

TAMALPAIS UNION HIGH SCHOOL DISTRICT
Larkspur, California

Course of Study
Mandarin Chinese 7-8

I. INTRODUCTION

The primary goal of the Mandarin Chinese program is to enable students to communicate effectively in the target language in a natural setting, and to read and interpret Chinese. Another fundamental goal is to promote the understanding and appreciation of Chinese cultures around the world in communities where Mandarin Chinese is spoken.

Mandarin Chinese 7-8 is the fourth-year course in the sequence. It continues the study and development of Mandarin Chinese, focusing primarily on listening and reading comprehension skills, and develops the student's oral and written skills in the language. This course includes cultural awareness and an appreciation for art (including Chinese calligraphy, Peking opera, dances), music (folk, classical and pop), religious practices, medical care, and the festivals/celebrations held in Chinese communities.

This course addresses the following Tam 21st Century goals:

#1: To prepare our students to think conceptually, solve complex problems, acquire knowledge, communicate ideas and work individually and collaboratively.

This course addresses the following Student Learning Outcomes:

#1: Communicate effectively when speaking and writing.

#2: Read and analyze materials in a variety of disciplines.

#8: Communicate in a second language.

II. STUDENT LEARNING OUTCOMES AND STATE STANDARDS

A. Students will demonstrate the following outcomes in listening, speaking, reading, writing, and culture:

1. Vocabulary Acquisition:

1-1: Each lesson will be introduced using Comprehensible Input to draw upon the students' ability to follow a story line based on visuals and easily understood sentences. Vocabulary will be introduced using this method. Student assessment of vocabulary will be based on quizzes and tests of vocabulary in context.

1-2: Since vocabulary is the chief component of comprehensibility, Mandarin Chinese 7-8 places great emphasis on vocabulary acquisition. The foundation laid during the first, second, and third

years will help students to continue to acquire new vocabulary during the fourth year. Methods similar to those used in Mandarin Chinese 1-6 will be used to test student acquisition of vocabulary.

2. Listening: When listening to passages in Mandarin, students will be able to demonstrate comprehension of sentence patterns introduced in Mandarin Chinese 1-6 and identify the following sentences:
- using “verb/adjective + zhe” to indicate an action in progress, or a continuing state;
 - using “verb + dao” to indicate the outcome of an action;
 - using “guolai” to state 1) to come over 2) to indicate the possibility in managing numerous things;
 - using “suiran...danshi...” to say although...yet...;
 - using “zhengzai” to state in process of ...;
 - using “ba” which literally means “hold”, but does not carry a specific meaning here. It is used in a sentence to introduce an object ahead of a verb to emphasize how it is dealt with;
 - using “adj + de” to serve as an adverbial phrase;
 - using “laoshi” to state always (usually an unwelcomed situation);
 - using “gen” to say 1) towards (someone, something) 2) and, with
 - using “verb + qilao” to indicate 1) an upward action 2) a put-away, put-aside action 3) an impression or opinion;
 - using “bei (passive signifier) + verb” to indicate how subject is treated;
 - using “verb + de xiaqu” to continue an action;
 - using “cai” to state 1) just 2) only...then 3) as late as;
 - using “verb + dao” to indicate the achievement of an action;
 - using “verb + cheng” to state become, into.

Students will continue to improve their ability to distinguish among the four tones and differences in meaning with the changes in tones. Students’ assessments of listening comprehension may be graded.

- 3A. Reading: When presented with a selection of reading materials, students will demonstrate comprehension of more advanced vocabulary and grammatical concepts. Chapter reviews and class assignments will ask students to respond to what they read in short answers (oral/written), true/false statements, and multiple choice formats. Translation and paraphrasing may also be used to assess students’ comprehension. Reading selections include those in the textbook and appropriate supplementary materials to be used at the teacher’s discretion. Supplementary reading materials may include authentic pamphlets, brochures and news articles (at appropriate level of comprehension).
- 3B. Reading of Pinyin (Romanization) and Hanzi (Chinese characters): Reading instruction will be in Hanzi (Chinese characters) with additional Pinyin (Romanization) for unfamiliar Chinese characters and new

vocabulary. The radicals of Chinese characters will be emphasized. An additional 150 Chinese characters will be introduced in an orderly and well-paced manner. Students' assessment of reading comprehension of Pinyin and Hanzi may be graded.

4. Speaking and Writing:

- 4-1: Chinese words, phrases and sentences will be introduced through listening first, then production later. This is also true of instruction in reading before students will be expected to write Chinese characters as they learn them.
- 4-2: Students will be able to elaborate in more depth on a variety of subjects listed under III Units of Instruction below, using the related vocabulary and correct grammatical structures. They will be more proficient at asking and answering questions in both controlled and spontaneous environments.
- 4-3: Students will be able to write more complex and creative essays related to specific course content using appropriate grammar and vocabulary. Students will be expected to learn the correct stroke order for Chinese characters and be able to write them using pencils/pens, whiteboard markers, brush pens and actual Chinese writing brushes.

