

Course Name: Mandarin I

Prerequisite: None

Course Code #: H5142

Level: Academic

Year: 5X

Credits: 5

Course Description: This course is designed for students who are beginning the study of Mandarin at the high school level. Students will be introduced to the Mandarin language and culture via thematic units of study that focus on common informal settings and aspects of daily life. Emphasis is placed on listening and speaking with reinforcement from simple readings and some writing. Students will actively apply communicative skills through paired and small-group interactions simulating real-life scenarios. Students will also gain important cultural perspectives as they compare and contrast aspects of the Chinese culture with those of their own culture.

Throughout the course emphasis is placed on using the language communicatively in authentic situations. Mandarin will be used at a target of 90% of the time by the instructor as he/she leads the class through student-centered activities actively that engage the learners in producing Mandarin in meaningful contexts.

Course Proficiencies: Students who successfully complete this course will have developed the ability to communicate at the novice-mid proficiency level in three modes of communication:

- Interpretive - the ability to understand spoken and written communication within appropriate cultural contexts;
- Interpersonal - the ability to engage in direct oral and/or written communication with others; and
- Presentational - the ability to present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction.

In addition, students will have developed Intercultural Communication skills at the Novice proficiency level. The American Council on the Teaching of Foreign Languages has defined these novice skills in terms of “Can-Do” statements. In this course students will target the following “Can-Do” statements for Intercultural Communication:

- *In my own and other cultures, I can identify products and practices to help me understand perspectives.*
- *I can interact at a survival level in some familiar everyday contexts.*

Lastly, students will acquire language skills in the five areas outlined in the National Standards for Learning Languages: Communication, Cultures, Connections, Comparisons, and Communities, also known as The Five C’s of world language education.

Alignment to New Jersey Student Learning Standards:

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas. These areas include: 21st Century Life and Careers, Comprehensive Health and Physical Education, English Reviewed by Board of Education Curriculum Committee – 1/14/19

Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts and World Languages. The standard for language learning in New Jersey reinforces the reading, writing, speaking and listening skills that are targeted across the standards for each content area.

The 2014 New Jersey Student Learning Standard for World Languages is as follows:

7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

This standard is further divided into proficiency levels and three strands, one for each mode of communication. The proficiency levels are in line with the national performance descriptors as released by the American Council on the Teaching of Foreign languages. These guidelines indicate six different levels of proficiency that can be expected at the K-12 level of language learning. Throughout the course, students will be working to demonstrate proficiency at the Novice Mid level in all three modes of communication including: interpretive communication, interpersonal communication and presentational communication. The specific standards for this course are outlined below within each mode of communication.

Interpretive Mode

Students will develop the ability to:

1. Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources (i.e. podcasts, videocasts, audio clips and websites) related to targeted themes, such as self, friends, family, school life, hobbies and interests, foods, and vacations and holidays. (7.1.NM.A.1)
2. Demonstrate comprehension of simple oral and written directions, commands, and requests through appropriate physical response. (7.1NM.A.2)
3. Recognize a few common gestures and cultural practices associated with the Chinese culture in relation to social etiquette and customs, family values, celebrations or cuisine. (7.1.NM.A.3)
4. Identify familiar people, places, and objects based on simple oral and/or written descriptions. (7.1.NM.A.4)
5. Demonstrate comprehension of brief oral and written messages using age-and level-appropriate, culturally authentic materials on familiar topics such as wellness, feelings and emotions, school life, pastimes, or science-related topics such as weather, climate and seasons. (7.1.NM.A.5)

Interpersonal Mode

Students will develop the ability to:

1. Use digital tools, such as SKYPE, email, text messaging, or online collaborative discussion threads, to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and the targeted themes of friends, family, self, school life, hobbies and interests, foods, and vacations and holidays. (7.1.NM.B.1)

2. Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities. (7.1.NM.B.2)
3. Imitate appropriate gestures, intonation, and common idiomatic expressions of the Chinese culture and/or language during daily interactions. (7.1.NM.B.3)
4. Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and simple sentences as related to self, family, responsibilities, leisure activities, eating in a restaurant, hobbies and leisure activities, or traveling. (7.1.NM.B.4)
5. Converse on a variety of familiar topics and/or topics studied in other content areas. (7.1.NM.B.5)

Presentational Mode

Students will develop the ability to:

1. Use basic information at the word and memorized phrase level to create a multimedia-rich presentation on targeted themes such as self, family, friends, school life, hobbies and leisure activities, foods, vacations and travel, to be shared virtually with a Chinese language audience. (7.1.NM.C.1)
2. Imitate, recite, and/or dramatize simple Chinese poetry, rhymes, songs, and skits related to targeted themes such as self, family, friends, school life, hobbies and leisure, foods, vacation and travel. (7.1.NM.C.2)
3. Copy/write words, phrases, or simple guided texts on familiar topics. (7.1.NM.C.3)
4. Present information from age- and level-appropriate, culturally authentic materials orally or in writing. (7.1.NM.C.4)
5. Name and label tangible cultural products and imitate cultural practices from the Chinese culture. (7.1.NM.C.5)

In addition to focusing on the NJSLS 7.1 for World Languages this course will also incorporate the following NJSLS for Educational Technology 8.1 and NJSLS for 21st Century Life and Careers:

Educational Technology (NSLS 8):

- 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- 8.1.12.D.2 Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
- 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

21st Century Life and Careers (NJSLS 9):

- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

NJ Career Readiness Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

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CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

Assessment Criteria: Teachers utilize student observation checklists, formative assessments, daily participation, tests, quizzes, homework, interpretive, interpersonal and presentational tasks and assessments, projects, integrated performance assessments, student self-assessments and peer assessments to evaluate the progress and/or achievement of the above stated proficiencies.