

LKBDU – Level 4 Mandarin

GENERAL INFORMATION

Name of School: Rosedale Academy

Department: Languages

Course Developer: Eva Xiao

Course Development Date: Nov. 2015

Revision Date: Mar. 2016

Course Title: Mandarin, Level 4, University Preparation

Course Type: University Preparation

Course Code: LKBDU

Credit Value: 1

Curriculum Policy Document: The Ontario Curriculum, Grade 11 and Grade 12, Classical and International languages

Prerequisite: None

COURSE DESCRIPTION

This course prepares students for University studies in international language. Students will enhance their ability to use Mandarin with clarity and precision, and will develop the language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read diverse materials for both study and pleasure, and write clearly and effectively. Students will also have opportunities to add to their knowledge of Chinese culture in which Mandarin is spoken through the use of community resources and computer technology.

They will study different genres of Chinese literature, classical and modern, through reading, discussions, presentations, and research projects. They will study subjects about Chinese culture, history, and modern Chinese society as well. This course aims to foster students' independent thinking and their ability to appreciate literary work and analyze lexical and syntactic characteristics of modern Chinese. Students will enhance their ability to use the language with clarity and precision and engage in sustained conversations and discussions. They are going to develop writing skills through essays and independent projects. They will have chance to explore Chinese philosophy, arts and society through films and documentaries, which will make their study more enjoyable.

PART OVERALL EXPECTATION / LEARNING OBJECTIVES

Oral Communication: Listening

Overall Expectation

By the end of this course, students will:

- demonstrate an understanding of a variety of oral messages, communicated in various situations and for a variety of purposes.

Specific Expectations

By the end of this course, students will:

- demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to a variety of oral messages and identifying key ideas and information (e.g., comment on views expressed in conversations and discussions);
- demonstrate the ability to extract information from complex oral messages conveyed through various media and formal presentations (e.g., prepare a synopsis of a radio or television documentary that focuses on current issues);
- demonstrate an understanding of cultural aspects of Mandarin by identifying regional differences in Mandarin as well as different levels of language.

Oral Communication: Speaking

Overall Expectation

By the end of this course, students will:

- communicate orally in various situations and for a variety of purposes, using language appropriate to the level.

Specific Expectations

By the end of this course, students will:

- use standard pronunciation and intonation in Mandarin with accuracy and fluency;
- participate in conversations and group discussions using vocabulary and language structures appropriate to the level (e.g., take part in a debate on desirable careers);
- express personal opinions and explain ideas in a variety of prepared and open-ended conversations (e.g., participate in a video conference with students from another school or country);
- demonstrate an understanding of the Chinese culture of countries in a variety of creative activities (e.g., dramatize a literary work).

Reading

Overall Expectation

By the end of this course, students will:

- read age- and language-appropriate passages from various sources for a variety of purposes

Specific Expectations

By the end of this course, students will:

- read, for comprehension of main ideas and supporting details, selections from a variety of texts,* including a minimum of three genres (e.g., novels, plays, film scripts);
- read aloud with accuracy and fluency;
- demonstrate the ability to make inferences and predictions concerning characters and events in short stories and novels, as well as connections between ideas and facts in non-fiction works;
- respond to a range of texts in a variety of media by relating the ideas and themes treated to contemporary issues and
- personal experiences;
- demonstrate an understanding of the Chinese culture where Mandarin is spoken in a variety of complex and well-researched
- projects (e.g., prepare a presentation on a historical or cultural topic using a variety of print resources).

Writing

Overall Expectation

By the end of this course, students will:

- write for a variety of purposes and audiences, using increasingly broad vocabulary and sophisticated language structures.

