



# DEXTER COMMUNITY SCHOOLS

Bates School, 2704 Baker Road, Dexter, Michigan 48130  
(734) 424-4100 fax (734) 424-4111  
www.dexterschools.org

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## DEXTER COMMUNITY SCHOOLS

Application to request the adoption of a new course and/or resources

**Date of application:** Oct. 23rd., 2024

**Course Title:** Chinese Mandarin III

**Department:** World Language

**Duration:** 1 year (2 semesters)

**Prerequisite(s):** The students should have prior learning experience of Mandarin Chinese I and II

**Applicant(s):** Emily Xu

**Building Involved:** Dexter High School

**Targeted population:** 10th Grade

**Targeted year for implementation:** 2025-2026

**DHS Courses - Proposed Credits Earned and Category:** 1 credit World Languages

### **Describe your course/resource request:**

Mandarin III is an intermediate-level course designed to build upon the foundational knowledge acquired in Mandarin I and II. The course focuses on deepening students' proficiency in listening, speaking, reading, and writing in Mandarin. Emphasis is placed on expanding vocabulary, mastering more complex grammatical structures, and developing the ability to engage in conversations on a wider range of topics such as daily life, culture, current events, and social issues.

The course aims to foster a greater understanding of Chinese-speaking communities and encourages students to apply their language skills in practical, meaningful ways. Through various interactive activities, projects, and group work, students will strengthen their communication skills and be better prepared for advanced language studies or real-world interactions in a Mandarin-speaking environment.

### **Rationale: Why is/are a new course or new resources necessary?**

- Providing a seamless continuation of the language learning journey for students who have already invested time and effort in mastering Mandarin I and II is of great importance.
- This course builds on knowledge from Mandarin I and II, enhancing overall language skills and communicative competence to help students become more effective communicators. Mandarin III focuses on mastering advanced vocabulary and grammar, which is essential for improving fluency and confidence in listening, speaking, reading, and writing at an intermediate level. Additionally, it prepares students for higher-level



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courses, such as AP Mandarin Chinese, while facilitating meaningful interactions with Mandarin-speaking communities.

- With over a billion speakers worldwide, Mandarin offers valuable language skills that can enhance students' academic and career opportunities in an increasingly globalized world. Proficiency in Mandarin is particularly beneficial for fields like international relations, business, higher education, and tourism.

## **What are the “big ideas” or “core concepts” that will be covered in the course/resources?**

There are [specific goals](#) for World Languages regarding how the visions of the Dexter Community Schools apply to student learning.

Students should be able to independently use their learning to:

- Establish and maintain positive relationships in diverse cultural contexts.
- Communicate effectively in more than one language, honoring culture and context and serve as mediators within and across cultures in order to reach shared goals and understanding.

The big ideas covered in the course are Communication, Cultures, Connections, Comparisons, and Communities, which are the Five C's defined by ACTFL.

- Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
- Cultures: Interact with cultural competence and understanding.
- Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.
- Comparisons: Develop insight into the nature of language and culture in order to interact with cultural competence.
- Communities: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

Based on the curriculum *Go Far with Chinese 2 and 3*, the course topics include

- Chapter 1 Miscommunications
- Chapter 2 Stopping for a Bite
- Chapter 3 Keeping Healthy
- Chapter 4 Maintaining Friendship
- Chapter 5 Talking about Country Life and City Life
- Chapter 6 A New Environment



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Chapter 7 Learning About Environment Problems

Chapter 8 An Environment Protection Competition

Each chapter will incorporate fundamental Chinese knowledge, including geography and history, Pinyin and tones, character memorization and writing, classroom phrases, and Chinese cultural aspects and traditions.

**By the end of the course, students will be able to accomplish the following tasks in Mandarin:**

- Give advice on how to avoid and resolve conflicts
- Explain why people partially agree or disagree with something
- Describe how one action or event depends on another
- Talk about basic symptoms of illnesses and allergies
- Ask for and give directions to a place
- Express whether or not an action is possible
- Compare and talk about the differences between country life and city life
- Discuss some environment problems
- Analyze how local climate affects environment issues in a region

## **Connection to Strategic Plan and/or Profile of a Learner?**

The study of the Chinese language and culture offers students the opportunity to cultivate skills aligned with the learner profile. Central to language learning is effective communication.

Students are exposed to diverse language and cultural knowledge, igniting their inquisitiveness and prompting them to take initiative in their thinking and actions. They practice collaborative teamwork through project-based learning, addressing challenges through collective problem-solving and applying critical thinking skills. They learn to utilize resources efficiently, promote information literacy, to explore fresh ideas and alternative perspectives.

Moreover, they take personal responsibility and display resilience when confronted with demanding situations. Reflecting on their learning experiences, they become self-motivated learners. This journey also encourages them to demonstrate kindness and empathy, fostering their ability to listen to others' perspectives and appreciate the values and cultures of different communities.



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## **How will technology be integrated into the course/resources?**

- Students have access to online resources like digital resources(archchinese.com), the audio of the visual dictionary, Fluency Link materials for practicing reading, listening, writing, and speaking.
- Educational tools provided by Google including Canvas, Slideshows, Sheets, Docs, Forms, as well as Seesaw, Jamboard, Duolingo will be thoughtfully and purposefully incorporated into the classroom.
- Teachers will employ these technologies to personalize the learning experience and offer varying levels of structured support to meet the needs of students.

## **How do the resources support various learning styles, multiple intelligences of the students, and differentiated instruction?**

- The resource packages allow teachers to utilize them in a way that suits students' needs and to craft adaptable lesson plans tailored to various individual learners.
- Diversity of resources are able to meet the needs of students with different learning styles.
- Teachers can create individual learning plans and pick the support resources based on students' learning situation.

