School District

Course Content and Performance Objectives

MANDARIN 4		CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
1.2	<p>Student understands and interprets written and spoken language on a variety of topics in Chinese.</p> <ul style="list-style-type: none"> • Further expansion of skills used to guess meaning and pronunciation of characters • Getting the gist of long reading passages and discussion of the meaning • Guessing at meaning of newspaper articles 		1.2		RC, QA, LC	
1.3	<p>Student presents information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <ul style="list-style-type: none"> • Creates multi-paragraph essays or stories using characters learned in class • More detailed study of components of characters • Memorizes approximately 225 or more Chinese characters; more connections made between radicals and phonetics of characters • Is exposed to and engages in discussion using circumlocution techniques and metalanguage • Creates longer dialogues or skits using vocabulary and grammar learned in class • Is further exposed to spoken Mandarin by female and male native speakers of different ages 		1.3		OP, PR, D, QA, WS	

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

Acalanes Union High School District
Course Content and Performance Objectives

MANDARIN 4	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
<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"> • Understands various cultural practices, foods and various authentic realia • Learns about and discuss connections between cultural perspectives and socially approved behavior patterns • Uses appropriate verbal and non-verbal cues in a variety of cultural contexts that reflect both peer group and adult activities <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"> • Identifies, discusses, and produces artwork, crafts, music, performing art, and food, 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

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

Acalanes Union High School District
Course Content and Performance Objectives

MANDARIN 4	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
<ul style="list-style-type: none"> 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 Learns about Chinese family values <p><u>STANDARD 3</u></p> <p>3.0 STUDENT CONNECTS WITH OTHER DISCIPLINES AND ACQUIRES INFORMATION.</p> <p>3.1 Student reinforces and furthers his/her knowledge of other disciplines through the study of Chinese.</p> <ul style="list-style-type: none"> Acquires basic knowledge in interdisciplinary areas, such as geography, history, English, art, music and technology Gains life skills in the areas of social etiquette, travel, and health Increases knowledge of important daily life skills and social skills 	N/A	<p>3.0</p> <p>3.1</p>	N/A	SR, PR, OP, RC, WS	10% 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

Acalanes Union High School District
Course Content and Performance Objectives

MANDARIN 4	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
<p>3.2 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"> • Uses age-appropriate Chinese sources to prepare reports in Chinese and/or English on topics of personal interest <p><u>STANDARD 4</u></p> <p>4.0 STUDENT DEVELOPS INSIGHT INTO THE NATURE OF LANGUAGE AND CULTURE.</p> <p>4.1 Student demonstrates an understanding of the nature of language through comparisons of the Chinese language with their own.</p> <ul style="list-style-type: none"> • Recognizes the relative lack of parsing in the Chinese written language and its effect on reading comprehension • Uses Chinese measure words and compares them with similar elements in their own language • Compares the organizational principle in the Chinese language of “general to specific” with that of their own language 	N/A	<p>3.2</p> <p>4.0</p> <p>4.1</p>	N/A	WC, PR, SR	5% 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

Acalanes Union High School District

Course Content and Performance Objectives

MANDARIN 4		CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
<ul style="list-style-type: none">• Demonstrates an awareness that Chinese principles of word order many differ from their own language, such as time adverbs and aspect particles <p>4.2 Student demonstrates an understanding of the concept of culture through comparisons of Chinese culture with their own.</p> <ul style="list-style-type: none">• Demonstrates an awareness of differences in daily activity between Chinese culture and their own• Compares the relationship between cultural perspectives and traditional practices within Chinese culture and their own• Compares and contrasts tangible products			4.2			
<u>STANDARD 5</u>						
5.0 STUDENT PARTICIPATES IN MULTI-LINGUAL COMMUNITIES AT HOME AND AROUND THE WORLD.		N/A	5.0	N/A	QA, SR, OP	5% of class time
<p>5.1 Student uses the Chinese language both within and beyond the school setting.</p> <ul style="list-style-type: none">• Interacts with members of the local community to hear how they use Chinese in their work			5.1			

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

Acalanes Union High School District
Course Content and Performance Objectives

MANDARIN 4	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
<ul style="list-style-type: none"> • Presents information in detail about the Chinese language and culture to others • 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"> • Understands the need for acquiring second language ability for work, travel or personal reasons • Begins to use Chinese to increase personal enrichment • Increases interaction with native speakers 		5.2			

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

Acalanes Union High School District
Course Content and Performance Objectives
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.

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