Specific Expectations

By the end of this course, students will:

- Write reports and compositions using increasing broad vocabulary and sophisticated language structures for a variety of purposes (e.g., write a book or film review);
- Express ideas and feelings in writing, using increasingly complex forms (e.g. write short essays and narrative, descriptive, and expository passages);
- Revise and edit their work for accuracy of content and logical organization of ideas, with input from peers and the teacher;
- Edit and proofread their work with attention to accuracy in the use of vocabulary and language structures, using input from peers and the teacher as well as a variety of other resources;
- Demonstrate knowledge of the culture of China where Mandarin is spoken in well-researched reports and essays (e.g. write
- an essay on the literature, music, or art of China where Mandarin is spoken).

OUTLINE OF COURSE CONTENT

	Name of Unit	Time Allocated in Hours
Unit 1	It's nice to meet you!	22
Unit 2	Art	18
Unit 3	Chinese Culture: Food and Drinks	32
Unit 4	Chinese Novels	20
Unit 5	Global Issues	15
	Final Examination Prep	3
	TOTAL	110 Hours

TEACHING / LEARNING STRATEGIES

The strategies used are varied to meet the needs and the range of learning styles encountered and they include the following:

Video Watching	Independent research
Teacher modeling	Formal written assignments
Role playing	Oral presentations
Brainstorming	Composition writing
Internet searches	Memorizing
Reading comprehension	Collaborative learning
Video Watching	
Teacher modeling	
Role playing	
Brainstorming	

STRATEGIES FOR ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE

Evaluation in this course will be continuous throughout the year and will include a variety of evaluation methods. Assessment is embedded in the lessons throughout a unit under Check-Up Time.

Assessment as Learning	Assessment for Learning	Assessment of Learning
Student Product <ul style="list-style-type: none"> € Journals/Letters/Emails (checklist) € Learning Logs (anecdotal) € Peer Assessments € Practice Worksheets 	Student Product <ul style="list-style-type: none"> € Check-up Time Assessments € Journals/Letters/Emails (checklist) € Pre-Skills Checks (scale) € Quizzes (scale) € Graphic organizers (scale) € Peer feedback (anecdotal/checklist) € Reports € Practice Worksheets 	Student Product <ul style="list-style-type: none"> € Assignments € Journals/Letters/Emails (checklist) € Unit Tests (scale) € Final Exam € Case Studies € Presentations € Graphic organizers (scale)
Observation <ul style="list-style-type: none"> € Whole class discussions (anecdotal) € Self-proofreading (checklist) 	Observation <ul style="list-style-type: none"> € Class discussions (anecdotal) € Problem Solving 	Observation <ul style="list-style-type: none"> € Presentations
Conversation <ul style="list-style-type: none"> € Student teacher conferences € Small Group Discussions (checklist) € Pair work (checklist) € Skype meetings 	Conversation <ul style="list-style-type: none"> € Student teacher conferences € Small group discussions (checklist) € Pair work (anecdotal) € Peer-feedback (anecdotal) € Peer-editing (anecdotal) 	Conversation <ul style="list-style-type: none"> € Question and Answer Session (checklist) € Oral tests (scale) € Oral Presentation with question and answer session

FINAL GRADE

The percentage grade represents the quality of the students' overall achievement of the expectations for the course and reflects the corresponding achievement as described in the achievement chart for international languages.

1. Term work will be 70% of the overall grade for the course;
2. The summative evaluations will be 30% of the overall grade, incorporating a final written examination and a final project.

Achievement Categories

Application:	25%	Knowledge and Understanding:	25%
Communication:	25%	Thinking/Inquiry:	25%

Achievement Chart

A Summary Description of Achievement in Each Percentage Grade Range and Corresponding Level of Achievement

Percentage Grade Range	Achievement Level	Summary Description
80–100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70–79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60–69%	Level 2	Moderate level of achievement. Achievement is below, but approaching the provincial standard.
50–59%	Level 1	A passable level of achievement. Achievement is below the provincial standard
Below 50%	Level R	Insufficient achievement of curriculum expectations. A credit will not be granted

RESOURCES REQUIRED BY THE STUDENT

LKEDU Online Course of Study

PROGRAM PLANNING CONSIDERATION

Role of Technology in the Curriculum

Rosedale Academy courses leverage the power of information and communication technologies to provide rich, dynamic learning experiences. Students explore, evaluate and create concepts and works using a wide array of digital tools. They demonstrate their learning through text, video, voice and visual assignments that teach multi-literacy and media skills. Students also enhance their computer and technology skills in ways that are useful for their future academic and personal pursuits.

