



**Alignment of Course of Study with California World Language Content Standards
Draft Template for Mandarin Level I Course of Study Outline**

Stage I (High School First Year)

Course description: School Life

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ESSENTIAL QUESTIONS:

- What are schools like?
- How are Chinese and U.S. schools similar and different?

IDENTIFY DESIRED RESULTS: (What students should know and be able to do at the end of Level 1)

Students will be able to make a presentation (e.g. ppt, Album, video; using RAFT concept) describing their ideal school lives.

Content	Communicative Functions	Cultures	Structures	Settings
<p>1.0 Schools: What are schools like? How are Chinese schools similar and different from U.S. schools?</p> <p>Topics:</p> <ul style="list-style-type: none"> • Name of school • School members • Classroom and Office • Subjects and Schedules • Numbers: Sizes of school, Grade levels, Age, Dates/Birthday and Address/phone number etc. 	<p>1.4 <u><i>Interpersonal</i></u> Do Q&A following the presentation (KWL: what do I know, what do I want to know, what I learned)</p> <p>1.5 <u><i>Interpretive</i></u> Read an article or two about a school and retell the information (e.g. create an illustration in drawing, comic</p>	<p>1.0 Students act out typical roles in a Chinese classroom</p> <p>1.1 <i>Practices</i> Students act out typical scene in a Chinese classroom (Greetings: 师生互相问候) <i>Products</i></p>	<p>1.0 Students understand words, phrases and simple expressions of schools (e.g. 历史, 第几节课, 校长, 图书馆, 教室, A.你今天有什么课? 数学、中文... B.你上几年级? 九年级 C.教室在哪</p>	<p>1.0 At school</p> <p>1.1 In the neighborhood / community</p>

<ul style="list-style-type: none"> • Colors • Transportation 	strips, sentences, etc.) 1.6 <u>Presentational</u> Make a presentation / project to describe one's ideal school life (in PowerPoint, poster, album, video, etc; using RAFT concept; incorporate components of American and Chinese schools) in a culturally appropriate manner	Schedules 1.2 Students compare typical Chinese family practices with American family practices 1.3 Students identify certain American family practices that may have been borrowed from Chinese culture	里? 在 404) 1.1 Students produce words, phrases and simple expressions of schools (see above) 1.2 Students identify similarities and differences of schools (e.g. schedules, transportation, school organizations, holidays and school lives)	
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DETERMINE ACCEPTABLE EVIDENCE: (What evidence will show what students know and are able to do at the end of Level 1?)

Benchmarks for the 3rd Quarter

Interpretive:

- Students view pictures of the different models of schools and circle desirable characteristics of each based on learned vocabularies (Students can download the pictures from internet, draw their own pictures, take pictures of their schools, etc.)

Interpersonal:

- Conduct interviews on students' interests in regarding the following: 1) subjects 2) schedules 3) activities (e.g. like/dislike)

Presentational:

- Report to class what they've learned from the interview (Students can choose different formats as the following: PowerPoint, Booklet, Poster, etc.) (the L of KWL: what do I know, what do I want to know, what I've learned)

Benchmarks for the 2nd Quarter

Interpretive:

- View a comic or video of school in actionRecognize the vocabularies of subjects, extra curriculum activities, clubs, technologies, teachers, administrators, locations of classrooms

Interpersonal:

- Survey the class regarding desirable characteristics of their ideal school lives (e.g. Yes/No)

Presentational:

- Create a list of elements of school lives that you want to include in your ideal school life presentation based on the survey (the W of KWL)

Benchmarks for the 1st Quarter (elements of school life)

Interpretive:

- View a visual of a school and identify the elements of school lives (e.g. show school settings: office, classroom)

Interpersonal:

- Interview or share with a partner the student's KWL chart (the K portion of KWL chart)

Presentational:

- Present or create a list of elements of school lives that you have learned from the interview in target language (the K of KWL)

Assessment: How and how well will students demonstrate what they know and are able to do in the language (meet the functional learner goals for level I Stage I)?