5. Culture:

- 5-1: Students will demonstrate their understanding of cultural knowledge and appropriate cultural behavior, especially those involving appropriate Chinese manners when interacting with their peers and authority figures.
- 5-2: Students will demonstrate their understanding of discussions about vacation activities, summer plans, hospitality and social etiquette, the world of work, and the life of young people in China and other countries.
- 5-3: Students will demonstrate their knowledge of Chinese surnames, Chinese chess, printing and typing in Chinese, Confucius, local food variety, the three daily meals, Chinese currency, Chinese abacus, opium, and women's bound feet.

III. UNITS OF INSTRUCTION

Students in Mandarin Chinese 7-8 will learn the structure and vocabulary necessary to communicate in depth in Chinese using more extended language to talk about the

following: holiday activities, friends and family relationships, student elections and leadership, school events and extra curricular activities, use of technology, hospitality and social etiquette, comparison of eating habits, conservation and recycling, environmental protection, part-time jobs and want ads, on the job, shopping, parties and raves, personal relationships and opinions, health and healthy living, peer pressure and generation gaps, social issues and youth in China.

They will learn to talk about: 1) Vacation activities, teachers and student leaders, after-school and extracurricular activities, computers and the internet, guests and hosts, conversations about eating habits, social gatherings, impressions and opinions, jobs and working conditions, shopping and managing finances, dinner parties and raves, decision making, behavior and reactions, actions and problems, and unpleasant events and conclusions; 2) commonly-used classical idioms and expressions; and 3) more complex sentence and grammatical structures.

They will acquire a reading and writing knowledge of 150 simplified characters and a reading knowledge of the traditional characters among the characters introduced.

IV. ASSESSMENT

A. Student Assessment

Vocabulary quizzes and tests will be frequent during the fourth year of instruction in Mandarin. Listening and reading comprehension assessments will be frequent and used to determine if students are performing at the appropriate level of instruction. These assessments may be included on tests and quizzes. These assessments include short answers, matching, multiple choice and open-ended questions. Oral presentations, short skits, and role-playing will be used as speaking assessments. Writing skills will be assessed through direct writing, workbook exercises, and essay responses as well as cultural projects.

B. Course Assessment

The Mandarin Chinese 7-8 common course assessment will be developed to be used at all schools.

V. METHODS, MATERIALS, AND RESOURCES

A. Methods

This course will be taught primarily in the target language of Mandarin Chinese stressing “real world” communication skills. In order to reach all students, the course is designed to address multiple intelligences and will allow students to have access to learning using various approaches to language learning and many opportunities to actively participate in a student-centered environment.

Beginning each unit with a “stage-setting” activity, new concepts will be introduced using comprehensible input, followed by sufficient guided practice to

help the students familiarize themselves with the new patterns and vocabulary. The students will then have individual and small group practice to thoroughly master the unit before they are asked to do application and extension activities based on what they have learned previously. All learning will be spiraled in order to continue to re-introduce vocabulary and patterns learned earlier, only the activities will become progressively more complex.

B. Materials

The following instructional materials will be used:

Ni Hao 4 - Textbook – Chinese Language Course – Advanced Level

(ISBN 9781876739249)

Student Workbook 4 – Advanced Level (ISBN 9781876739256)

Audio CD (ISBN 9781876739287)

Teacher’s Handbook 4 (ISBN 9781876739263)

CD-ROM Language Lab Software

CD-ROM Game Software

The teacher may choose to use a variety of print materials including selected short stories, fables, poems, newspapers, and magazines. Films and videos will be used, as well as teacher prepared materials and activities.

C. Technology

In addition to the various multimedia used in the classroom, students may have the opportunity to access a wealth of new information through the use of advanced computer-based technology available through each school’s on-site computer laboratory or classroom laptops. Internet resources may be used to gain information on language and cultures. Software programs may provide assistance in grammar, writing, and reading comprehension skills. In this way, the course supports both language acquisition and computer proficiency.

Implications of technology for Mandarin education:

The AP Chinese Language and Culture test is taken using computers. To prepare students for this future requirement, students will need to be able to using word processing skills in Chinese. Students will also need to continue to practice improving their listening, reading, speaking and writing skills using a computer software tools. The students’ experience in the Mandarin Chinese 7-8 course will include regular practice using technology to develop all four skills and cultural knowledge.

D. School to Career Goals

Students will be developing skills that will be important and useful for future employment and further education, especially for those living and working on the west coast of the United States.

E. Suggested Instructional Time Allocation

Lessons 1-4 of *Ni Hao 4* will be studied in Mandarin Chinese 7-8

VI. GENERAL INFORMATION

Mandarin Chinese 7-8 is a two-semester, ten-unit elective course.

A. Prerequisites

This course is open to all students who have completed Mandarin 5-6 with a C or better or who have demonstrated equivalent mastery of intermediate Mandarin language.

B. Requirements Met

Mandarin 7-8 fulfills 1 unit of the UC “e” requirement of 2 units in Foreign Language or may be used in partial fulfillment of the “g” requirement.