FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

MANDARIN CHINESE B SL 1 AND 2

Date: August 2016
Proposed Grade Level(s): 11-12
Grading: A-F
CTE Sector / Pathway: N/A

Course Length: 2 years
Subject Area: World Languages
Credits: 5/Semester
Articulation Units: N/A

Prerequisite(s): “C” or better in Mandarin 2, or Mandarin 3 (recommended)
Intent to Pursue ‘A-G’ College Prep Status: Yes

COURSE DESCRIPTION:

Mandarin Chinese B SL is a course designed to further students’ study of the language and culture and to develop mastery of the Chinese language, to enable them to communicate effectively in a range of situations. It is intended for those who have chosen to further develop their proficiency in all four language skills: listening, speaking, reading, and writing. Students study material related to five themes as set by the IB Language B Subject Guide. Three core themes are required: communication and media, global issues, and social relationships and teachers select two more themes from five options provided. The course guides the students to explore culture and events in both contemporary and historical settings and to examine products and practices of the target culture with regard to their perspectives. The course emphasizes the use of Mandarin Chinese for active communication.

GENERAL GOALS/ESSENTIAL QUESTIONS:

The course goals are as follows:

- The ability to comprehend formal and informal spoken Mandarin Chinese;
- The acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as of modern literature in Chinese;
- The ability to compose expository passages; and
- The ability to express ideas orally with accuracy and fluency.

Course content may reflect intellectual interests shared by the students and teacher (the arts, history, current events, literature, culture, sports, etc.) Materials include recordings, films, newspapers, and magazines. The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than to the mastery of any specific subject matter. Training in the organization and writing of compositions will be an integral part of the Mandarin Chinese B SL Language course.

As stated in the IB Subject Guide for Language B or “Group 2”

The aims of group 2 are to:

1. Develop students’ intercultural understanding
2. Enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
3. Encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
4. Develop students’ awareness of the role of language in relation to other areas of knowledge
5. Develop students’ awareness of the relationship between the languages and cultures with which they are familiar
6. Provide students with a basis for further study, work and leisure through the use of an additional language
7. Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language

COMMON CORE STATE STANDARD READING COMPONENT:

Reading in the Mandarin Chinese B SL course is an active skill. Students must take an active part in the reading process, constantly inferring, deducing, anticipating, guessing, predicting, checking and asking themselves questions about the text. Readings are drawn from authentic Chinese materials as well as the texts, *Integrated Chinese* and *Mandarin for the IB Diploma*. Students read a variety of prose and poetry from different periods, answer content questions, and demonstrate increased critical thinking skills in preparation for the IB assessment Paper 2 in the spring semester of the second year of the SL course.

COMMON CORE STATE STANDARD WRITING COMPONENT:

Writing in the Mandarin Chinese B SL course is a continuation of the skills acquired in previous Language Acquisition courses. Each writing task is designed to develop skills that will help students to express themselves in a variety of modes. Students practice such skills as writing a composition using advanced function words and verbs, explaining in detail, narrating a picture sequence, circumlocution, and editing processes in order to develop the ability to express themselves with reasonable fluency and accuracy in written Chinese. Students will also practice writing in response to authentic texts in the target language, and also based on visual interpretation of culturally relevant images. All writing assignments will be designed to prepare the students for the IB External Assessment which will be administered in the spring semester of the second year of the SL course. Students are expected to be able to write a 360-480 character essay and a 180-240 character rationale, in response to three source documents related to one of the core themes of study.

COMMON CORE STATE STANDARD SPEAKING AND LISTENING COMPONENTS:

The oral component in the Mandarin Chinese B SL course is geared toward spontaneity of response in unrestricted Mandarin Chinese speaking situations. Instruction and practice is designed to eliminate hesitation, verb errors, incorrect word order and incorrect pronunciation. Students will participate in role plays, debates, dialogues, question and answer practice with the instructor, and in some cases record their individual responses and submit them for peer assessment and self-evaluation. These activities are designed to prepare them for the IB external assessment which will be administered in the spring semester of the second year of the SL course.

DETAILED UNITS OF INSTRUCTION:

Instruction does not focus on the mastery of any specific subject matter. Students continue to practice and perfect language skills through grammar; vocabulary and reading comprehension activities; listening to Mandarin Chinese radio programs, music, audio recordings; and viewing Chinese films, news programs and videos. Units are theme based and are selected each year to accommodate the needs and interests of the current group of students. There are five themes that the units of study must relate to, three themes in the Core and 2 Options, as defined by the IB Language B SL subject guide.

Units will be based on the following Themes and the related topics, selected by the teacher:
Social Relationships *
How people interrelate and behave – as members of a community, individually and in groups.
1. Relationships (friendship, work, family)
   - Relationships with friends and family members
   - Values and beliefs of peoples’ relationships in different cultures
2. Educational System
   - China’s educational system
   - Compare the educational system in China and United States

Communication and Media *
How people interact, transmit and gather data for the purposes of information and entertainment.
1. Internet
   - Internet usage and its impact to modern people
   - Technology in our changing society and the role that technology plays in Chinese and American culture
2. Advertising
   - The variety of advertisements
   - The impact of Ads on people’s life
   - The language forms used in Ads

Leisure
The variety of activities performed for enjoyment.
1. Entertainment
   - Movie, TV shows
   - Music (Chinese musical instruments) and Peking Opera
2. Travelling
   - Arrange a package tour
   - Introduce the destination
   - Design a study-tour brochure

