

BCAM COURSE OVERVIEW: 2020-2021**COURSE TITLE: MANDARIN 1****TEACHER(S): Ms.FAN****GRADE: 10TH ROOM #: 329****TEACHER(S) BCAM EMAIL(S): FFAN@BCAMHS.ORG**

COURSE DESCRIPTION: *This is an overview of the course. The course should be committed to the following culturally relevant, empowering, and coherence-driven tenets:*

- has students learn valuable and engaging ideas about themselves and about others. (Identity)
- covers skills/standards that support college/career preparation, creative, and personal development. (Skills)
- has students become smarter about academic challenges, their lives, and the world around them. (Intellect)
- engages students about power, discrimination & oppression personally, locally, and nationally/globally (Criticality)
- allows for access, success and support both in-school and remotely (Coherent Methodology)
- allows for success and support collaboratively and independently (Diverse Platforms & Methodology)

Since nearly one fifth of the world's population live in China and with the rapid growth of China's economy, nowadays, there is an increasing number of people who are interested in Chinese culture and language. We can better prepare our students for their careers in a global world by offering them the opportunity to learn Mandarin Chinese at BCAM.

Chinese I is designed for students who have very limited to no background in the Chinese language. The goal of the course is to develop students' basic Chinese communicative competence in speaking, listening, reading and writing, with more focus on speaking and listening. The course will also integrate Chinese culture to promote students' cross-cultural awareness and understanding. Moreover, since there are great differences in Chinese and English languages, students will also be introduced to strategies and skills in learning Chinese as a foreign language. In addition, students will have the opportunity to learn and use various modern technologies to accomplish their tasks both in-school and remotely.

ENDURING UNDERSTANDINGS/QUESTIONS: *Please state the most important ideas and/or questions for the course. Please name valuable and empowering ideas about themselves and about others. (Identity) Critical and valuable ideas about power, discrimination, oppression and authority in the material, in their lives, and in communities and the world. (Criticality)*

- The linguistic similarities and differences between Chinese and English languages
- Chinese and American culture commonalities and differences
- How does learning a foreign language change your life?
- How will learning a foreign language help with your future education and career?

SPECIFIC ACADEMIC SKILLS: *These are the most important skills for the course, including: those that support college/career preparation, creative, and personal development (Skills); and those that help students become smarter about academic challenges, their lives, and the world around them. (Intellect)*

- Use Pinyin as a tool to pronounce and type Chinese characters
- Present their ideas about daily communication topics in Chinese
- Compare and contrast Chinese and American culture
- Make connections between Chinese and other subjects, such as social studies, math and art.
- Skills to use various modern technologies and platforms to complete academic tasks

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CCL STANDARDS: *These are the important Common Core Learning Standards (in short form) that will drive the curriculum and connect to units of study and academic skills. No need to list every one!*

- ACTFL 5Cs: communication, culture, connection, comparison, community
- ACTFL can-do statements
- 3 Modes of Communication: presentational, interpersonal, interpretive

ASSESSMENTS OF SKILLS/STANDARDS: *These are the major formative and summative measures that will be used to assess student progress on the specific skills, understandings and standards listed above. Please be specific!*

- Lingt assignment to assess listening and speaking
- Presentation and Group Projects
- Vocabulary Quizzes and End-of-Unit Tests

UNITS OF STUDY: *These are the titles/descriptions of the primary units covered during the course. These units should develop identity, skills, intellect, and criticality, as described above.*

1. Chinese phonetic system - Pinyin

5. Chinese New Year

2. Chinese writing system- Characters

6. My family

3. Chinese Names

7. Schools in the U.S and China

4. Countries and Nationalities

8. My classmate

TEXTS/MEDIA: *This is a sampling texts, media, materials covered/utilized in the course. These resources are diverse, relevant, empowering and easily accessible and usable both in-school and remotely.*

小王是一个中学英文老师。他家有很多人。他家有爷爷，奶奶，爸爸，妈妈，哥哥，姐姐，弟弟和妹妹。小王的爸爸和妈妈是大学老师。他的哥哥和姐姐也是老师。他们是中学老师。小王的弟弟妹妹都想做老师。小王的一家真是“教师之家”！

Xiao Wang is a middle school English teacher. His family has many people. They are his grandpa, grandma, dad, mom, older sister, older brother, younger brother and younger sister. Both of Xiao Wang's parents are college professors. His older brother and older sister are teachers as well/ They teach at a high school. Both of his younger brother and sister want to become teachers. Xiao Wang's family is a real family full of teachers.

COURSE RULES AND GUIDELINES: *These are the mechanisms that will manage the class and if followed result in student success for this course. These rules/guidelines should be fair, democratic, coherent, sustainable and able to implemented both in-school and remotely, collaboratively and independently.*

- Work: Complete in-class work and homework on your own and on time
- Engagement: Follow directions and stay on task
- Respect: Appropriate language and behavior at ALL times
- Attendance: Show up for classes both in-school and remotely on time
- Communication: Reach out to the teacher if there are questions or problems.

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COURSE HOMEWORK POLICY: *This is an overview of homework distribution schedule and the process for completion and collection. This policy is consistent with the school-wide policy (to-be-finalized) and hold students accountable but also supports them, and does so both in-school and remotely.*

Students will have homework in various forms, including Lingt listening and speaking practice, google docs, handwriting on handouts or notebooks.

I will post homework online every day. At the end of each class I will inform students about the specific requirements for homework.

Students need to turn in homework on time. There will be a grade deduction for late homework. There will be a failing grade for plagiarism.