

ADLAI E. STEVENSON HIGH SCHOOL
Mandarin Chinese 1 (College Prep)

CHI101–Semester 1 CHI102–Semester 2 Open to: 9-10-11-12 Full Year Prerequisite: None

I. COURSE DESCRIPTION

Mandarin Chinese 1 is an introduction to Chinese language and culture. It is designed for students who are not heritage/native speakers*. Students begin to develop their competence in Chinese across the three modes of communication: interpersonal, presentational, and interpretative in the context of the following global themes: Contemporary Life, Personal and

Public Identities, Families and Communities, and Beauty and Aesthetics. Performance-based assessments in the presentational and interpersonal modes provide the students the opportunity to use the language in practiced, familiar contexts. Interpretive listening and reading tasks are focused on the acquisition and recognition of basic stated information in the target language. By the end of the course, students will be able to communicate in Mandarin (the spoken language) and Hanzi (the written language) in a basic way in familiar contexts. Additionally, students explore the target culture, make comparisons and connections with their own experiences, and come to view language learning as a lifelong pursuit. The expectation is that the communication in the classroom (teacher-student and/or student-student) take place primarily in Mandarin.

* There is a placement exam for heritage students or students with prior knowledge that includes reading, writing, and a short interview. The results from the exam will determine the appropriate course for the students.

Targeted performance-toward-proficiency level: Novice Mid

II. PROFICIENCY SCALE

| EXCEEDS | MEETS | APPROACHING | DEVELOPING | MISSING EVIDENCE |
|---------|-------|-------------|------------|------------------|
|---------|-------|-------------|------------|------------------|

III. SKILLS & STANDARDS

SKILL I: PRESENTATIONAL COMMUNICATION: *Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.*

Standard 1A- I can create an original spoken message. (Presentational Speaking)

Exceeds (4) - I can independently create a spoken message using above-level language.

Meets (3) - I can independently create a spoken message using level-appropriate language.

Approaching (2) - I can independently create a spoken message using level- and non-level appropriate language.

Developing (1) - I can independently create a spoken message using non-level appropriate language.

Standard 1B - I can create an original written message. (Presentational Writing)

Exceeds (4) - I can independently create a written message using above-level language.

Meets (3) - I can independently create a written message using level-appropriate language.

Approaching (2) - I can independently create a written message using level- and non-level appropriate language.

Developing (1) - I can independently create a written message using non-level appropriate language.

SKILL II: INTERPERSONAL COMMUNICATION: *Learners interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.*

Standard 2A - I can engage in conversation. (Interpersonal Speaking)

Exceeds (4) - I can independently maintain a conversation using above-level language.

Meets (3) - I can independently maintain a conversation using level-appropriate language.

Approaching (2) - I can independently maintain a conversation using level- and non-level appropriate language.

Developing (1) - I can independently maintain a conversation using non-level appropriate language.

SKILL III: INTERPRETIVE SKILLS: *Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.*

Standard 3A - I can interpret an audio/visual source. (Listening/Viewing)

Exceeds (4) - I can accurately demonstrate literal and interpretive comprehension of an audio or visual source with insightful details/reasoning.

Meets (3) - I can adequately demonstrate literal and interpretive comprehension of an audio or visual source.

Approaching (2) - I can demonstrate basic comprehension of an audio or visual source.

Developing (1) - I can demonstrate minimal comprehension of an audio or visual source.

Standard 3B - I can interpret a written passage. (Reading)

Exceeds (4) - I can accurately demonstrate literal and interpretive comprehension of a text with insightful details/reasoning.

Meets (3) - I can adequately demonstrate literal and interpretive comprehension of a text.

Approaching (2) - I can demonstrate basic comprehension of a text.

Developing (1) - I can demonstrate minimal comprehension of a text.

III. GRADE DETERMINATION:

The Interactive Report Card ([IRC](#)) communicates missing assessments/assignments, teacher comments, and concerns with students' social-emotional learning (SEL). The [IRC](#) will be used to communicate students' proficiency in each learning target, overall trend towards proficiency in each standard, and the *predicted* semester letter grade. The semester letter grade will be informed by the student's learning proficiencies over the semester-long body of work with consideration to retain proficiencies and growth over time. Mastery of learning targets leads to mastery of course standards which in turn leads to mastery of the course.

| Semester Letter Grade | Proficiency Levels on Course Skills |
|-----------------------|--|
| A | Proficiency level of Exceeds or Meets in each skill |
| B | Proficiency level of Approaching in any skill and Meets or Exceeds in all remaining skills |
| C | Proficiency level of Approaching in two or more skills and Meets or Exceeds in any remaining skills - OR - Proficiency level of Developing in only one skill and Meets or Exceeds in any remaining skills |
| D | Proficiency level of Developing in only one skill with Approaching proficiency for one or more remaining skills |
| F | Proficiency level of Developing in two or more skills |

*** Important Note: If any assessment is not taken, students will run the risk of failing.**

PERFORMANCE ASSESSMENTS:

- Presentational Speaking and Writing
- Interpersonal Speaking and Writing
- Interpretive Listening and Reading

FORMATIVE LEARNING CHECKS OF SUPPORTING CONTENT

- Vocabulary
- Grammatical structures

SPECIFIC COURSE ACTIVITIES: In order to make satisfactory progress towards course objectives, students will need to:

1. Participate in class activities (take notes, work in a group, complete in-class tasks, ask questions)
2. Complete assigned homework as needed in order to improve learning.
3. Use formative assessments to track learning progress and identify strengths and weaknesses with the course content and complete outside practice activities when necessary.
4. Complete all assessments listed above.
5. Create and follow through on a plan of improvement when demonstrating little to no understanding of learning targets.

TEXTBOOK/E-BOOK: N/A

Teacher will provide materials (paper and/or digital on Canvas website)

MAKEUP POLICY: Assessments that are missed will be marked "M (missing)" or "Blank" in the gradebook until completed. Students have **four school attendance days** to complete a missed assessment. Incomplete assessments result in a lack of evidence of student understanding and may cause a student to fail.