FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT
Mandarin 2

Date: November 2014  
Proposed Grade Level(s): 9-12  
Grading: A-F  
Number of Credits: 5/semester

Subject Area: World Languages
Course Length: 1 year

Prerequisites: Passing grade of a C- or better in Mandarin 1, or instructor approval

COURSE DESCRIPTION:
Mandarin 2 is continuation of the Mandarin 1 course for students from Grade 10-12. It completes and expands the introduction to Chinese language and culture begun in Mandarin 1. Students, who have completed Mandarin 1, or the equivalent, may be admitted. Emphasis is on development of the four major language skills: listening, speaking, reading, and writing. Through the use of text, video, audio, and the workbook program, each student has the opportunity to gain basic mastery of Chinese language skills and competence that fit the IB learner profile.

GENERAL GOALS/ESSENTIAL QUESTIONS:
Upon successful completion of this course, the student will be able to:
• Consolidate their knowledge of the Chinese phonetic system (pinyin) and strengthen their ability in speaking Chinese with correct pronunciation and intonation
• Know better the structures of Chinese characters and develop their knowledge and ability in Chinese character writing
• Enhance language ability and 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

Essential Questions:
1. How can I effectively communicate in response to spoken, written, and visual text?
2. What can I learn about my own language and culture from the study of others?
3. How do I use my knowledge of language and culture to enrich my community and broaden my opportunities?

CCSS READING COMPONENT:
Reading is an active skill. Students must take an active role in the reading process, constantly inferring, deducing, anticipating, guessing, predicting, checking and asking themselves questions about the text. Students read simplified texts written by native speakers. As students progress, readings come from original texts, such as realia, ads, poetry, and narratives that are introduced with reading strategies and are combined with achievable comprehension tasks.

CCSS WRITING COMPONENT:
Writing assignments in Level 2 are designed to guide students carefully through the pre-writing, writing, and editing processes. The aim of writing assignments is to facilitate proficient use of vocabulary and grammatical structures in a personalized context, and to build on the writing skills they developed in the
Mandarin 1 course.

**CCSS SPEAKING AND LISTENING COMPONENT:**
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)

IB Learners strive to be:
- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principles
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

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<tr>
<th>Unit Title</th>
<th>IB MYP Area of Interaction</th>
<th>Inquiry Questions</th>
<th>Contents</th>
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| Geography of China  | Communication skills, information literacy and media literacy skills, critical thinking skills | How does geography influence the culture and the language?            | • Identify major Chinese cities, provinces and regions  
• Explain cultural, geographical, and economic information about major Chinese cities, provinces and regions  
• Describe the different groups of people who live in China  
• Identify the major dialects spoken in different regions of China |
| Daily Life          | Communication skills, transfer skills, collaboration skills and critical thinking skills      | How to live a balanced life?                                         | • Describe daily routines  
• Express emotions and interests  
• Describe how an action is performed  
• Make requests and comments |
| Welcome to My Home  | Communication skills, information literacy and media literacy skills, transfer skills        | What makes a good home?                                              | • Describe location and ask for directions  
• Make invitations  
• Describe rooms and household items |
| Future Plan         | Communication skills, collaboration                                                          | What will be my future plan and how can I achieve that?              | • Describe occupations and future plans  
• Express blessings and wishes |
TEXTBOOK AND RESOURCES:

Textbooks

Resources

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:
The five National Standards of Communication, Cultures, Connections, Comparisons, and Communities are all addressed. See attached.

COMMON CORE ELA ANCHOR STANDARDS 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

| Arts and Culture | Reflection skills, transfer skills, information literacy and media literacy skills | How do arts impact culture and our lives? | Give and respond to suggestions
| Describe Chinese traditional arts (e.g. Calligraphy, Peking Opera) |
| Compare and contrast arts from different cultures |
| Give examples and personal opinions |
• 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.
- **Quality Producers/Performers**: who take pride in the work they complete as they continually work toward mastery of 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.
• **Responsible Citizens**: who attend class regularly in order to contribute to not only their own, but also their peers’ learning of the target language.

**Appendix**

World Languages
National Standards – The Five C’s and 11 Content Standards

**Communication**

*Communicate in Languages Other Than English*

**Standard 1.1** Students engage in conversations, provide and obtain information, express feeling and emotions and exchange opinions.

**Standard 1.2** Students understand and interpret written and spoken language on a variety of topics.

**Standard 1.3** Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

**Cultures**

*Gain Knowledge and Understanding of Other Cultures*

**Standard 2.1** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

**Standard 2.2** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

**Connections**

*Connect with Other Disciplines and Acquire Information*

**Standard 3.1** Students reinforce and further their knowledge of other disciplines through the foreign language.

**Standard 3.2** Students acquire information and recognize the distinctive viewpoints that are available only through the foreign language and its cultures.

**Comparisons**

*Develop Insight into the Nature of Language and Culture*

**Standard 4.1** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

**Standard 4.2** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

**Communities**

*Participate in Multilingual Communities at Home and Around the World*

**Standard 5.1** Students use the language both within and beyond the school setting.

**Standard 5.2** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.