

SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL: Course of Study
SECTION A. COVER PAGE

1. Course Title: Mandarin for Chinese Speakers 2 If Title Change, Previous Title: _____	7. Action <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Revision <input type="checkbox"/> Title Change Only
2. Date Submitted: 11/14/2016	8. Grade Level(s) <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 12 <input type="checkbox"/> 8
3. Transcript Title/Abbreviation(s) Mandarin for Chinese Speakers 2	9. Prerequisites (Please list.) X <input type="checkbox"/> Required Oral fluency and basic writing skills in Mandarin <input type="checkbox"/> Recommended
4. Transcript Course Code/Course Number : Mandarin for Chinese Speakers 2	10. Seeking Program Distinction? <input type="checkbox"/> YES (Check one below.) <input checked="" type="checkbox"/> NO <input type="checkbox"/> Honors <input type="checkbox"/> AP <input type="checkbox"/> Other
5. Subject Area Language Other than English	11. Is this a CTE course? <input type="checkbox"/> YES X <input type="checkbox"/> NO If YES, complete Section C
6. Department World Languages	12. Previously approved by UC? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> NA for 6th-8th Year approved _____ Year removed _____
13. UC ELIGIBILITY Already eligible? <input type="checkbox"/> NA for 6th-8th <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input checked="" type="checkbox"/> f <input type="checkbox"/> g Proposing eligibility? <input type="checkbox"/> NA for 6th-8th <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input checked="" type="checkbox"/> f <input type="checkbox"/> g Please mark one for approved eligibility or proposed eligibility.	14. Unit Value/Course Credit/Length of Course <input type="checkbox"/> 0.5 (semester or half-year) X <input type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other _____
15. School Contact and Course Developer Name: Jonathan Fall Phone: 510-618-4600 ext. 2225 Email: jfall@slusd.us Position: Mandarin Teacher	
16. Approval Signatures: Department Chair: <i>[Signature]</i> Principal: <i>[Signature]</i>	Approval Date: 11/16/16 <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-top: 10px;"> DISTRICT OFFICE USE ONLY Date approved by Board Curriculum Committee 11/29/16 Date approved by Board </div>

SECTION B. COURSE CONTENT

17. Course Description

This course expands on the linguistic knowledge and cultural competence gained in Mandarin for Chinese Speakers 1. The course focuses on systematically moving students into higher levels of linguistic and cognitive performance. Literary texts, such as legends, folktales, short stories, and other genres representative of the Chinese-speaking world (including Chinese-speaking communities in the US) are introduced and deconstructed to make them comprehensible to the learners and increase students' proficiency of Chinese academic language and literacy skills. Learners will respond both orally and in writing to literary and cultural texts and relate them to their own experiences as heritage speakers of the language and members of Chinese-American communities. The class will be conducted mostly in Mandarin with appropriate scaffolding to address a range of student linguistic and cultural competency.

18. Course Goals and/or Major Student Outcomes

This course will review the vocabulary and grammatical principles covered in the prerequisite course. After this review, other complex vocabulary, grammar, and themes will be introduced progressively to work toward developing a thorough understanding of the Mandarin language. Students will work to develop skills in the interpretive, interpersonal, and presentational modes in both academic and nonacademic settings. This course will prepare students to engage with a wide variety of topics and themes that relate to their lives and to the greater world, and to be able to use Mandarin to converse with others, understand information, and present that information to an audience either in a formal or informal context.

Students will work with a variety of texts to expand their lexical and grammatical skills through both written and oral forms, and will work independently and with their classmates to complete assignments and projects that reflect the development of not only linguistic skills, but also of critical thinking related to their experiences and of the world around them. These assignments will cover the three modes of language communication (interpretive, interpersonal, and presentational), as well as all 5 "C's" used by ACTFL (the American Council on the Teaching of Foreign Languages), which are Communication, Culture, Connections, Comparisons, and Communities.

This course will use the textbook *Chaoyue*, Lessons 10 to 17. The teacher will also select additional materials that support vocabulary and grammatical development, as well as engage students on a variety of topics related to those covered in the textbook.

19. Course Objectives (standards)

California World Language Standards Addressed in this Course Include:

Content

- A.2.1 Students address topics related to self and the immediate environment.
- A.3.0 Students acquire information, recognize distinctive viewpoints and further their knowledge of other disciplines.
- A.3.1 Students address concrete and factual topics related to the immediate and external environment.
- A.4.1 Students address complex concrete, factual and abstract topics related to the immediate and external environment.

