MANDARIN 3

Date: November 2015
Proposed Grade Level(s): 10-12
Grading: A – F and 1-7 (MYP)

Subject Area: World Language
Course Length: 1 Year
Number of Credits: 5/Semester

Prerequisites: Successful Completion of Mandarin 2 with a C or Better, OR Instructor Approval.

COURSE DESCRIPTION:

Mandarin 3 is a continuation of the Mandarin 2 course for students from Grades 10-12. Students, who have successfully completed Mandarin 2, or the equivalent, may be admitted. Emphasis is on the development of four major language skills: listening, speaking, reading, and writing. In addition to these skills, students will explore the many facets of Chinese culture and heritage. This course will deepen students’ immersion into the Mandarin language and gain competence that fit the IB learner profile.

GENERAL GOALS/ESSENTIAL QUESTIONS:

Upon successful completion of this course, the student will be able to:

- Strengthen the ability of listening and speaking through Chinese phonetic system (pinyin)
- Develop the ability of reading and writing Chinese characters
- Handle successfully the most uncomplicated communicative tasks in real-life situations;
- Initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics;
- Expand reading fluency and gradually develop formal writing abilities by studying vocabularies and grammatical patterns
- Explore various aspects of Chinese culture, lifestyles, and social-cultural conventions

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 regalia, ads, poetry, and narratives that are introduced by reading strategies and are culminated in achievable tasks.
CCSS WRITING COMPONENT:

Writing assignments guide students carefully through the pre-writing, writing, and editing processes. It is designed to facilitate proficient use of vocabulary and grammatical structures in a personalized context.

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 and 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/Global Context</th>
<th>Inquiry Questions</th>
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| My Trip to China   | Communication skills, information literacy and media literacy skills, transfer skills/ Orientation in Space and time | What should I consider when I travel to a foreign country? | ● Plan a trip  
● Make reservations  
● Describe past experiences  
● Compare the differences of lifestyle and social conventions in different countries |
| Shopping for Clothes | Communication skills, transfer skills, collaboration skills and critical thinking skills/ Personal and Cultural Expression | How does clothing differ around the world? | ● Describe clothing items and accessories,  
● Compare the similarities and differences in how people dress,  
● Make suggestions, express opinions and explain the reasons for wearing different clothes |
| Host A Dinner | Communication skills, information literacy and media literacy skills, transfer skills, collaboration skills, organization skills and reflection skills/ Identities and Relationships | How does the food and culture influence one other? | ● Name the dishes and describe the flavor of the dishes
● Write an invitation
● Make a shopping list
● Plan an event
● Discuss and make decisions
● Give comments |
| Save the Earth | Communication skills, collaboration skills, literacy and media literacy skills, organization skills and reflection skills/ Globalization and Sustainability | What and how can we make our environment more sustainable? | ● Describe food system
● Describe pollutions in daily life
● Express concerns for pollutions
● Give advice to protect the environment |
| Moving to a new place | Communication skills, reflection skills, transfer skills, information literacy and media literacy skills/ orientation in space and time | How do housing conditions impact our lives? | ● Describe the effects or results of an action
● Indicate the direction
● Describe renting an apartment/house
● Make suggestions and express opinions |

**TEXTBOOK AND RESOURCES:**

Textbooks

Resources

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

World Language Content Standards for California:
   Content, Communication, Cultures, Structures, Settings

Students will be assessed on the 4 MYP Criterions as follows:
   Criteria A: Comprehending spoken and visual text
Criteria B: Comprehending written and visual text
Criteria C: Communicating is response to spoken written visual text
Criteria D: Using language in spoken and written form
COMMON CORE ELA ANCHOR STANDARDS ADDRESSED:

Reading Anchor Standards

Key Ideas and Details
• Read closely to determine what the text says explicitly and 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 analyse their development; summarise 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, include determining technical, connotative, and figurative meanings; analyse how specific word choices shape meaning or tone.

Integration of Knowledge and Ideas
• Integrate and evaluate content presented in diverse media and formats, include visually and quantitatively, as well as in words.
• Analyse 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; link to and cite sources, as well as interact and collaborate with others, include 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; quote or paraphrase the data and conclusions of others while avoiding plagiarism, 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, include 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 that is 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; making
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, 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.