



SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL: Course of Study

SECTION A. COVER PAGE

1. Course Title: Mandarin for Chinese Speakers 1 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 1	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 1	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 World Language	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:  Principal: 	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

Students will develop strong academic language and literacy skills through the use of authentic texts and multimedia resources. Emphasis will be placed on presentational writing, moving students from words and sentences to extended paragraphs that focus on addressing topics related to learners' everyday life and cultural backgrounds.

Grammatical structures will be taught in context and at appropriate stages of the students' language and literacy development. Chinese and Chinese-American cultural perspectives, practices, and products will be integrated throughout the course. 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 introduce vocabulary and grammar for both academic and nonacademic contexts. 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 1 to 8. 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 1: Summer Vacation and Part-time jobs

Topics and Themes: Summer Vacation; Part-time jobs; Mid-Autumn Festival.

Learning Objectives:

- Students will be able to talk about a person's summer vacation and the experience of part-time jobs in detail.

- Students will be able to describe and compare different summer activities for high school students in China, Taiwan, and the United States.

In this lesson, students will learn to describe activities and events in their own lives, and share those with their classmates. They will learn key vocabulary about leisure activities and common summer activities, and will learn grammatical structures important to being able to narrate a story. Students will discuss what they did over the summer before coming back to school and taking this class, and will be encouraged to compare and contrast different summer vacations. They will also learn about what summer vacations look like in different countries. In addition, students will learn about different jobs that teenagers can hold, and will discuss, in both oral and written form, what their experiences are with part-time jobs.

Assignment 1: Students will make a collage of their favorite summer activities and memories and write a paragraph about when and where they did them. Students will do an informal oral presentation to the class. (Presentational)

Assignment 2: Students will create and conduct a survey within their class about what students did over the summer, where they went, and what their ideal summer would look like. They will then present their findings to the class. (Interpersonal, presentational)

Assignment 3: Students will read an article about summer travel and vacation in China and answer comprehension questions about the article. They will then have a class discussion about how that differs from American summer vacations and travel, and finally write a paragraph comparing and contrasting summer vacations in the US and China. (Interpretive, interpersonal, presentational)

Assignment 4: Students will write a short, semi-formal essay about whether or not the government should raise the minimum wage, and how that would impact them. (Presentational)

Lesson 2: Making Friends

Topics and Themes: Making friends; personality and appearance; friendship; dating in high school; personal self-image; the Monkey King.

Learning Objectives:

- Students will be able to describe a person's appearance and personality.
- Students will be able to discuss the issues of dating in high schools.

Students in this lesson will learn about how to describe other people on a physical level as well as their personalities. They will begin to learn transition words that will allow them to write longer discourses, which will begin with a paragraph about a best friend

and culminate in a longer essay about their opinions on dating in high school and how to maintain positive attitudes in the face of high school drama.

Assignment 1: Students will make a poster about their best friend, including a paragraph and pictures. They will present this to the class. (Presentational)

Assignment 2: Students will interview a classmate on their beliefs about dating in high school and write up a summary of their findings. (Interpersonal, presentational)

Assignment 3: Students will read online blog posts about high school students in China and their experiences with high school dating. They will then write short responses about how they would deal with these situations and how they feel these experiences are different from dating in the US. (Interpretive, presentational)

Assignment 4: Students will write a persuasive, formal essay answering the question: should students date in high school? (Presentational)

Lesson 3: The New Semester

Topics and Themes: high school courses; self-introductions; school-life balance; stress in high school; education in China and the US.

Learning Objectives:

- Students will be able to talk about academic courses and extracurricular activities.
- Students will be able to express ideas about the experiences and highlights of high school life.

This lesson will focus on life in school, and students will learn academic vocabulary to talk about their experiences in high school, both in and out of the classroom. They will learn grammatical patterns to discuss their interest, or lack thereof, in academic classes and extracurricular activities. Students will also critically think about what their experiences have been in high school, about what they like about high school and what they can do to better manage the difficulties that come with being a high school student. Finally, students will learn about the education system in China, including the intense and competitive college entrance exam, and will compare and contrast their experiences in the US and the education in China. During this process, students will continue to develop their use of transition words, and will study grammatical patterns to allow them to accurately and effectively compare and contrast different educational systems and experiences.

Assignment 1: Students will read an instant messaging conversation in the textbook *Chaoyue*. They will then answer questions about this conversation and will have their own mock instant messaging conversation and learn about the Chinese instant messaging app WeChat. (Interpretive, interpersonal)

Assignment 2: Students will read a news article from Chinese news website Xinhua about cheating on the Chinese college entrance exam. They will then write a short, semi-formal essay about whether or not they think cheating is ever worth it. (Interpretive, presentational)

Lesson 4: Professions and Hobbies

Topics and Themes: Professions; hobbies; looking for the right job; thinking about the future; cuisines of different cultures.

Learning Objectives:

- Students will be able to talk about their careers and hobbies.
- Students will be able to talk about future plans.

Throughout this lesson, students will build upon previously covered linguistic skills as they explore their own personality profiles (traits, abilities, talents, etc.) in regards to employment. Students will expand and add depth to their language proficiency as they explore skills needed to succeed in a job interview, i.e., students will synthesize a plan about their strengths and weaknesses, create a portfolio and job application samples, etc. Online resources and other additional texts will be utilized to provide input for personality profiles, job application samples, and career choices. As a result, supplemental materials will be used to cover appropriate vocabulary and grammatical structure of this lesson. Students will continue to learn formal academic grammar patterns and vocabulary to prepare them to write more formal, academic essays and reports.

Assignment 1: Students will conduct online research about profiles, job careers, dressing norms, acceptable etiquette, and how to fill out job applications. They will then present their findings to the class. Students will analyze their own profiles and use prior grammar and vocabulary knowledge e.g. personal interests and experiences to enhance their job search process. (Interpretive, presentational)

Assignment 2: In pairs, students will create a poster including the list of characteristics and detailed job descriptions for each proposed career. Students will discuss professions and use authentic resources and supplemental materials to brainstorm specific traits that potential employees should possess in order to successfully get a job. (Presentational, interpersonal)

Assignment 3: Students will write an expository essay about their future, following a 5 paragraph guideline introduced by the teacher. Students will make predictions and integrate their creativity and the vocabulary and grammar patterns they have learned to talk about themselves and where they see themselves in 5 years. Students will also give an oral presentation about what they will be like and what they will do in 5 years. (Presentational)

Lesson 5: Sports and Uniforms

Topics and Themes: sports; sports stars; high school sports culture; sports in the US vs. China; school uniforms; peer pressure; Chinese sports stars.

Learning Objectives:

- Students will be able to describe favorite sports and the sports culture in high schools in the United States.
- Students will be able to express their views regarding uniforms and sports in relation to peer pressure.

Students will discuss sports and athletics in general both on the scale of national and international sports and athletes and their own experiences with sports in high school. Students will gain a greater appreciation for their own culture by learning about the role Chinese people and Chinese-Americans have played in sports in the US and abroad. They will also continue to develop language and vocabulary to compare and contrast different cultures and contexts as they explore sports culture in China and among Chinese youth. Finally, during this lesson students will discuss the issues surrounding school uniforms and will learn to craft an argument in Mandarin to support a position. There will also be discussions around peer pressure and how to deal with the stresses of peer pressure in high school.

Assignment 1: Students will write a formal narrative essay about a Chinese or Chinese-American athlete. They will describe the athlete's background, how they came to be well-known in their field, and what they think their place is in the Asian-American community. Students will then make an oral report to the class. (Presentational)

Assignment 2: Students will go online and find a sports article from a Chinese news source, or watch a Chinese news broadcast about a sporting event. They will then write a brief summary of the article and answer questions provided by the teacher. They will finally share the article in small groups. (Interpretive, presentational)

Assignment 3: Students will write a formal, persuasive essay in which they take a position about whether or not San Leandro High School should have school uniforms. They will use research gathered online as well as their own personal experiences and opinions to formulate their argument. Students will then engage in an in-class debate in which they will present their views in front of their classmates and rebut opposing viewpoints. (Presentational, interpersonal)

Assignment 4: After reading about peer pressure in the US and China, students will participate in a Socratic Seminar about the dangers of peer pressure in high school so that they can examine issues and principles related to each of the readings. In order to achieve deeper understanding, students will articulate different perspectives using the correct vocabulary and grammatical patterns. (Interpretive, Interpersonal)

Lesson 6: Applying to College and Community Service

Topics and Themes: applying to college; public vs. private colleges; ideal colleges and majors; community service; volunteering.

Learning Objectives:

- Students will be able to describe the college application process and their decisions and opinions about which colleges to attend.
- Students will be able to describe community-service experience and volunteer work.

Through this lesson, students will learn about the college application process, the various types of colleges that exist in the US, and what the options are for attending college abroad. They will also learn about different courses of study and majors in college, and the appropriate vocabulary and grammar to hold an intelligent conversation around higher education in Mandarin. In the second half of the lesson, students will explore community service and the importance of engaging the community through volunteer work.

Assignment 1: Students will conduct research into the different colleges that they are interested in attending and will make a report in Mandarin about which colleges they think they would ideally like to attend, based on what majors they are considering and any other factors they deem valuable to the college search. They will then present their report to the class. (Presentational)

Assignment 2: Students will research colleges in China and read about some of the top universities in China. They will then write a short, formal essay comparing and contrasting universities in China and the United States, and state where they would prefer going to school and why. (Interpretive, presentational)

Assignment 3: In groups, students will plan a community outreach program or volunteering opportunity in the community, preferably one that involves the Asian immigrant or Asian-American community. They will create a poster explaining their proposal and present it to the class. Finally, they will take their proposal to the community and work to make it a reality, either by themselves with school and teacher support, or through an already existing community organization. (Interpersonal, presentational)

Lesson 7: Two Generations

Topics and Themes: Parents and children; multi-generational households; parents' hobbies; cartoons; the generation gap; family ancestors and origins; understanding yourself; understanding your family; Confucianism and filial piety.

Learning Objectives:

- Students will be able to discuss the different and similar views between generations.
- Students will be able to express views regarding the causes and solutions for the generation gap.

This lesson will focus on students' families, and trying to understand the motivations and lives of their parents and grandparents, as well as the reasons behind immigration to the United States. Students will focus on vocabulary that relates to the generation gap, and the various interests that they and their parents might share, or those that they differ on. They will also learn about vocabulary and grammar patterns that allow them to understand and share stories of immigration and working to survive in the US, as well as cultural differences between Chinese and American culture that play a role in the generation gap.

Assignment 1: Students will read a passage in the textbook and will answer questions about what the parents in the passage like to do. They will then write a paragraph about what their parents like to do, and how it differs from them. (Interpretive, presentational)

Assignment 2: Students will interview a family member in Mandarin (or Cantonese if necessary) about their experiences as Chinese-Americans, which could include immigrating to the United States, culture shock, cultural differences, and/or being Chinese-American in the US and in California. Students will then write an essay about the results of the interview and share their findings with the class through an informative presentation, including a poster or PowerPoint presentation. (Interpersonal, presentational)

Lesson 8: Young People and the Online World

Topics and Themes: The Internet; the online world; the influence of the Internet; views of high school students on the Internet; social media; cyberbullying; Chinese games (Go; Chinese chess)

Learning Objectives:

- Students will be able to discuss the online activities they engage in and why they enjoy them.
- Students will be able to express their views regarding the pros and cons of these activities.

Students will learn about current trends in the Internet, online software, and smartphone apps. They will learn computer vocabulary and be able to converse and write about using computers to perform a variety of tasks using Mandarin. Students will also explore the Internet world in China, and how the nature of the Chinese government's limitations of Internet access has shaped what Chinese people do with computers and what websites they use. Finally, students will learn about and discuss the potential dangers of the

Internet, and address issues of cyberbullying and the anonymity that comes with being online. This will include learning even more vocabulary and grammar patterns that will allow students to truly engage in meaningful discussions in both written and oral forms.

Assignment 1: Students will conduct a survey among their classmates about which forms of social media they prefer to use and why. Students will then research one of these platforms and find a comparable social media platform in China, and research how popular that is in China. They will write up a report and present it to the class. (Interpersonal, presentational)

Assignment 2: Students will use the popular social media website Sina Weibo to explore Chinese social media. They will find a few posts or a person to follow that is of interest to them, and answer questions provided by the teacher. They will then present their findings to the class. (Interpretive, presentational)

Assignment 3: Students will create a public service campaign about cyberbullying aimed at the Chinese speaking youth in the United States, China, or Taiwan. They can use a variety of physical or virtual tools to create this campaign. They will present their campaign to the class and have the option to present to the school administration or the local community. (Presentational)

21. Instructional Materials:

Board approved required text

This course will use the textbook *Chaoyue*, Lessons 1 to 8.

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,
Yuanhao Meng, and Natasha Pierce

Usage: Primary text, read Lesson 1 to Lesson 8.

Supplementary materials

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.

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.