EXPLORATORY MANDARIN

DATE: MARCH 2014
COURSE LENGTH: ONE YEAR

PROPOSED GRADE LEVEL(s): 6, 7, 8
SUBJECT AREA/CREDITS: WORLD LANGUAGES / IB

GRADING: A-F

PREREQUISITES: NONE

COURSE DESCRIPTION:
Exploring Mandarin is a year-long Mandarin language course that is designed for students who have none or very little prior experience in the language. The course aims to develop basic language skills of listening, speaking, reading and writing. Students’ learning activities will involve two fundamental ideas: learning in cultural context and learning through performance. The purpose of this course is to provide a language and cultural foundation to become lifetime learners with open-mindedness and global cultural appreciation. Through a variety of interactive Chinese performed cultural activities, students will gain Chinese language skills and competence that fit into the IB learner profile.

GENERAL GOALS/ESSENTIAL QUESTIONS:
Upon successful completion of this course, the student will be able to:
• Have foundational knowledge of the Chinese phonetic system (pinyin) and develop their ability in speaking Mandarin with correct pronunciation and intonation
• Gain language skills in communicating accurately and appropriately in Chinese for common everyday purposes
• Be aware of many aspects of Chinese culture imbedded in the Chinese language
• Understand the basic Chinese grammatical concepts
• Know the basic structures of Chinese characters and develop their knowledge and ability in Chinese character writing

Essential Questions:
1. In what ways would learning Mandarin be beneficial?
2. How is Mandarin like and unlike English?
3. How do students develop communicative competence in Mandarin?

CCSS READING COMPONENT:
Reading of beginning Mandarin phrases and colloquial speech dialogs are presented early on in the course, with more complex sentence reading being introduced as skills increase. Throughout the readings, students use aspects of the reading process which include inferring content and meaning from use, deducing and anticipating upcoming meaning by the previous meaning. Students will continue to check and show perceived understanding of the readings with the teacher and fellow students.
**CCSS WRITING COMPONENT:**

While this is a course with a speaking and communication focus, sentence structure of Mandarin will test the writing skills of students as they determine proficient use of vocabulary and grammatical structures in target language.

**CCSS SPEAKING AND LISTENING COMPONENTS:**

Oral proficiency activities combine all the elements in the units of study - functions, topics, vocabulary, and structures - in the context of role-playing, partner and group activities. These activities give students a chance to integrate what they have learned in real communication with others.

**DETAILED UNITS OF INSTRUCTION:**

Units have been designed based on the International Baccalaureate Middle Years Programme Unit Planner and incorporate the International Baccalaureate Learner Profile (LP)

<table>
<thead>
<tr>
<th>IB Learners strive to be:</th>
<th>Communicators</th>
<th>Caring</th>
<th>Reflective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquirers</td>
<td>Principled</td>
<td>Risk-takers</td>
<td>Balanced</td>
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<tr>
<td>Knowledgeable</td>
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<tr>
<td>Thinkers</td>
<td>Open-minded</td>
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<table>
<thead>
<tr>
<th>Unit Title</th>
<th>IB MYP Area of Interaction</th>
<th>Inquiry Questions</th>
<th>Contents</th>
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</thead>
</table>
| Foundation of Chinese Language     | approaches to learning,    | How does one acquire a foreign language, and why is it important?                  | • Chinese phonetic system (Pinyin): initials, finals, five tones, spelling rules  
• Chinese character system: common radicals, basic strokes, stroke order rules, placement of radicals in writing characters  
• Brief introduction of Chinese history and geography  
• Simple Chinese expressions in certain classroom situations |
|                                   | human ingenuity &          |                                                                                   |                                                                                                                                                                                                         |
|                                   | environments              |                                                                                   |                                                                                                                                                                                                         |
| Self-introduction                 | approaches to learning,    | How does language help us understand each other?                                   | • Give greetings  
• Introduce yourself by telling names, age, nationality  
• Describe and discuss hobbies |
|                                   | human ingenuity, health    |                                                                                   |                                                                                                                                                                                                         |
|                                   | and social education      |                                                                                   |                                                                                                                                                                                                         |
| Family                            | approaches to learning,    | How does the concept of family differ across cultures?                             | • Identify and describe family members and pets  
• Identify numbers (1-100) |
|                                   | human ingenuity, community and service |                                                                                   |                                                                                                                                                                                                         |
| School | School approaches to learning, health and social education, human ingenuity | What do I need to be successful in school? | • Use words of measurement to describe quantities  
• Give and respond to invitations  
• Identify and describe classroom objects  
• Describe the location  
• Express needs and amounts, ask for permission  
• Discuss class schedule |
|---|---|---|---|
| Holidays | Holidays human ingenuity, community and service, health and social education | How do people celebrate holidays around the world? | • Describe time, dates, seasons, and weather  
• Describe major Chinese festivals and customs  
• Compare and discuss major holidays and customs in different cultures |

**TEXTBOOKS AND RESOURCE MATERIALS:**

**Textbooks**


**Resources**


“Growing Up with Chinese” video series

“How Hello China” video series

**SUBJECT AREA CONTENT STANDARDS to be ADDRESSED:**

The five National Standards of Communication, Cultures, Connections, Comparisons, and Communities are all addressed. See Language Acquisition Appendix

**COMMON CORE STANDARDS to be ADDRESSED:**

Reading Anchor Standards

Key Ideas and Details

• Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
• Determine central ideas or themes of a text and analyze their development; summarizing the key supporting details and ideas.
• Analyse how and why individuals, events, and ideas develop and interact over the course of a text.
Craft and Structure
• Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Integration of Knowledge and Ideas
• Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
• Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity
• Read and comprehend complex literary and informational texts independently and proficiently.

Writing Anchor Standards
Text Types and Purposes
• Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing
• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
• Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge
• Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
• Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
• Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing
• Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Anchor Standards
Comprehension and Collaboration
• Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
• Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
• Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas
• Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
• Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
• Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Knowledge of Language
• Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use
• Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
• Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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.