

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

MANDARIN 1A

DATE: MARCH 2014

COURSE LENGTH: ONE YEAR

GRADING: A-F

SUBJECT AREA: WORLD LANGUAGES /IB

PROPOSED GRADE LEVELS: 6 – 8

PREREQUISITES: NONE

COURSE DESCRIPTION:

Mandarin 1A is a continuation of the Exploratory Mandarin course. It completes and expands the introduction to Chinese language and culture begun in Exploratory Mandarin course. Students who have completed Exploratory Mandarin course, 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 workbook program, each student has the opportunity to gain basic mastery of Chinese language skills and competence that fit the IB learner profile.

GENEAL 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. In what ways would continue 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 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 by reading strategies and are culminated in achievable tasks.

CCSS WRITING COMPONENT:

Writing assignments in Level 1 guides 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 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)

IB Learners strive to be:

Inquirers
Knowledgeable
Thinkers

Communicators
Principled
Open-minded

Caring
Risk-takers
Balanced

Reflective

Unit Title	IB MYP Area of Interaction	Inquiry Questions	Contents
Who am I?	approaches to learning, community & service, health and social education	How does appearance and culture influence personal identity?	<ul style="list-style-type: none">• Exchange personal information by telling names, age, nationality, family and hobbies• Describe and discuss school life• Describe and discuss future plan
My Town	community & service, environments	What makes an ideal community?	<ul style="list-style-type: none">• Identify and describe occupations and housing conditions• Compare and discuss housing conditions in their own communities/countries and other countries• Discuss cultural impact on people's life
Travel Around The World	health and social education, community & service, human ingenuity & environments	How can traveling to a foreign country be beneficial?	<ul style="list-style-type: none">• Describe means of transportation, directions and locations• Describe and discuss travel plans• Know about major cities in China

A Healthy Diet	approaches to learning, human ingenuity, health and social education	What do we eat and how does food affect our health?	<ul style="list-style-type: none"> • Identify and describe body parts, illness, emotions, • Describe a changing situation and explain a problem • Make an appointment • Order food and beverage in a restaurant • Discuss prices and quantities, describe taste of food
Entertainment	approaches to learning, human ingenuity, health and social education	What impact entertainment have on our lives?	<ul style="list-style-type: none"> • Identify and discuss leisure activities • Express likes and dislikes • Describe appearance, clothing, colors and prices • Express choices, discuss preferences and give advice

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Margaret M. Wong; Tiffany Fang, *Zheng Bang*, Level 1, St. Paul, MN, EMC Publishing, 2011.

Resources

Margaret M. Wong; Tiffany Fang, *Zheng Bang*, Level 1, Workbook, St. Paul, MN, EMC Publishing, 2011.

Margaret M. Wong; Tiffany Fang, *Zheng Bang*, Level 1, Audio CDs, St. Paul, MN, EMC Publishing, 2011.

“Growing Up with Chinese” video series

“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.
- Analyze 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.

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