

MANDARIN 2 SYLLABUS

Teacher: Ms. Wang

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Course Description

This beginning Chinese course is designed to develop students' basic Chinese proficiency in the four modalities of language learning: listening, speaking, reading, and writing. Classroom instruction is predominantly delivered in Chinese. English subtitles will be provided to ensure comprehensive input when needed. Students will be asked to speak Chinese primarily during class. Chinese classroom survival expressions will be taught intensively at the beginning of the course and at opportune teaching moments throughout the course. This introductory Chinese course will cover Hanyu Pinyin (Chinese pronunciation system), Chinese writing system, and Chinese typing. Since this is an introductory Chinese course, the ultimate emphasis will be put on cultivating students' interest in learning the language and on introducing them to the fun customs and the beauty of Chinese culture.

This course aims to help students achieve the 5 goals (Communication, Cultures, Connections, Comparisons, and Communities) with a special emphasis on communicative competence and accuracy.

<i>Learning Targets</i>	<i>Standards-aligned</i>
Interpretive Communication (Reading & Listening) I can identify main ideas from authentic materials using memorized words and phrases on familiar topics in culturally appropriate ways.	WL.CM1.N
Interpersonal Communication (Speaking & Writing) I can communicate and exchange information using words and phrases in familiar settings about myself and familiar topics in culturally appropriate ways.	WL.CM2.N
Presentational Communication (Speaking & Writing) I can present basic information about myself on everyday topics using simple sentences incorporating media in culturally appropriate ways.	WL.CM3.N
Cultures and Connections I can identify, compare, and contrast culturally authentic products, practices, and perspectives in common daily settings using words and phrases in the target language.	WL.CL2.N

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Course Outline and Pacing

<i>Fall Semester</i>			
<i>Week 1-4</i>	<i>Week 5-8</i>	<i>week 9-12</i>	<i>week 13-16</i>
<ul style="list-style-type: none"> Classroom expressions Mandarin 1 Review 	<ul style="list-style-type: none"> class supplies describing locations 	<ul style="list-style-type: none"> Time Daily Schedule 	<ul style="list-style-type: none"> Daily activities sports

<i>Spring Semester</i>			
<i>Week 1-4</i>	<i>Week 5-8</i>	<i>week 9-12</i>	<i>week 13-16</i>
<ul style="list-style-type: none"> Food: ordering food 	<ul style="list-style-type: none"> Food: asking how much Chinese food 	<ul style="list-style-type: none"> Weather 	<ul style="list-style-type: none"> Go shopping

EGI Grading Policy

Why implement EGI?

The use of Equitable Grading Instruction (EGI) in our Mandarin 1 class is designed to provide a more accurate, fair, and motivating assessment system. Unlike traditional percentage grading, which often includes cumulative points from various assignments and can be influenced by non-academic factors, EGI focuses on how well you master specific skills in Mandarin. This means you'll get clear, detailed feedback on what you're doing well and what you need to work on, fostering a growth mindset by allowing you to reassess and demonstrate progress.

How to implement EGI?

Equity Grading and Instruction (EGI) practices will be used to measure students' learning and progress toward mastery of the course learning targets. Students will practice the language skills in listening, speaking, reading, and writing to demonstrate what they know and understand. Exit tickets, quizzes, and presentations will be provided with feedback throughout the course. If students fail to show evidence of learning in one or more of the learning targets, they will need to re-learn the content and try the assignment again. **Retaking assignments must be done during school hours in class. No work should be done at home.**

Proficiency Scale

Letter Grade	Proficiency Level	Number Grade
A	Mastery: Demonstrates exceptional proficiency and in-depth	4

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	understanding	
B	Proficient: Exhibits competence and effective performance, possessing a solid understanding	3
C	Approaching: Shows increasing capability and understanding, performing adequately, and continuing to develop proficiency through practice and learning.	2
D	Developing: Engaged in the process of acquiring knowledge and skills, demonstrating progress and improvement while building foundational understanding.	1
F	Not yet: In the initial stages of learning, lacking proficiency and requiring substantial support and practice to develop competence and understanding effectively.	0

How is your grade determined under each learning target?

Under each learning target in our Mandarin 1 class, there will be at least three pieces of evidence, such as exit tickets, quizzes, and oral presentations, that will be used to assess your progress. These pieces of evidence are not averaged together. Instead, your teacher will examine your performance trends over time and use professional judgment to determine your final proficiency level for each learning target. This approach ensures that your grade accurately reflects your true understanding and skills, taking into account your improvement and consistency rather than just an average of your scores.