Communication

- B.2.0 Students use created language (sentences and strings of sentences).
- B.3.0 Students use planned language (paragraphs and strings of paragraphs).
- B.2.1 Students engage in oral or written conversations.
- B.3.2 Students interpret written or spoken language.
- B.3.3 Students present to an audience of listeners or readers.

Functions

- B.3.4 Students describe, narrate, explain, and state an opinion.
- B.4.4 Students discuss, compare and contrast, support an opinion, persuade.
- B.3.5 Students demonstrate understanding of the main idea and key details in authentic texts.
- B.4.5 Students demonstrate understanding of the main ideas and most details in authentic texts.
- B.3.6 Students produce and present a written or oral product in a culturally authentic way.

Cultures

- C.1.1 Students associate products, practices and perspectives with the target culture.
- C.2.1 Students demonstrate understanding of the roles products, practices and perspectives play in the culture.
- C.3.2 Students describe similarities and differences within the target cultures and among students' own cultures.
- C.3.3 Students describe how products and practices change when cultures come in contact.

Structures

- D.1.0 Students use orthography or phonology to understand words and phrases in context.
- D.1.1 Students use orthography or phonology to produce words and phrases in context.
- D.1.2 Students identify similarities and differences in the orthography or phonology of the languages they know.
- D.2.0 Students use sentence level elements (morphology and/or syntax) to understand concrete and factual topics.
- D.2.1 Students use sentence level elements (morphology and/or syntax) to produce informal communications.
- D.2.2 Students identify similarities and differences in the sentence level elements (morphology and/or syntax) of the languages they know.
- D.3.0 Students use knowledge of text structure to understand topics related to the external environment.

D.3.1 Students use paragraph level discourse (text structure) to produce formal communications.

Settings

E.3.0 Students use language in informal and formal settings.

E.2.1 Students participate in age appropriate cultural or language use opportunities outside the classroom.

College and Career Readiness Standards:

- **Reading**

Key Ideas and details

1. 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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. 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.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. 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

10. Read and comprehend complex literary and informational texts independently and proficiently

- **Writing**

Text types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

20. Course Outline

Lesson 10: Welcoming the New Year

Topics and Themes: Celebrating the Lunar New Year; New Year's Eve and Day traditions; Preparing for the New Year; New Year's stories and myths; Chinese zodiac; holidays in the US and China; Valentine's Day.

Learning Objectives:

- Students will be able to understand the practices and customs of the Chinese New Year celebration and Christmas.
- Students will be able to compare the differences and similarities between these two holidays.

Students will go into greater depth than they did in the prerequisite course in relation to Chinese holidays, especially the Chinese or Lunar New Year. Students will learn about key vocabulary related to celebrating Chinese New Year in China and with one's family, and will explore the ways the holiday is celebrated around the world, and how the celebrations in the US are similar and different from those in China. The similarities and differences between American holidays and Chinese ones will also be addressed, and students will build on what they learned in the previous course in terms of comparing and contrasting different cultures.

Assignment 1: Students will watch a film about the “春运,” the mass migration that occurs every year in China as people go home. After an in-class discussion about this event, students will write a narrative story in which they imagine themselves as someone travelling this route. They will research what it would take to get home, and write an informal narrative essay about an imagined experience. (Interpretive, presentational)

Assignment 2: Students will interview a family member about celebrating Chinese holidays in the US, and, if applicable, how it compares to celebrating these holidays in China (if they lived in China). Students will then write a report compiling what they learned, and present it to the class. (Interpersonal, presentational)

Assignment 3: Students will write a personal essay in which they will address the differences and similarities between 1 Chinese and 1 American holiday. They will also have the choice to write a persuasive essay in which they take a position on the question “Is Chinese New Year an American holiday?” Both of these essays will make use of vocabulary and grammatical patterns learned in this lesson and in the previous course.

Lesson 11: Arts and Entertainment

Topics and Themes: Entertainment; leisure activities; music; movies; TV; weekend activities; traditional Chinese art; famous Chinese artists.

Learning Objectives:

- Students will be able to talk about entertainment and leisure activities.
- Students will be able to understand and appreciate some traditional Chinese arts.

