

**Abington School District
World Language Department
Planned Course of Study
Advanced Studies in Mandarin Chinese
Course # 0685**

Abington School District
970 Highland Avenue
Abington, PA 19001

I. OBJECTIVES:

WORLD LANGUAGE NATIONAL AND PENNSYLVANIA STATE STANDARDS

Academic Standards	Goal/Objective
STANDARD 1: COMMUNICATION	Communicate in Mandarin Chinese. <ul style="list-style-type: none"> • Interpersonal (listening-speaking/writing-reading) • Interpretive (listening/reading) • Presentational (speaking/writing to an audience)
STANDARD 2: CULTURE	Relate cultural information of Mandarin Chinese-speaking countries. <ul style="list-style-type: none"> • Practices • Products • Perspectives
STANDARD 3: CONNECTIONS	Connect with other disciplines through the use of Mandarin Chinese. <ul style="list-style-type: none"> • Speaking, Listening, Reading, Writing • Accessing Resources • Media
STANDARD 4: COMPARISONS	Analyze the concepts of culture and nature of language through comparisons of Mandarin Chinese and English. <ul style="list-style-type: none"> • Structures • Idioms and Phonetics • Cultural Characteristics
STANDARD 5: COMMUNITIES	Communicate with individuals in Mandarin Chinese communities. <ul style="list-style-type: none"> • Service • Communication • Understanding

Common Core Standards	Goal/Objective
Reading	Key Ideas and Details
	Craft and Structure
	Integration of Knowledge and Ideas
	Range of Reading and Level of Text Complexity
Writing	Text Types and Purposes
	Production and Distribution of Writing

	Research to Build and Present Knowledge
	Range of Writing
Speaking and Listening	Comprehension and Collaboration
	Presentation of Knowledge and Ideas
Language	Conventions of Standard English
	Knowledge of Language
	Vocabulary Acquisition and Use

II. MAJOR CONCEPTS:

A. Standard 1- Communication

- a. Interpersonal Mode of Communication- Students exchange information and negotiate meaning orally or in writing.
 - i. Interpersonal Speaking-
 1. Students will be able to engage in conversation using strings of sentences with cohesive devices.
 2. Students will be able to maintain conversation by asking and answering questions.
 3. Students will be able to be understood by those accustomed to interacting with language learners.
 4. Students will be able to express themselves most accurately when producing simple sentences in present time. Accuracy decreases as language becomes more complex.
 5. Students will be able to create with language as ability to express own meaning expands in quantity and quality.
 - ii. Interpersonal Writing-
 1. Students will be able to engage in written communication using strings of sentences with cohesive devices.
 2. Students will be able to maintain written communication by asking and answering questions.
 3. Students will be able to be understood by those accustomed to interacting with language learners.
 4. Students will be able to express themselves most accurately when producing simple sentences in present time. Accuracy decreases as language becomes more complex.
 5. Students will be able to create with language as ability to express own meaning expands in quantity and quality.
- b. Interpretive Mode of Communication- Student engages in reading or listening to understand the meaning of oral, written or other cultural texts (film, television, newspaper). Text types: short narratives within the highly predictable and familiar contexts related to personal experiences.
 - i. Interpretive Listening-
 1. Students will be able to infer meaning of unfamiliar words in new contexts.
 2. Students will be able to infer and interpret the author's intent.
 3. Students will be able to identify main ideas of the intermediate level text.

4. Students will be able to identify some supporting details in the intermediate level text.
- ii. Interpretive Reading-
 1. Students will be able to infer meaning of unfamiliar words in new contexts.
 2. Students will be able to infer and interpret the author's intent.
 3. Students will be able to identify main ideas of the intermediate level text.
 4. Students will be able to identify some supporting details in the intermediate level text.
- c. Presentational Mode of Communication- Students engage in a one-way oral or written communication that presents information to an audience.
 - i. Presentational Speaking-
 1. Students will be able to create with language, as their ability to express own meaning expands in quality and quantity.
 2. Students will be able to orally present prepared information about themselves and others using connected sentence-level discourse.
 3. Students will be able to orally present information most accurately with connected sentence-level discourse in present time. Accuracy decreases as language becomes more complex.
 4. Students will be able to be understood by those unaccustomed to the speaking of language learners.
 5. Students will be able to begin to make choices of a phrase, image, or content to maintain the attention of the audience.
 6. Students will be able to provide continuity to a presentation.
 - ii. Presentational Writing-
 1. Students will be able to create with language, as their ability to express own meaning expands in quality and quantity.
 2. Students will be able to orally present prepared information about themselves and others using connected sentence-level discourse.
 3. Students will be able to orally present information most accurately with connected sentence-level discourse in present time. Accuracy decreases as language becomes more complex.
 4. Students will be able to be understood by those unaccustomed to the writing of language learners.
 5. Students will be able to begin to make choices of a phrase, image, or content to maintain the attention of the audience.
 6. Students will be able to provide continuity to a presentation.
- B. **Standard 2- Cultures**- Students demonstrate an understanding of the practices, products and perspectives of the cultures studied.
 - a. Students will be able to demonstrate an understanding of the practices (such as holidays and entertainment) and the related perspectives of the cultures studied.
 - b. Students will be able to demonstrate an understanding of the products (such as regional specialties and industries) and the related perspectives of the cultures studied.

