

LOS ANGELES UNIFIED SCHOOL DISTRICT
World Languages and Cultures

Chinese Mandarin 1AB, 2AB		11/07
This course outline provides an overview of the first two years of instruction in Chinese Mandarin language and culture.		
252511/12	Chinese Mandarin 1AB	
252513/14	Chinese Mandarin 2AB	
Course Description		
The purposes of these courses are to develop both a basic proficiency in communicating in the Chinese language according to the cultural practices of The People’s Republic of China (Mainland) and The Republic of China, Taiwan, and an awareness of their history, geography and cultural products.		
COURSE GUIDE		
<i>Foreign Language Framework for California Public Schools, K-12, Sacramento 2003</i>		
California Standards for World Languages are currently being developed; however, the <i>Framework</i> contains outcomes for students within this stage of proficiency.		
Language Learning Continuum		
Listening and Speaking	Engage in communication situations using brief command sequences, real world exchanges and descriptions in interpersonal, interpretive and presentational modes.	
Reading	Decode and comprehend informal authentic texts in pinyin, basic ideographs and syllabaries within prescribed content stressing factual comprehension.	
Writing	Produce sentences and short paragraphs in a basic writing system and within prescribed content.	
Representative Performance Outcomes and Skills		
In these Chinese Mandarin language courses, students will develop the ability to:		
<ul style="list-style-type: none"> ● Function orally in common daily interactions including: social encounters, school routines and activities, family, home, foods and eating customs, recreation, health, clothing, weather, dates and time. Identify elements of basic history and geography of China, Taiwan, and some neighboring countries. 		
<ul style="list-style-type: none"> ● Demonstrate comprehension of phrases, sentences, dialogues, and short narratives in varied contexts as spoken by native or near-native speakers of Chinese Mandarin. 		
<ul style="list-style-type: none"> ● Produce language in a basic writing system of at least 200 characters: phrases, short sentences, narrations, descriptions on informal topics with some contextual variation. 		
<ul style="list-style-type: none"> ● Comprehend/ produce oral and written paragraphs and short essays. 		
<ul style="list-style-type: none"> ● Be understood by sympathetic listeners. 		
<ul style="list-style-type: none"> ● Demonstrate an understanding of products, practices, and perspectives of Chinese Mandarin customs and cultures, especially within the contexts listed above and their influence on the culture of the United States. 		
<ul style="list-style-type: none"> ● Demonstrate an understanding of the nature of language by comparing and contrasting elements of English and Chinese Mandarin morphology, phonology (the tone system), and syntax features: honorific and informal style of address, tense, gender, the number system, and agreement. 		
<ul style="list-style-type: none"> ● Use Chinese Mandarin for self-expression and interaction in the classroom and elsewhere. 		
Assessments will include:		
<ul style="list-style-type: none"> ● Daily formative measures of class participation in individual and group work, and periodic quizzes 		
<ul style="list-style-type: none"> ● Performance-based activities; interviews, classroom oral and written assessments (the <i>Classroom Oral Competency Interview</i> (COCI), and the <i>Classroom Writing Competency Assessment</i> (CWCA), periodic exams, and portfolios. The CWCA should be administered during the fourth quarter of 2AB. 		
Texts/Materials (Courses on Williams list only)		

LOS ANGELES UNIFIED SCHOOL DISTRICT
World Languages and Cultures

● LAUSD Framework-aligned Textbooks
● Audio and Visual Materials: CD's, DVD's, podcasts, publisher's overhead transparencies and computer program resources, PowerPoint presentations, and realia.
● Variety of outside reading sources: books, magazines, newspapers and articles.