In this lesson, students will explore popular leisure activities, and build on previous lessons and vocabulary learned in Mandarin for Chinese Speakers 1. They will learn more complex and specific vocabulary, and will be exposed to more complex grammar patterns to better describe these activities, as well as to critique various forms of media. Students will also engage with Chinese art and media, and will be exposed to a variety of films, TV shows, and music, as well as traditional Chinese art. They will learn to critically examine these pieces of art and media, and to discuss them in Mandarin.

Assignment 1: Students will create a weekend entertainment guide, featuring the times and locations of six different events and an illustration of each event. Then, they will present their guide to the class. Students will be able to express in Spanish about their leisure activities and places to go. (Presentational)

Assignment 2: Students will watch the film “Raise the Red Lantern.” Then, students will write a summary of the plot and main characters. Also, students will work on a comprehension question packet and an essay answering one question about the themes and story of the movie. (Interpretive, Presentational)

Assignment 3: Students will choose a song in Mandarin that they like and will translate the lyrics into English. They will then write a brief essay explaining the meaning of the song. (Interpretive, presentational)

Assignment 4: Students will interview a classmate about their experience and exposure to Chinese media, and what kinds of Chinese media they prefer, and whether or not they prefer American media or Chinese media. Students will then present their findings in both oral and written forms. (Interpersonal, Presentational)

Lesson 12: From Courtyard Houses to Skyscrapers

Topics and Themes: suburbs vs. cities; housing in China, Taiwan, and the US; your ideal house; traditional Chinese houses; urbanization; fengshui.

Learning Objectives:

- Students will be able to describe their houses or apartments.

- Students will be able to discuss the housing issues in China, Taiwan, and the United States.
- Students will be able to talk about the basic concepts of *fengshui*.

This lesson will focus on the current issue of urbanization as it occurs in the United States, China, and Taiwan. Students will learn new vocabulary about the urban environment, and will continue to learn new academic grammar patterns to prepare them to write academic essays. Students will learn about the history of housing in China, including the well-known “四合院,” or “courtyard houses,” and how many have been torn down in favor of high-rise apartment buildings. The lesson will also include an examination of the students’ own housing situation, and what, if anything they would like to change about where they live.

Assignment 1: Students will draw a picture of the layout of their house or apartment, and present it to the class. They will then write a short reflection on whether or not they like where they live, and whether or not they would change where they live. (Presentational)

Assignment 2: Students will watch a documentary on the housing crisis in China and will write a synthesis explaining what is happening in China and why this crisis is so important to China’s people and economy. Also, students will work on reading comprehension questions about the housing shifts in China and Taiwan. (Interpretive, Presentational)

Assignment 3: After reading about the courtyard houses and the modern changes of urbanization in both China and the US, students will write a persuasive essay to answer the question about whether China is justified knocking down historical, cultural courtyard houses in favor of high-rise apartment buildings. (Presentational)

Lesson 13: Studying Abroad

Topics and Themes: studying abroad in China or Taiwan; choosing a place to study abroad; daily life abroad; culture shock; internships.

Learning Objectives:

- Students will be able to search and describe study abroad and internship programs as well as to make plans.
- Students will be able to describe study abroad and internship experiences.

This lesson will focus on travel and issues that arise when one travels to another country. Students will review travel vocabulary and also learn vocabulary at a higher tier of language learning as it pertains to going to a new place, meeting new people, and dealing with culture shock and homesickness. Students will then grapple with these issues, and

critically think about what it means to travel and how they themselves can take advantages of opportunities to go abroad.

Assignment 1: Students will conduct research online about the various ways they can travel abroad in high school or college. They will then write up a proposal for a way they can travel abroad and present it to the class. (Interpretive, presentational)

Assignment 2: After reading a few articles on the difficulties of travelling or living in another country, students will conduct a Socratic Seminar on the issues associated with culture shock and travelling alone. Students who have emigrated from China will be able to share their experiences moving to the United States, and all students will be able to discuss what they might experience if they were to travel alone to another country. After the seminar, students will write a reflection. (Interpersonal, presentational)

Lesson 14: Traveling

Topics and Themes: traveling; making travel plans; Taiwan and China geography; traveling in China and Taiwan; historical sites in China and Taiwan; cities in Asia.