Teachers at Rosedale Academy get to know their learners, provide rich, descriptive feedback and assess student contributions and products AS, FOR and OF learning through digital technologies. They enable rapid feedback and communication at any time without borders in our global community.

Tool	Use	Benefit
Discussion forums	Whole class discussion (written)	Creates a record of each student's contributions
Group activities	Small group collaboration and discussion (written)	Encourages student participation; creates a record
Live Skype sessions	Teacher leads the lesson with students as a class	Observations of whole class and individual students
Databases	Students upload words, phrases, files, surveys, etc. to the database for peer assessment, presentation, or research	Student-centered data, peer assessment (as learning)
Peer Teaching	Students research a given topic and share their findings and opinions with other students.	Fosters discussion between students and allows for content to be learned and expressed from a student perspective
Journals	Small group discussions using problem solving	Improves students' critical inquiry, and reflective thinking skills about the concepts learned within the course
Learning Modules	Students explore content in an interactive manner with built-in assessments as they progress.	Students can navigate content at their own pace and assess their own learning along the way.

English as a Second Language

Rosedale Academy provides students with comprehensive ESL support to enhance their proficiency with the English language.

- All Rosedale Academy instructional materials and resources are designed with English Language Learners in mind. Online and face-to-face instructional resources make use of differentiated learning methods and carefully structured language. These resources support English language development as students are taking credit courses in all academic fields.
- Teachers at Rosedale Academy provide a variety of accommodations for English Language Learners. These accommodations include: extended time for tests and exams; chunking of assignments and tests; a safe space for asking questions; formative feedback; mini-lessons in spelling, sentence structure and grammar; and access to ESL resources and expert discussion.
- The self-paced delivery method of this course allows students to take the time that they require to engage in meaningful participation while still enjoying the enriching experience of working in an online global classroom.
- All teachers at Rosedale Academy are responsible for helping students to develop their ability to use English in academic courses.

Career Education

This course promotes skills effective for a variety of careers and informs students of some of the career opportunities where oral and written communication is considerable assets. Students will learn how to use English to inform audiences about ideas, persuade audiences to change their opinion or buy a product, and to formulate ideas. Students will also understand the importance of social media in their search for future education and career opportunities. Finally, this course also helps to prepare students for university application by providing a unit that helps them write a persuasive application essay. Beyond the immediate needs of the student, this also course focuses on demonstrating the value of English in jobs like business where clear communication is highly valued.

Academic Integrity

Students are expected to maintain high standards of honesty and academic integrity throughout their participation in all courses. This includes avoiding any instance of fraud, plagiarism and cheating. Rosedale Academy takes the following steps to ensure academic integrity:

- Students provide photo identification
- Course assignments include audio and video components
- Teachers Skype weekly with their classes
- Students are encouraged and supported to develop original work
- Exams are proctored by adults in trusted positions

When a teacher has reasonable grounds to believe that a student has violated these standards, the school principal will review the incident and, if needed, enforce disciplinary procedures. More information about *Academic Honesty* may be found in section 5.3 of the school calendar.

Late and Missed Assignment

Independent students have up to 12 months to complete a course. There are no set deadlines for course assignments. Students can proceed through each course at their own pace, but all course requirements must be completed prior to writing their final exam.

Cohort students follow a schedule in each course. This schedule specifies the due dates for all assignments. Students may request an extension if they are unable to meet a specific due date. Rosedale Academy reserves the right to deny any request. Late or missed assignments are not accepted without a valid reason.