- **Performance Tasks and Projects with Rubrics (e.g., Poster, PowerPoint, Venn Diagram)**
- **Quizzes, Tests, Speaking or Writing Prompts**
- **Other Evidence (e.g., observations, work samples, dialogues)**
- **Student Self-Assessment**

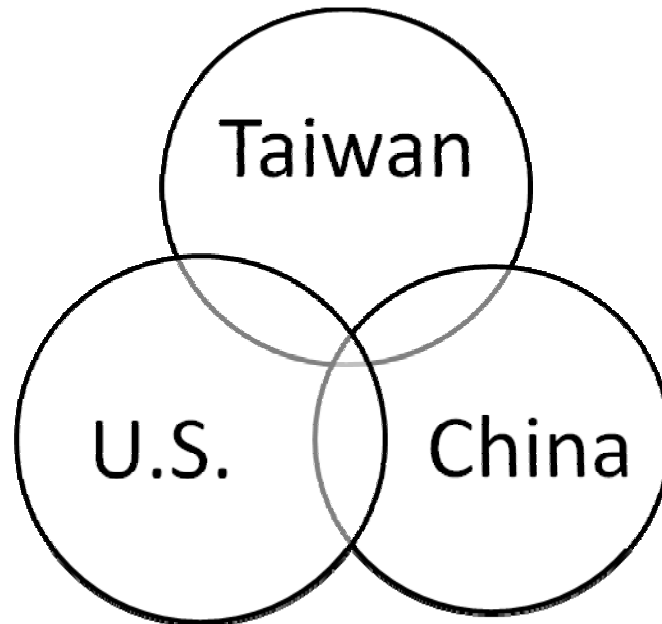
NEXT STEPS:

1. REPEAT STEPS 1 AND 2 FOR SELECTED CONTENT THEMES IN LEVEL 1.
2. DEVELOP BENCHMARK ASSESSMENTS FOR EACH QUARTER (USE TEMPLATE PROVIDED).
3. PLAN LEARNING EXPERIENCES AND INSTRUCTION

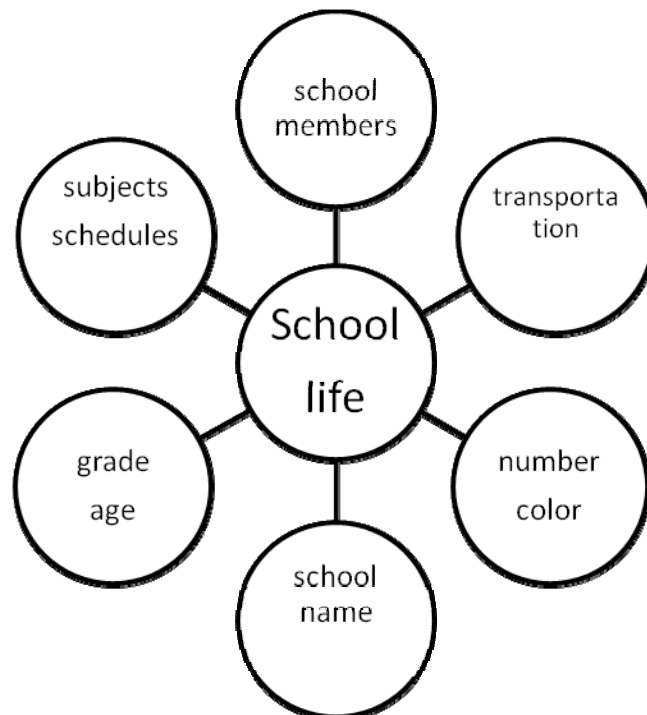
Sample:

School Life Activities

- Play video about different school life



- Word Web



- 1. What do I know?
 2. What do I want to know?
 3. What did I learn?

K	W	L