## **How does the material support cultural diversity and gender equity?**

Learning the Chinese language and culture exposes students to the rich and diverse cultural heritage of China. This includes an understanding of Chinese customs, traditions, festivals, and history, fostering an appreciation of cultural diversity. Besides, discussions within the classroom can encourage students to explore and appreciate different cultural and gender perspectives, fostering an environment where diverse viewpoints are valued. In addition, classroom activities and resources will be designed to present gender-neutral roles and opportunities, avoiding stereotypes and promoting gender equity.

## **How will career or “real world” experiences be integrated into the course and resources?**

- The class will present case studies or real-world scenarios where students need to use Mandarin to solve problems, make decisions, or communicate effectively.
- The students will be encouraged to work on collaborative projects that involve real-world applications of the language. For example, they could talk about environmental problems, work out resolutions, conduct surveys, or interview their classmates in Mandarin.
- Students will learn how to network professionally in Mandarin, including how to introduce themselves, engage in small talk, and exchange contact information.
- Create an e-pal exchange program with students or professionals in Mandarin-speaking countries. Students could learn about daily work or school life, using Mandarin in authentic written communication.



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- Invite guest speakers or professionals who use Mandarin in their careers to share their experiences and insights with the class. This can provide real-world context for language use.

## **How does the material encourage critical thinking and problem-solving?**

- Mandarin III introduces more complex grammar rules and sentence structures, requiring students to think critically when constructing sentences and understanding how these structures affect meaning.
- Deeper exploration of Chinese culture and traditions in Mandarin III enhances students' critical thinking to understand the cultural context and its impact on language use.
- Mandarin III may include scenarios that require problem-solving skills in real-life situations, such as how to resolve miscommunication, maintaining friendships, keeping healthy or adjusting to a new life in Mandarin-speaking environments.
- Activities such as group discussions, peer reviews, and reflections will be conducted based on authentic resources. These student-led activities will encourage them to explore topics of their choices and design their own tasks so as to boost their critical thinking and problem solving skills.

## **What summative and formative assessments will be used to measure student achievement?**

- Formative assessment: chapter quiz, listening comprehension quiz, reading proficiency quiz, oral proficiency checks, vocabulary quiz, culture contests, role-play, homework and assignments..
- Summative assessment: project presentations, interviews, unit tests, midterm exam and final exam.

## **What teacher aids are provided?**

- Go Far with Chinese Textbook 3, Go Far with Chinese Workbook 3, Online Platform FluencyLink, Chinese Character Practice workbook
- Teaching Supplies: flash Cards, videos on Youtube and FluencyLink, subscription to Arch Chinese, Online interactive games Kahoot, and subscription to digital Chinese books ichinesereader.com
- Chinese Art and Craft Supplies, Chinese Games and Toys, Chinese Artifacts

## **Describe what other alternatives were considered and why were they not being proposed:**

1. Better Chinese: The teacher's online platform is pretty old right now and not very user-friendly. Besides, the textbooks have a limited scope of content, focusing primarily on specific aspects of the language or certain topics, which can restrict learners from gaining a comprehensive understanding of the language and its various contexts. Furthermore, the



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textbooks don't adequately incorporate authentic, real-world language usage, cultural references, or contemporary topics. In addition, I use the trial account and find in the videos, the background music is even louder than speakers' voices, which can make it challenging for students to understand and follow the content being presented.

2. Zhen Bang Chinese: includes some complicated political issues in the textbook
3. Mandarin Matrix: Online textbooks that are better suited for studying at one's own pace.

**Projected costs** (explain each as needed, some items may not be applicable):

Additional personnel:	\$0
Textbooks, materials, technology:	\$3404.98
<ul style="list-style-type: none"> <li>• Go Far with Chinese Textbook 3: \$95x20=\$1900</li> <li>• Go Far with Chinese Workbook 3: \$47x20=\$940</li> <li>• The online platform FluencyLink Subscription: \$165</li> <li>• ArchChinese Subscription: \$99.98</li> <li>• Chinese Art and Craft Supplies, Chinese Games and Toys, Chinese Artifacts: estimated \$300</li> </ul>	
Professional Development:	\$165
MIWLA(Michigan World Language Association) Conference	
Speaker/Consultant stipends:	\$100
Registration fees:	\$0
Travel expenses:	\$50
Other expenses (please explain below)	\$0
<b>GRAND TOTAL:</b>	<b>\$3719.98</b>

**Instructional Resource Review Process**

\* All steps must be completed before BOE presentations

**\*Date of department/committee review/discussion:**

Location of meeting: Room 581  
 Number of attendees: 5  
 Record of the meeting including comments & recommendations:  
 General support of the class - good continuation of the language instruction

**\*Date of admin review/discussion: 11/14/24**

Location of meeting: Bates  
 Number of attendees: 12



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Record of the meeting including comments & recommendations: Concerns about running this course with the number of interested students. Support to offer and put on schedule, but support is dependent on the number of interested students.

**\*Date of adjacent building review/discussion:**

Location of meeting: 11/14/24

Number of attendees: Mill Creek

Record of the meeting including comments & recommendations: Concerns about enrollment.

Content looks good.

**\*Date of community review/discussion:**

Location of meeting: Virtual

Number of attendees: 13

Record of the meeting including comments & recommendations:

- General support of the new course
- Is the aim of the Chinese program to eventually offer higher level courses that can potentially prepare students for Advanced Placement Exams in the future?
- Just need to have enough students to run a full section.

**Requires at least 2 BOE meetings (at least 1 month)**

**Date of Board of Education review/discussion:** 11/18/2024

Record of the meeting including comments & recommendations:

**Date of Board of Education action:**

Action taken: