



Santa Rosa City Schools Course Proposal

Proposal Submitted By (School):

Herbert Slater Middle School

Course Title & Course ID (Only if it is a revision or title change to a current course):

Mandarin 7

<p>In the needs statement below indicate if the course is a:</p>	<p>Answer Below:</p>
<p>Addition, Revision, Deletion, Pilot, or Title Change? (Pick one)</p>	<p>Title change</p>
<p>What year will the course be initially offered?</p>	<p>Currently offered under a different title</p>
<p>What prerequisite, if any, are there for this course and how does the course fit into continuous improvement at your school site?</p>	<p>No prerequisite. Completing Mandarin 7 and Mandarin 8 with a grade of C or better, will allow the student to enroll in Mandarin 2 P at the high school level.</p>

Needs Statement: Discuss how this course fits into your Site and/or the District's goals. Attach minutes of meetings where this course was approved.

First of a two year sequence that will allow students to access the highest level of the language in high school

Graduation Requirements: Specify which requirement is met.(High School only)

n/a

UC a-g Requirements: Specify which requirement is met. (High School only)

n/a

Explain rationale for course addition or modification

The course name is being modified to be in alignment with the other Languages Other Than English taught in middle school

Explain the measurable learning outcomes

Students completing Conversational Mandarin 1 will be able to

- Produce language items in Mandarin with correct pronunciation and tones;
- Be able to recognize and write the phonetic system of Mandarin Chinese, namely, Hanyu Pinyin, including the phonetic symbols and tones
- Recognize approximately 200 single-component written characters representing the basic concepts of the language;
- Recognize approximately 200 words composed of two or more characters
- Grasp the concept of radicals (bushou) and analyze the rationale in the written Chinese characters;
- Learn approximately 100 basic sentence patterns in daily Chinese conversation;

- Conduct simple conversation in Chinese;
- Be equipped with some Chinese cultural perceptions

Course Description (To be used in course catalog)

This is a basic Mandarin Chinese course starting from the fundamental concepts of the language. The course will cover the phonetic system of Mandarin Chinese, namely, Hanyu Pinyin, including the phonetic symbols and tones. The written Chinese characters, Hanzi, will also be introduced with rationale contributing to the ways of writing. The students will learn various basic sentence patterns to obtain the skills for simple conversation. Meanwhile, they will gain some perspective of the Chinese culture through their exposure to the language.

Detailed Course Design

(Course design should include the objectives, activities, assessments, and standards to be addressed in this course.)

Unit 1: You and I. Basic greetings; asking/giving name and nationality; asking/saying where you live. Grammar: basic rules of writing Chinese characters, tones; phonetic alphabet (pinyin); basic Chinese sentence structure; question word 吗; interrogative pronoun 哪; negation 不。Activities: country flag project

Unit 2: My Family. Identify family members; pets; rooms in house; words for size; numbers 1-10; measure words 个, 只; Grammar: the verb “to be” 是; the verb “to have” 有; definite articles 这, 那; use of measure words; question word 什么。Activities: Family photos introduction; family tree; pet drawings

Unit 3: Food. Familiar Western and Chinese food and drink items; know how to say “drink”, “eat”, “want”, “like”. Grammar: modal particle 呢; conjunction 也。Activity: restaurant role-play project.

Unit 4: School Life. Vocabulary associated with school schedule, classes; days of the week; students; male, female; numbers 11-99; school buildings, classrooms. Grammar: Adverb of time placement in sentence; “to go to” 去

sentence structure; negative “to not have” 没有. Activities: Report on class numbers/genders; school map drawing; class schedule chart.

Unit 5: Time and Weather. Telling time 现在, 点, 半 ; asking/giving birthdays, dates, age; simple weather terminology (yesterday, today, hot, cold). Grammar: adverb of time cont’d; grammatical functions of time words. Activities: daily weather reports; daily date/time announcements. Learn Chinese horoscope signs.

Unit 6: Job. common professions; asking/answering what one’s job is, what job one wants to have, where one’s job is. Grammar: Verb - not verb? question construction; adverb of location; coverbs 要/想 + verb; “isn’t it the case?” 吧. Activity: Job fair performance.

Unit 7: Hobby. Asking/stating what hobbies you like; simple hobby/sport names; how to say “know how to” + a learned skill; 打 “to play”; 看 “to watch”; 好看 “good (to watch). Grammar: plural possessive pronouns; use of reduplicated noun to mean “every/all”. Activities: sharing hobbies; learning Chinese calligraphy.

Unit 8: Transport and Travel. Modes of transportation, local destinations, major Chinese and International cities; give directions (left, right, in front, behind, next to); ask/state where one is going and how to get there; ask/state how to reach a destination using directions. Grammar: “taking mode of transportation to” 坐。。去 ; go in the direction of 往。。走。 Activities: Simon says for directions; giving directions classroom challenge; Summer travel itinerary.

Assessments: Weekly vocabulary tests, written (pinyin and characters); bi-weekly unit tests (writing, reading comprehension, listening comprehension, character-writing); performance of dialogues

General activities: workbook packets accompanying each chapter; Moon festival and Chinese New Year celebrations; end-of-year scavenger hunt.

Budget

Projected Costs	Start-up	Ongoing
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Personnel (Not to include classroom instructor unless a new section is needed)		
Instructional Material Supplies per student (textbooks, software, etc.)		\$17 per book per student. The book is a consumable textbook/workbook combination and therefore must be purchased each year.
Services (training, equipment maintenance, contracts, etc.)		
Capital Outlay (remodeling, technology, etc.)		
Total Projected Costs		

Instructional Materials

Type	Publisher	Title	ISBN	Author	Copyright	# Have/Need
Book	People's Education Press	Happy Chinese (Kuaile Hanyu) 1: Student's Book (English and Chinese Edition)	7107171 267	Li Xiaoqi	January 31, 2003	Approximately 20 copies per year, based on enrollment
Book	People's Education Press	Happy Chinese (Kuaile Hanyu) 1: Teacher's Book	7107171 313	Li Xiaoqi	January 31, 2003	1 in classroom, in poor condition. Need one more
CD	People's Education Press	Happy Chinese (Kuaile Hanyu) 1: Student's Book (2 CDs)	7887006 279	Li Xiaoqi	January 31, 200	Need 1

Funding Source(s) for Costs and Instructional Materials

Grants (indicate specific grant and grant timeline)	
Categorical Funds (include related programs)	
Career Technical Education (must be for an approved CTE course)	
Department Funds	
Other (be specific)	

Appendix of Additional Documents

<i>* Required additional documents include meeting minutes where the course was discussed and approved</i>

District Principal Review and Approvals:

Principal's Signatures	Site	Approved / Not Approved