Learning Objectives:

- Students will be able to describe travel in general and make travel plans.
- Students will be able to describe scenic views, major cities, and historical landmarks.

Students will learn more generally about traveling in this lesson. Students will learn vocabulary and grammatical patterns that will allow them to describe their travel plans and to smoothly get around in a Chinese-speaking country. They will also learn how to access subway systems and historic and scenic sites, and how to make plans for spending time in foreign places. By the end of this lesson, students will feel comfortable with planning a trip abroad and getting around in a foreign country.

Assignment 1: In small groups, students will choose or be assigned a province in China, or a Chinese speaking country, and will make a poster extolling the special features of that province and why students should visit that province or country. They will then present their posters to the class. (Presentational)

Assignment 2: Students will be given a map of China and will be tasked to find specific locations. After that students will take notes on how to get from one place to another. Once students finish taking notes, they will work in pairs and take turns asking and giving directions and follow along on the map. (Interpersonal)

Assignment 3: Students will watch a documentary on Beijing and write a synthesis explaining why this city is considered one of the most important historical cities in the world. Students will also read articles on Beijing and answer comprehension questions about the readings. (Interpretive)

Lesson 15: Overseas Chinese Communities

Topics and Themes: Being Chinese in the US; famous Chinese-Americans; Chinatowns; ethnic minorities in the US; San Francisco Chinatown; Qingming Festival.

Learning Objectives:

- Students will be able to discuss and appreciate the contributions of Chinese Americans.
- Students will be able to discuss the diversity of overseas Chinese.

This lesson will focus on the communities in which the students live. Students will continue to learn new vocabulary and grammar patterns, but will focus on utilizing the vocabulary and grammar they have spent the year studying to express how they feel they fit into the Chinese-American community and into the American community in general.

Assignment 1: Students will choose a well-known Chinese-American individual, and create a poster or e-poster about that individual. They will write an essay with a thesis, supporting evidence and conclusion, demonstrating and explaining why their chosen individual is one of the best representatives of their heritage or native culture. They will present their poster and report to the class. (Presentational)

Assignment 2: Students will interview a friend or family member who is a member of the Chinese-American community. They will ask questions about their thoughts and experiences as a member of this community, and about what being part of that community has meant to them. Students will write up their findings and present it to the class. (Interpersonal, presentational)

Assignment 3: The class will watch a documentary on Chinatowns and then take a field trip to one of the local Chinatowns (either Oakland or San Francisco). After returning from the field trip, students will write an essay about the importance of Chinatowns, and take a position about whether or not they think Chinatowns will continue to be relevant in the future. (Interpretive, presentational)

Lesson 16: Protecting Endangered Species

Topics and Themes: Endangered species; animals; protecting endangered species; the case of the Giant Panda; Dragon Boat Festival.

Learning Objectives:

- Students will be able to talk about the facts about endangered animals and the causes for their extinction.
- Students will be able to discuss possible solutions to protect endangered animals.

The final two lessons of the course will revolve around environmental protection and the effects humanity is having on the environment. During the first lesson, students will discuss the precarious situation many endangered species, including China's symbol the Giant Panda, face today. They will learn academic language related to the study of ecology, and will learn to write more scientific essays in Mandarin.

Assignment 1: Students will each research one endangered species and prepare a report on the animals' habitat and what is threatening its existence. They will then give 1-3 suggestions for how to protect the animal or restore its habitat. (Presentational)

Assignment 2: Students will work in groups to create a public awareness campaign for endangered species. They will create posters and write a report about how to make such a campaign a reality. Students will present their idea to the class and will be given a chance to enact their campaign online or in their community. (Presentational)

Lesson 17: We Only Have One World

Topics and Themes: Pollution; the causes of air and water pollution; ways to protect the environment; local actions for the environment; Tzu Chi.

Learning Objectives:

- Students will be able to discuss the issues of environmental pollution and destruction.
- Students will be able to discuss the efforts of environmental protection and community planning.

In the final lesson of the year, students will use the skills they have been learning all year to think about the problems of environmental degradation and global warming in both a global and local context. Students will further develop their scientific, academic vocabulary in relation to the problems of environmental destruction and protection, and will put the comparing and contrasting and debating skills they have been learning to use as they think about one of the most complex and difficult topics of the modern era.