- C. **Standard 3- Connections-** Students reinforce and further their knowledge of other disciplines through the world language and its culture.
 - a. Students will be able to further their knowledge of science, art, music, history and geography through the world language and its cultures.
 - b. Students will be able to further their knowledge of the English language through the world language and its cultures.
- D. **Standard 4- Comparisons-** Students demonstrate understanding of the concept of culture and recognize distinctive viewpoints through comparisons of the cultures studied and their own.
 - a. Students will be able to demonstrate an understanding of the concept of culture (such as by identifying beliefs and attitudes and recognizing distinctive viewpoints) of the cultures studied and to make comparisons with their own culture.
- E. **Standard 5- Communities-** Students use the language both within and beyond the classroom for a variety of purposes.
 - a. Students will be able to use the language beyond the typical classroom experience and reflect on the experience.
- F. **Common Core Standard- Reading**
 - a. **Key Ideas and Details-**
 - i. Students will be able to understand the main themes and significant details on primarily familiar topics from authentic multimedia and print sources, both informational and narratives with clear storylines.
 - ii. When presented with an inference based on an authentic text, students will be able to identify if the inference is logical or illogical by citing specific textual evidence to support conclusions drawn from the text
 - b. **Craft and Structure-**
 - i. Students will be able to determine meaning by using vocabulary knowledge, background knowledge, and possibly some contextual clues.
 - ii. Students will be able to understand the relationship among languages based on their awareness of cognates, idioms and parallel structures.
 - iii. Students will be able to identify and appreciate differences in cultural perspectives in a broader range of topics and begin to appreciate such differences not only in topic areas presented in the curriculum. They do not judge non-American cultural practices according to American conventions, but begin to appreciate the values and perspectives of the target culture from within its own cultural system.
 - c. **Integration of Knowledge and Ideas**
 - i. Students will be able to integrate and evaluate multiple sources of information including idiomatic phrases in order to collaborate or problem solve.
 - d. **Range of Reading and Level of Text Complexity**
 - i. Students will be able to interpret the message in increasingly complex texts by using background knowledge and strategies (e.g., redundancy, restatement and paraphrase).
- G. **Common Core Standard- Writing**
 - a. **Text Types and Purposes**
 - i. Students will be able to use strings (a series) of sentences on familiar and some unfamiliar topics to write:

1. about products and/or practices of their own culture to peers in the target culture.
2. stories or reports about personal experiences, or other school subjects to share with classmates and/or members of the target cultures.
3. summaries of plots and characters from selected pieces of age-appropriate literature.
4. descriptive texts.
5. an opinion.

b. Production and Distribution of Writing

- i. Students will be able to write primarily in present time, but also (with preparation) in past and future time. They may show inaccuracies as well as some interference from the native language when attempting to write about less familiar material. They are increasingly aware of errors and are able to self-edit.
- ii. Students will be able to use a variety of media, including print and digital tools:
 1. When writing reports, articles, summaries or original stories on topics related to personal interest or study.

c. Research to Build and Present Knowledge

- i. Students will be able to utilize a few sources and occasionally reference these sources accurately:
 1. When exploring local and global issues to prepare summaries, or short reports utilizing digital tools.
 2. When investigating cultural perspectives through individual or collaborative research on products and practices.

d. Range of Writing

- i. Students will be able to demonstrate a command of an expanding number of words and phrases and of a limited number of idiomatic expressions and culturally appropriate vocabulary. Begin to use outside sources to expand their vocabulary. They show partial control of newly acquired expressions:
 1. When writing emails, texts or other short messages or when working collaboratively to communicate successfully messages or when working collaboratively to research contemporary issues
 2. When developing creative products
 3. When working collaboratively to communicate messages so that target culture audiences can understand the information.