Global Issue *
Current matters and future scenarios that have an impact at a regional, national and/or international level, bearing in mind that they need to be addressed from the perspective of the target language’s culture(s).
1. Global warming, climate change, natural disasters
   - Environmental problems, its impact and the possible solutions
   - Renewable Energy, environmental sustainability
2. Migration (international)
   - Studying and working abroad

Customs and Traditions
The current and past practices, representations, expressions and knowledge that belong to a community of the target language
1. Food
   - Food as part of culture: features, regional cuisines, and dining etiquette
   - Diets that are associated with traditional festival and events
2. Celebrations, social and religious events
   - Traditional festivals and customs
   - Major religions, beliefs and their influences in Chinese society
*the three Core themes set by IB for Language B courses

**TEXTBOOKS AND RESOURCE MATERIALS:**

**Textbooks:**

**Year 1 of SL Course:**


**Year 2 of SL Course:**


**Other Resources:**


Realia: videos, DVD’s, tapes, CD’s, magazines, newspapers (China Daily) etc.; Internet, podcasts, blogs, online Chinese newspapers such as [http://world.chinadaily.com.cn/](http://world.chinadaily.com.cn/), Websites such as [www.qq.com](http://www.qq.com), [http://www.sina.com.cn](http://www.sina.com.cn), YouTube for videos etc.

**SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

The *World Language Content Standards* presents the knowledge, skills, and abilities that all learners should acquire in a world language in the California public school system, within the Language Learning Continuum.

The *Language Learning Continuum*, a framework developed by the College Board, is used to indicate growth in linguistic and cultural proficiency in the four stages of language learning.

- **Stage I (Formulaic):** Learners understand and produce signs, words, and phrases.
- **Stage II (Created):** Learners understand and produce sentences and strings of sentences.
- **Stage III (Planned):** Learners understand and produce paragraphs and strings of paragraphs.
• Stage IV (Extended): Learners understand and produce cohesive texts composed of multiple paragraphs.

Within each stage, the standards are separated into five categories: Content, Communication, Cultures, Structures, and Settings.

**Content:** Language users address a wide variety of topics that are appropriate to their age and stage. As students develop their ability to communicate in the target language and culture, they are able to more fully address topics that increase in complexity along the Language Learning Continuum.

**Communication:** Real-world communication takes place in a variety of ways. It may be interpersonal.

**Cultures:** Culturally appropriate language use requires an understanding of the relationship between the products and practices of the culture and its underlying perspectives. Students must acquire the ability to interact appropriately with target culture bearers in order to communicate successfully. This category allows students to make connections and comparisons between languages and cultures.

**Structures:** The content standards use the term structures to capture the multiple components of grammar that learners must control in order to successfully communicate in linguistically and culturally appropriate ways. Students need to acquire orthography, the writing systems of languages that have them; phonology, the sound systems of languages or parameters in ASL; morphology, the rules for word formation; syntax, the principles of sentence structure; semantics, language-based meaning systems; and pragmatics, meaning systems connected to language use.

**Settings:** Language users need to carry out tasks in a variety of situations representative of those they will experience in the target culture. The success of learner communication will depend on the situation in which the language is used. Understanding social linguistic norms will assist learners in communicating effectively in real-world encounters.

**Common Core State Standards to be addressed:** Although World Language does not have Common Core State Standards specific to the subject area, the World Language courses directly align with the ELA CCSSs. In all levels of our World Language courses we assess the four areas of Reading, Writing, Speaking and Listening. Within these CCSS anchor standards, the students are taught skills and vocabulary to help them build these language skills in their second language, and by comparing the target language of study to Standard English, the students are strengthening their skills in ELA through their study of the target language.

Students are taught reading comprehension strategies in the target language, to help them identify key ideas and details in a wide variety of texts, by recognizing cognates, using context clues to deduce meaning and recognizing specific structures. Through the course of study, the text range and complexity increases, as their language ability improves.

Writing strategies in the World Language classroom support the CCSS anchor standards for Writing by teaching the students to use the target language to write for a variety of purposes and by facilitating the students in researching cultural aspects of the themes.

Speaking and listening skills are central to the World Language curriculum. The CCSS anchor standards Comprehension and Collaboration and Presentation of Knowledge and Ideas are directly linked to World Language instruction. The listening comprehension strategies and presentation skills are in the target language as opposed to in English.
The World Language curriculum also links with the Language anchor standards of Conventions, Knowledge of Language and Vocabulary Acquisition because we teach the target language by comparing and contrasting it with English. The grammar, structures and vocabulary that they learn in the target language classroom strengthen their skills in English because they are asked to identify similarities with standard English, and then to learn how the target language structures are different.

**DISTRICT ESLRS TO BE ADDRESSED:**

Students will be:

- **Self-Directed Learners:** who take responsibility for their learning as they master the target language.
- **Effective Communicators:** who speak, write, and read and listen in the target language.
- **Constructive Thinkers:** who apply learned vocabulary and concepts to attain mastery of the target language.
- **Collaborative Workers:** who work well with peers in small and large group activities in order to practice the use of the target language.
- **Quality Producers/Performers:** who take pride in the work they complete as they continually work toward mastery of the target language.
- **Responsible Citizens:** who attend class regularly in order to contribute to not only their own but also their peers’ learning of the target language.