Assignment 1: Students will watch the Chinese documentary "Under the Dome" and will read articles about pollution in China. Students will then write a reflection to the film and a short, formal expository essay about the problem of pollution in China and what can be done to combat it. (Interpretive, presentational)

Assignment 2: Students will create an action plan for some form of environmental protection in their community. They will meet with local Chinese-American leaders about enacting the policy. They will create a proposal, present it to the class, and go into the community to find a way to make it work. They will then write a reflection about this process. (Interpersonal, presentational)

21. Instructional Materials: **Board approved required text**

This course will use the textbook *Chaoyue*, Lessons 10-17.

Adopted Textbook:

Title: Chaoyue: Advancing in Chinese

Publication Date: January 2010

Publisher: Columbia University Press

Authors: Yea-Fen Chen, Meng Yeh, Frances Yufen Lee Mehta, Mei-Ju Hwang,
Yuanchao Meng, and Natasha Pierce

Usage: Primary text, read Lesson 10-17

22. Instructional Methods and/or Strategies

This section provides a comprehensive description of the instructional methods and/or strategies of the most commonly used practices of this course. Project Based Learning will be incorporated and a variety of instructional strategies to support multiple intelligence principles.

Venn Diagrams: Venn diagrams are used to create a visual analysis of information and compare and contrast cultural practices, products, and perspectives of the US and Chinese cultures.

Flowcharts: This graphic organizer methodology assists students in representing a position, role and order of associations among group elements. Students will draw a representation of sequential flow of events, actions, character roles, and/or decisions as they deconstruct and analyze literary and cultural texts.

Additional graphic organizer formats such as webbing, concept mapping and decision trees will be used throughout this course for different assignments and learning objectives.

Realia: The teacher and the students will bring authentic cultural artifacts that support targeted lessons and group projects in order to make greater meaning of comprehensible input in the target language and to integrate language and culture. Cognitive linguistic and cultural competency are enhanced when students interact directly with the linguistic and cultural products of the target language.

Lectures: Teacher lectures exclusively to present and explain grammatical concepts and teach vocabulary in context. Each lecture is accompanied by a set of designated visuals and active processes, i.e., students are requested to engage in learning strategies that will allow

them to reflect and apply the concepts taught and the teacher's explanations and demonstrations. For example, students will take Cornell Notes, apply the Bloom's Taxonomy Question Stems as well as other AVID techniques. All these techniques will foster the development of the students' cognitive and literacy skills.

Teacher Direct Instruction: Teacher guides students and acts as a facilitator in regards to the completion of each assigned tasks, grammar concepts, homework, games, role-plays, essays, projects, etc. Students complete the assigned activities following the given instructions as they progress in the course. This practice will be put into practice, when appropriate, in each unit and content of this curriculum.

Music/songs/chants: These activities are exciting and stimulating for students when it comes to assistance in reinforcing and revisiting content area concepts while acquiring Mandarin pronunciation, intonation patterns and cultural awareness.

Educational Games/Integrated Technology: Students will practice some board and educational games to review vocabulary, reinforce grammar concepts and practice how to use Pinyin to type Chinese characters in a keyboard.

Video clips, documentaries, and movies: These resources contain implicit and explicit authentic grammar and content topics that serve as direct instructional tools for this course. They provide students with a wide range of authentic registers and topics about diverse Mandarin-speaking regions around the world. Each video has a supplemental activity packet that is linked to the unit's learning objectives.

Hands-on activities: Students will create brochures, bulletin boards, posters, and artifacts in regards to the target unit contents. The hands-on activities provide students with collaborative learning experiences as well as the ability to create products that parallel those used in real-world.

Dialogic Journals: Students write about their life experiences. Through the journals, students integrate their lexicon and use grammatical structures in context.

Portfolios: These constitute reflective observations for improving student learning through a thoughtful ongoing documentation of significant processes and specific learning outcomes that correspond to the course's benchmarks.

Drama/Role Plays: These authentic single or group activities emphasizes the development of reading comprehension and oral skills. The role-play is practical and can be less intimidating for the students as they gain confidence to speak the language. This supplementary practice is principally favorable to increase fluency and make language comprehensible to diverse audiences.