Example 1:

Learning Target 1: Interpretive Communication (Reading & Listening)	Assessments 1	Assessments 2	Assessments 3 (most recent)	Overall proficiency
	1	2	3	3

* In this example, Your final proficiency level is 3 because your grades improved from 1 to 3, showing a positive trend in your progress.

Example 2:

Learning Target 1: Interpretive Communication (Reading & Listening)	Assessments 1	Assessments 2	Assessments 3 (most recent)	Overall proficiency
	4	2	2	2

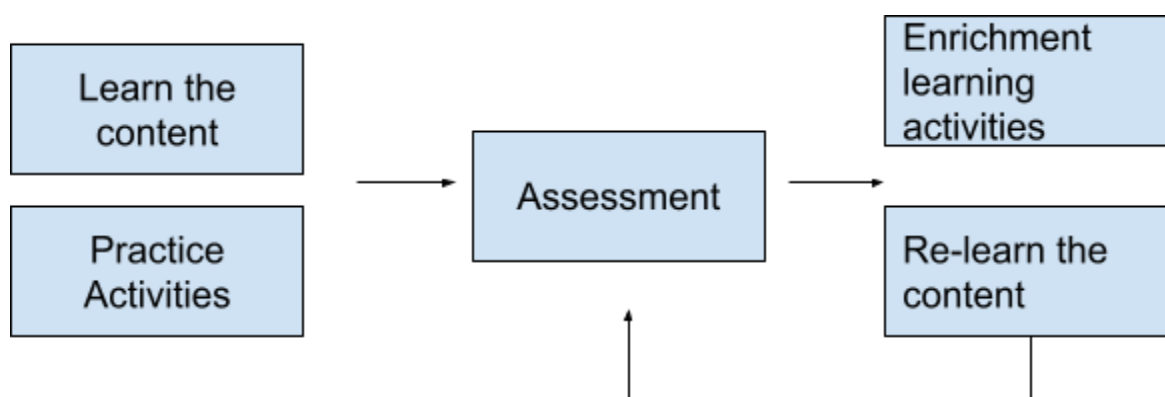
* In this example, Your final proficiency level is 2 because your grades demonstrated mostly proficiency level 2 in your work.

How your final grade is determined?

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Final Grade	
Earn 3 and 4 in all four learning targets.	A
Earn 3 and 4 in three out of four learning targets	B
Earn 2 and 3 in two out of four learning targets	C
Earn 1 and 2 in two out of four learning targets	D
Not enough evidence under each learning target	F

What does your learning process look like?



Students start by learning new content through lessons and materials. They then engage in practice activities to reinforce their understanding. After practicing, they take an assessment to evaluate their knowledge. If they pass the assessment with a score of 3 (proficient), they move on to enrichment activities for deeper learning. If they are not satisfied with their score, they relearn the content and retake the assessment. This ensures that they thoroughly understand the material before progressing, providing a tailored learning experience that supports continuous improvement.

Work habit and Cooperation Grades

<i>Mark</i>	<i>Work Habit</i>	<i>Cooperation</i>
<i>E</i>	Consistently completes tasks on time, demonstrates initiative, stays organized, and actively participates in class activities.	Actively collaborates with peers and teachers, listens to and respects others' ideas, contributes meaningfully, and helps create a positive classroom environment.
<i>S</i>	Usually completes tasks on time, participates in class, and stays fairly organized, but may need occasional reminders.	Generally cooperates with peers and teachers, listens to others, and contributes to class activities, but may need occasional reminders to stay focused.

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<i>U</i>	Frequently misses deadlines, lacks organization, rarely participates in class, and requires constant reminders to stay on task.	Often works independently, disregards others' ideas, disrupts class activities, and requires frequent redirection to engage effectively with peers and teachers alike.
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Expectations of the Students/Classroom Rules

- Learning a foreign language should be a joyful experience! To increase fluency, you should participate as much as you can and always let me know how I can help you.
- Respect for cultural differences. Be open-minded.
- It is expected of you to pay attention in class and speak the language as much as you can. The more you practice, the more likely you will master the language.
- It is important to be attentive and on task for you to maximize your learning time.
- **Google Translate** and similar programs are NOT allowed. Often these programs will mislead you, especially when you are in the process of learning a language.
- All work must be original. All that is asked of you is to try your best.

Consequences of Not Meeting Student Expectations/Classroom Rules

What will the teacher do when a student breaks a rule?

- Reminder (Oral or Written in class)
- Warning (Oral or Written in class, document in MISIS, contact parents)
- Consequences (School report):
Conference with parents and counselors. Admin referral.