

Adult Education Class Outline
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1.2056 Foreign Language/American Sign Language

Date Posted:	7/21/2005
Title:	Foreign Language / Chinese Mandarin 2
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Los Angeles Unified School District

CBE

Competency-Based Education

COURSE OUTLINE

COURSE NO.: 25-25-70

REVISED: July 2004

TITLE: **Foreign Language / Chinese Mandarin 2**

DEPARTMENT: Adult Secondary Instruction (Foreign Languages)

CREDITS: 5

HOURS: 60

APPORTIONMENT NO.: 1.2056 Foreign Language/American Sign Language -
(replaces # 02.025.102)

COURSE DESCRIPTION:

This competency-based course continues to introduce students to the Chinese Mandarin Beijing dialect. The course will cover basic Chinese sentences, fundamentals of grammar in simple sentence patterns, simple conversation, the written system of the Mandarin language and topics on history, customs and manners of Chinese culture. The course includes brief dialogues related to family life, school, and daily activities. The course also continues the study of the rudiments of oral and written Chinese, emphasizes standard pronunciation and intonation, and seeks to expand an appreciation of Chinese culture. This course has been approved to satisfy UC "a-g" subject requirements for freshman

admission.

PREREQUISITES:

Foreign Language/Chinese Mandarin 1 (25-25-60)

After a student has completed this course, he/she may not be allowed to re-enroll in the course.

*Los Angeles Unified School District
Division of Adult and Career Education
Instructional and Counseling Services Unit
Adult Curriculum Office
adultinstruction.org*

THE DEVELOPMENT of a COMPETENCY-BASED COURSE OUTLINE

Every approved CBE course outline is written by Los Angeles Unified School teachers who teach the course. All teacher/writers have been inserviced and certified by the Adult Curriculum Office to learn about competency-based education and the outline format.

New courses and course revisions are initiated by school and/or central office subject area departments. The schools and the subject area departments share the responsibility for approving the subject content, hours, credits, etc. Teacher/writers submit their first draft to the appropriate central office subject area supervisor, specialist, consultant or adviser.

Course outline draft copies are next submitted to the curriculum office. There information required by the District and the State is verified. The outlines are edited and entered into the course outline computer data base. One formatted copy of an outline, with every page stamped "Draft Copy Only", is either approved by the curriculum office or returned for clarification or improvement.

Once signed off by the curriculum office an outline is routed back to the department that submitted it. When approved there, it is routed to the office of the Director of Instructional Services and finally to the Division's Assistant Superintendent for approval. The curriculum office then requests the required approvals by the LAUSD Board of Education.

The curriculum office sends master file copies of every approved CBE outline to principals of all Community Adult Schools and Employment Preparation Centers. These masters are used to reproduce copies for counselors and teachers. Students, community members, and other interested parties may also request copies. The curriculum office maintains a limited inventory of all outlines for additional distribution.

Changing needs are reflected in the constant development and revision of course outlines. It is an ongoing process designed to support the various demands of students,

teachers, and the communities we serve.

TOM CALDERON
Adult Curriculum Office
Instructional and Counseling Services

CBE COMPETENCY BASED EDUCATION

Course Outline Competency-Based Component Definitions

Course descriptions state the major emphasis and content of the course.

Competency areas are units of instruction based on related competencies.

Competency statements are competency area goals that together define the framework and purpose of the course.

Competencies fall on a continuum between goals and performance objectives and denote outcome of instruction.

Competency-Based Philosophy Overview

Competency-based instruction tells a student before instruction what skills or knowledge he/she will demonstrate after instruction.

A competency is stated as a minimum. This is the least a student has to demonstrate or know to be judged as competent. Stating competencies as minimums does not mean minimum instruction. Activities and opportunities should be provided for students to achieve maximum potential.

Competency-based education provides instruction that enables each student to attain individual goals as measured against pre-stated standards.

CBE instruction provides immediate and continual repetition and remediation. A student repeats tasks until achieving competence.

In competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies.