H. Common Core Standard- Speaking and Listening

a. Comprehension and Collaboration

- i. During conversations on familiar topics, Students will be able to express their own thoughts, using sentences and strings of sentences. Students will be able to use increasingly culturally appropriate behaviors during interactions.
- ii. Students will be able to compare, contrast, and express preferences, opinions, and perspectives on events, experiences, and other familiar subjects.
- iii. Students will be able to give and follow directions, ask for clarification as needed to participate in interactions within and across cultures.

- iv. Students will be able to not only answer, but also ask questions; not only respond, but also initiate communication.
- v. Students will be able to exchange information about personally meaningful events and experiences and cross-disciplinary themes.
- vi. Students will be able to collaborate to propose solutions to common real life problems.

b. Presentation of Knowledge and Ideas

- i. Students will be able to express their own thoughts with sufficient accuracy that sympathetic listeners understand most of what is presented.
- ii. Students will be able to prepare messages and reports using digital media and visual displays on topics of interest to others in communities near and far.
- iii. Students will be able to develop a presentation on an academic or cultural topic keeping audience, context, and purpose in mind.

IV. INSTRUCTION:

A. Course Schedule:
Length of course: 1 year
10 Credits

B. Pacing:

First Semester	Second Semester
Review	Major China attraction and its history-major cities in China and their cultural and historical significance, history and feature of the Great Wall of China
Family and Community-traditional family values, Change in Chinese culture as reflected in modern Chinese family life	Chinese idioms, proverbs and legends
Chinese festivals and holidays-major Chinese festivals and celebrations, festive foods and their symbolic meanings, and origins and legends of Chinese festivals	Famous people and history-Zheng He and Chinese sea explorations. Chinese thinker and social philosopher, and the founder of modern China
Chinese Arts-traditional Chinese pastimes, different folk arts, performing arts and traditional games	Technology and Science-Chinese inventions and their historical significance. Discuss inventions and advances in technology, and discuss aspects of science and technology in daily life.

Film	
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C. Methods:

1. CLASSROOM INSTRUCTION: Cultural proficiency is the basis for all instruction in the language classroom. While culture is integrated into each unit, students will be continually focused on communication/ performance tasks in the three modes of communication:
 - a. Interpersonal: Students exchange information and negotiate meaning orally or in writing.
 - b. Interpretive: Student engages in reading or listening to understand the meaning of oral, written or other cultural texts (film, television, newspaper).
 - c. Presentational: Students engage in a one-way oral or written communication that presents information to an audience.
 - d. Skills: Students will practice vocabulary and grammatical structures in context with the ultimate purpose of communication in one of the three modes.

D. Technology:

1. Authentic online sources for listening and reading

E. Resources:

1. Film as selected by department
2. Reader as selected by department

IV.ASSESSMENT:

- A. Procedures for Evaluation: Students will be assessed in the three modes of communication and their language skills. Students will be assessed in vocabulary and grammatical structures in context with the ultimate purpose of communication in one of the three modes.
 - a. Formative Assessment- will be administered in a variety of formats including but not limited to:
 1. Speaking
 2. Reading
 3. Listening
 4. Writing
 5. Quizzes
 6. Projects
 7. Home work
 8. Class work
 9. Participation
 - b. Summative Assessment-
 1. A performance-based assessment will be administered at the end of each unit.
 2. A proficiency-based assessment in reading, writing, speaking and listening will be administered for the mid-term and final exam grades.

- c. Accommodations- are aligned with those permitted for the PSSA and included in IEPs will be provided for Special Education students who are enrolled in this course.

B. GRADING CATEGORIES

- a. GRADING: Grades are weighted according to the following:
 - 20%- all assessments related to proficiency in Writing (Presentational and Interpersonal)
 - 20%- all assessments related to proficiency in Speaking (Presentational and Interpersonal)
 - 20%- all assessments related to proficiency in Reading (Interpretive)
 - 20%- all assessments related to proficiency in Listening (Interpretive)
 - 10%- Graded Assignments- all coursework related to practice- classwork, homework, etc.
 - 10%- Participation- use of target language in the classroom and student engagement in the lessons

C. EXPECTED LEVELS OF ACHIEVEMENT:

Students are expected to achieve at least a minimum level of proficiency. Proficiency and related grades are defined as follows:

A-----	90-100%
B_____	80-89%
C_____	70-79%
D_____	60-69%