



## 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 8

In the needs statement below indicate if the course is a:	Answer Below:
Addition, Revision, Deletion, Pilot, or Title Change? (Pick one)	Title change
What year will the course be initially offered?	Currently offered under a different title
What prerequisite, if any, are there for this course and how does the course fit into continuous improvement at your school site?	Prerequisite(s): Conversational Mandarin 1, Mandarin 7 or, for entering students, teacher recommendation based on student assessment. 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.

**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.

Allows 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 in Conversational Mandarin 2 will continue work on speaking, character recognition, and character-writing, expanding their vocabulary and grammar foundation to an additional:

- 200 new characters
- 200 new words
- 125 new sentence patterns

Students will begin to write short essays using the characters and sentence patterns acquired during their two years of study.

### Course Description (To be used in course catalog)

The goals of this course are to continue to develop the ability to communicate in Mandarin in a meaningful way, to continue to increase the student's appreciation of the Chinese culture, and to increase language fluency. Student will be able to converse, interact and present in the target language of Mandarin. Grammar and vocabulary learned in Mandarin 7 are briefly reviewed. The expectation is that the student has established a firm language foundation during Conversational Mandarin I/ Mandarin 7.

Prerequisite(s): Conversational Mandarin I, Mandarin 7 or, for entering students, teacher recommendation based on student assessment.

### Detailed Course Design

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

Unit 1: My Friends and I. Students learn to ask for and give surname and given name; ask and give age; be able to provide daily schedule. Grammar constructions: comparative sentences; structure of question sentences. Activity: interviews of classmates, summary comparing ages.

Unit 2: My Family. Learn to describe furniture in house; asking and describing location of rooms in house; describing appearance of house, rooms in house. Grammar constructions: prepositional phrases; using location words; possessive particle “de” 的; placement of adjectives in sentences. Activity: House layout poster; house layout drawing game.

Unit 3: Shopping. Vocabulary associated with buying household items, clothing; units of weight; Chinese money vocabulary. Grammar constructions: measure words for shopping items, clothing; conjunction 还; comparative sentences using 一样, 一点. Activity: Shopkeeper/shopper role play.

Unit 4: School Life. additional class subject vocabulary; how to say “attend class”/“have class”, what classes one likes/finds interesting; middle school subjects; homework, test-taking; school sports. Grammar: use of the aspectual particle 了; “come” vs. “go” 来/去 + verb; adj + 不 + adj; modifying stative verbs. Activity: Essay - your favorite/least favorite classes.

Unit 5: Environment and Health. How to give weather reports; seasons; traditional Chinese outdoor past-times; how to talk about illnesses; basic body parts; simple ailments. Grammar: change of state 了 ; working with adverbials of time and place in one sentence; prepositions of location (上/里)+ verb; stative verb+ 也 + 不 + stative verb.

Activities: Simon says game; seeing a doctor role-play; weather reports. Learn taijiquan.

Unit 6: Fashion and Entertainment. Talking about colors, fashion, wearing clothes; talking about entertainment, including traditional Chinese opera; attending concerts, buying tickets. Grammar: “more and more” 越来越 ; adverb “all” 都 ; 了 used in sentences of imminent action; use of adverb “how” 怎么 ? Activity: I spy color game; “clothes horse” game; introduction to Beijing opera; “King of Masks” movie - Sichuan opera face-changing.

Unit 7: Media. Talk about favorite common television programs, European and Chinese movies and actors, advertisements. Grammar: adverb “together” 一起; “because...therefore” 因为。。所以 ; verb complement 极了 ; past tense negative 没 + verb; verb + object + 没有 question “have you + verb (or not)?” Activities: Favorite actor presentation; climate of Santa Rosa presentation; local advertisements comparison.

Unit 8: Travel and Custom. Common country names; sites in Beijing; talk about where you have been, whether or not you have been to a country/site, where you would like to go; talk about celebrating Mid-Autumn and Dragon boat festivals; comparing the climate of different cities in China. Grammar: “have/haven’t been (to a place)” 去过/没去过 ; comparative resultative 得多; resultative “extremely” 不得了; alternative question verb + object + 不 + verb?; “apart from” 除了。。还. Activities: comparing American to Chinese holiday. Summer holiday itinerary.

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

General activities: workbook packets accompanying each chapter; Fall term shadow puppet show performance; Moon festival and Chinese New Year celebrations; end-of-year scavenger hunt.

## Budget

Projected Costs	Start-up	Ongoing
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.)		
<b>Total Projected Costs</b>		

## Instructional Materials

Type	Publisher	Title	ISBN	Author	Copyright	# Have/Need
Book	People's Education Press	Happy Chinese (Kuaile Hanyu) 2: Student's Book	7107171 275	Li Xiaoqi	January 31, 2003	Approximately 10 copies per year, per enrollment
Book	People's Education Press	Happy Chinese (Kuaile Hanyu) 2: Teacher's Book	7107171 321	Li Xiaoqi	January 31, 2003	1 in poor condition; need 1
CD	People's Education Press	Happy Chinese (Kuaile Hanyu) 2: Audio CD (set of 2)	7887007 860	Li Xiaoqi	May 31, 2004	Need 1 set

### 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