Interviews: Interviews represent an exceptional tactic so that the students master competencies necessary to gather information about a particular topic and report on it

following a predetermined format. Students are instructed to pre-plan a set of questions and to use those questions to create a format for the interview culminating in a presentation. Interviews support interpersonal connections, expand the ability of students to frame questions and to infer answers from others. This activity also aids in the development of organizational, planning, and other cognitive skills that prepare students for other academic experience and careers.

Socratic Seminars: This strategy highlights the importance and benefits of student-driven discussions. Students practice their listening, speaking, and critical thinking skills. The main objective of the Socratic seminars is to have students gain the capacity to deconstruct and respond to diverse texts.

Cooperative Learning/Group Informal and Formal Projects: This instructional method promotes students' communicative/leadership skills and language proficiency in the target language. By working in pairs or small groups, students increase their participation in the construction of knowledge. In team work projects each student has a particular function as well as a set of particular responsibilities. Cooperative learning is an exceptional approach to build higher levels of student achievement, increase individual and group responsibility, and encourage respect for the cultural and academic diversity in each group.

Field Trip Experiences: Students participate in real-life learning experiences within authentic cultural settings using the community as a laboratory for acquiring language and culture.

Current Events and News: Students read news articles and watch TV news reports in order to simultaneously practice and develop reading and listening comprehension skills and to learn about current trends in the Chinese-speaking world.

23. Assessment Methods and/or Tools

Assessment and Evaluation

This course includes many different types of assessments to evaluate students' proficiency on particular or different learning objectives. To ensure more accurate assessment of student proficiencies, different kinds of activities are implemented so that students have multiple ways to practice and demonstrate their listening, speaking, reading, writing, and critical thinking skills. **The students are assessed regularly (formative) during the unit, by the end of each unit and by the end (summative) of each term/semester.** The assessments go hand in hand with the key assignments' section of this course, e.g. **informal** assessments: warm-ups, observations, checks for understanding, interviews, portfolios, pair/group work, discussions, Socratic seminars, role plays, dialogues in skits, quizzes on vocabulary/grammar, pronunciation drills, interactive games, hands-on activities, journals, fill in the blanks and cloze activities, etc.; **formal** assessments go together with a specific rubric. This includes semester cultural projects, essays, research, written and oral unit/mid-term/semester tests, reading and listening comprehension exams, etc.

The following is a complete explanation of the assessment categories of this course:

Warm-ups: The purpose of these activities is to activate students' prior knowledge and to set the tone for the work to be done in a class. It is also a great opportunity to have students review vocabulary and grammar regularly so that the concepts are reinforced. Each day at the beginning of class, students will work on the warm-up activities.

Homework: The intention of the homework is to provide students with an additional practice to strengthen their listening, speaking, reading, and/or writing skills. In this course, homework will be assigned from Monday to Thursday. Additional weekend review packets will be given to those students in need of extra support to grasp the lexicon and grammatical concepts of each unit. Students that want to go beyond the Unit's contents will be provided with extra resources as well.

Participation: Students are encouraged to participate in each and every activity of the class. There will be a variety of activities, both full class, small group, and individual, to encourage different forms of participation. The teacher will also use some form of sticks or flash cards to call on students for checks for understanding.

Quizzes: From time to time, students will be given quizzes to assess their skills. This is an excellent tool to check for understanding. Some examples of the quiz formats are fill in the blanks with vocabulary, crosswords, cloze activities, translations, and short answers.

Final Exams: The objective of the final exam is to determine whether or not the student reach a set of particular learning objectives and outcomes. The students' proficiency data supports instructional decision making. A final assessment, proctored by the teacher, will take place at the end of the unit and the end of the mid-term and final semesters. E.g., formal written essays; formal oral presentations; multiple choice and open question tests, etc.

Projects/Collaborative Work: The students will apply what they learn to real-life experiences, e.g. creating bulletin boards, posters, interviews, and cultural oral presentations.

Journals: For each lesson, students will take notes, write vocabulary and grammar activities in their journals. Students should demonstrates evidence of appropriate levels of accuracy usage as well as application of diverse learning strategies such as Cornell Notes, Bloom Taxonomy questions, etc.

24. Grading Policy

Grading will follow the San Leandro Unified School District's policy. It is expected that assignments will be turned in on time. Late assignments will be accepted if student has communicated to teacher the reasons and actions taken to complete the work in a timely manner.

