

## **LKBCU – Mandarin – Level 3**

### **GENERAL INFORMATION**

Course Title: Mandarin – Level 3

Course Code: LKBCU

Grade: 11

Course Type: University Preparation

Credit Value: 1

Prerequisite: Level 2 International Languages, Academic

Curriculum Policy Document: The Ontario Curriculum, Grades 9 to 12, Classical Studies and International Languages

Department: International Languages

Course Developer: Michelle Zhou

Development Date: March 1, 2017

Length: 110 hours

### **COURSE DESCRIPTION**

This course prepares students for university studies in international languages. Students will be provided with abundant opportunities for increasing their competence and confidence in listening, speaking, reading, and writing in Mandarin, while developing their creative and critical thinking skills through exploring and responding to a variety of texts in multiple forms. 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.

## OVERALL EXPECTATIONS

### Listening

By the end of this course, student will:

1. **Listening to understand:** determine meaning in a variety of oral texts in the target language, using a range of listening strategies;
2. **Listening to interact:** interpret messages accurately while interacting in the target language for a variety of purposes and with diverse audiences;
3. **Intercultural understanding:** demonstrate an understanding of information in oral texts in the target language about aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of sociolinguistic conventions in the target languages used in a variety of situations and communities.

### Speaking

By the end of this course, student will:

1. **Speaking to communicate:** communicate information and ideas orally in the target language, using a range of speaking strategies, appropriate language structures, and level-appropriate language suited of the purpose and audience;
2. **Speaking to interact:** participate in spoken interactions in the target language for a variety of purpose and with diverse audiences;
3. **Intercultural understanding:** in their spoken communications in the target language, demonstrate an awareness of aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of the appropriate use of sociolinguistic conventions in the target language in a variety of situations.

### Reading

By the end of this course, student will:

1. **Reading comprehension:** determine meaning in a variety of texts in the target language, using a range of reading comprehension strategies;
2. **Purpose, Form, and Style:** identify the purpose, characteristics, and aspects of style of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;
3. **Intercultural understanding:** demonstrate an understanding of information in texts in the target language about aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of sociolinguistic conventions in the target language used in a variety of situations and communities.

### Writing

By the end of this course, student will:

- 1. Purpose, Audience, and Form:** write texts in the target language for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of the written language appropriate for this course;
- 2. The writing process:** use the stages of the writing process - including pre-writing, producing drafts, revising, editing, and publishing - to develop and organize content, clarify ideas and expression, correct errors, and present their written work in the target language effectively;
- 3. Intercultural understanding:** in their written work in the target language, demonstrate an awareness of aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of appropriate use of sociolinguistic conventions in the target language in a variety of situations.

## OUTLINE OF COURSE CONTENT

	Name of Unit	Time Allocated in Hours
Unit 1	Family	22.5
Unit 2	Time	22
Unit 3	Travel	21
Unit 4	Dialect	19
Unit 5	Environmental Issues	23.5
Final Evaluation		2
	Total	110 hours

## TEACHING / LEARNING STRATEGIES

A variety of teaching and learning strategies will be used in this course to meet the needs of a diverse range of learners.

<b>Reading</b>	Audio responses	<b>Learning Strategies</b>
Journal Responses	<b>Writing</b>	Self-Assessments
Graphic Organizers	Using Writing Guides	Personal Reading Habits
Reading Guides	Brainstorming / Concept Mapping	Improvements
Independent Reading	Writing Outlines	Reflective Activities
Media Analysis Guides	Opinion Writing	
Text Annotation	News Paper Article Writing	
<b>Listening</b>		
Video watching		

## STRATEGIES FOR ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE

Many forms of assessment and evaluation will be used throughout the course and will be used to evaluate all key learning goals and reading/writing strategies in the course.

Assessment as Learning	Assessment for Learning	Assessment of Learning
<b>Student Product:</b> <ul style="list-style-type: none"> <li>Learning Journal</li> <li>Reading Log</li> </ul>	<b>Student Product:</b> <ul style="list-style-type: none"> <li>Formative assessments</li> <li>Multiple-choice comprehension checks</li> <li>Reading strategy activities</li> <li>Writing drafts in all major forms</li> </ul>	<b>Student Product:</b> <ul style="list-style-type: none"> <li>Written finals drafts</li> <li>Student reflection activities</li> </ul>
<b>Observation:</b> <ul style="list-style-type: none"> <li>Discussion Forums</li> <li>Revision and Writing Drafts</li> </ul>	<b>Observation:</b> <ul style="list-style-type: none"> <li>Writing Activities</li> <li>Peer Assessment</li> <li>Forum Participation</li> </ul>	<b>Observation:</b> <ul style="list-style-type: none"> <li>Verbal Reflective Responses</li> </ul>

## 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 the The Ontario Curriculum, Classical Studies and International Language.

1. Term work will be 70% of the overall grade for the course;
2. The final exam will be 30% of the overall grade.

## ACHIEVEMENT CATEGORIES

CRITERIA	STRATEGY	PERCENTAGE
Knowledge and Understanding	The ability to demonstrate thorough knowledge and understanding of the topics covered. Usually students demonstrate knowledge by explaining concepts, theories or terms.	20%
Thinking and Inquiry	The ability to use past knowledge to make connections and extensions to create new knowledge. Usually students demonstrate thinking through problem solving and creating new ideas and/or theories.	30%
Communication	The ability to use the five pillars of literacy to communicate a concept, idea or theory to others. Usually students will demonstrate proper communication skills through reading, writing, speaking, viewing and representing.	25%
Application	The ability to use the theory, concepts and knowledge acquired and apply it to experiences, new situations and different tasks. Usually, students will demonstrate application through performing tasks like cases, plans, situational analyses, etc.	20%

### 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

### REQUIRED RESOURCES FOR THE STUDENT:

- Computer with internet access

### 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
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<b>Discussion forums</b>	Whole class discussion (written)	Creates a record of each student's contributions
<b>Live video conferencing sessions</b>	Toronto teacher leads the lesson with students as a class	Observations of whole class and individual students
<b>Glossary</b>	Vocabulary reference and recording	Allows students to reference key course vocabulary and make contributions to help other students
<b>Padlet</b>	Bulletin board activities showing content found around the internet	Allows a space for collaborative research for students and an opportunity to share ideas and resources
<b>Group activities</b>	Small group collaboration and discussion (written)	Encourages student participation; creates a record
<b>Brainstorming Lists</b>	Allows students to brainstorm together by adding words/phrases to a list or lists that dynamically adds student contributions	Quick and live updates. Can be used like a live chat with all students. Allows for peer assessment as learning.
<b>Peer Teaching</b>	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
<b>Voice Thread</b>	Whole Class Discussion Voice response Presentation Socratic Instruction	Creates a foundation for rich interactive oral language activities

## 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.

### **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.