Curriculum, instruction and assessment in CBE are: explicit, known, agreed upon, integrated, performance-oriented, and adaptive.

ACKNOWLEDGMENTS

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CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the U.S. Government Course

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES
A. SIMPLE CONVERSATION Use elementary Mandarin in basic conversation (12 hours)	1. List the months of the year. 2. Describe common articles of clothing. 3. Express feelings of hunger, thirst and fear. 4. Practice the monetary system. 5. List directions (north, south, east, west). 6. Tell the time of day. 7. Tell the days of the week.
B. THE WRITTEN SYSTEM OF THE MANDARIN Recognize the basic Chinese writing system in characters. (18 hours)	8. Explain how Chinese characters developed. 9. Identify the sequence of strokes in writing Chinese characters. 10. Identify simple characters and be able to read and write them. 11. Explain the differences between writing and speaking in Mandarin.

<p>C. CULTURE AND HISTORY</p> <p>Understand and develop an awareness of Chinese culture.</p> <p>(5 hours)</p>	<ol style="list-style-type: none"> 12. Compare and contrast the respect between Chinese teachers and students with American born students. 13. Discuss the smile in Chinese culture. 14. Identify Chinese names. 15. Identify Chinese titles. 16. Discuss the lunar calendar. 17. Describe the role of the father in Chinese culture. 18. Describe the role of the mother in Chinese culture. 19. Discuss the importance of the family. 20. Discuss courtship in China . 21. Describe traditional and contemporary customs associated with marriage. 22. Discuss dating, engagement, and marriage customs. 23. Discuss the significance of the marriage dowry. 24. Talk about and identify family, friends, relatives, school, home and community members. 25. Discuss daily activities, including meals, work schedules and payday. 26. Express attitudes toward work and leisure time. 27. Describe the physical attributes of people. 28. Contrast the mode of mourning and remembering the dead in Chinese culture with American culture. 29. Converse about celebrating various holidays and birthdays. 30. Discuss Buddhist holidays. 31. Discuss the Chinese educational system.
<p>D. FUNDAMENTALS OF GRAMMAR</p> <p>Use proper Chinese grammatical structures.</p> <p>(25 hours)</p>	<ol style="list-style-type: none"> 32. Identify and use the subject pronoun. 33. Demonstrate the usage of gender; [ta] can mean "he", or "she". 34. Demonstrate the use of Chinese personal pronouns. 35. Demonstrate the ability to form plurals by adding the suffix [day]. 36. Demonstrate the use of the indirect object. 37. Form questions with the particle [ma]. 38. Form questions with question words such as: what, how, when, who etc. 39. Form sentences using comparative verbs such as [bi]. 40. Form sentences using prepositional verbs. 41. Form sentences using words as specifiers and measures. 42. Form sentences using [de] in nouns, pronouns and stative verbs. 43. Indicate location with [zai]. 44. Describe distances between places. 45. Form negative sentences by adding [bu]. 46. Discuss the calendar time expressions with year, month, day.

47. Practice statements with stative verbs: such as, "He's very well." (Subject + Adverb + Stative Verb)
48. Practice statements with transitive verbs such as, "I thank you." (Subject + Verb + Object)
49. Practice sentences with equational verbs such as, "He is an Englishman." (Subject + Equational Verb + Complement)
50. Practice sentences with auxiliary verbs such as, "He can speak English." (Subject + Auxiliary Verb + Main Verb + Object)
51. Practice choice-type questions such as, "Is he an Englishman?" (Subject + Verb + Negative Verb + Object or Complement)
52. Practice noun phrases with numbers and measures such as, "one book". (Number + Measure + Noun)
53. Practice noun phrases with specifiers and measures such as, "this book". (Specifier + Measure + Noun)
54. Practice subordination of nouns and pronouns with [de] such as, "Mr. Wang's books." (Noun or Pronoun + -de + Noun)
55. Practice subordination of stative verbs with [de] such as, "It is a very good book." (Adverb + Stative Verb + -de + Noun)
56. Practice statements with location at a place such as, "The people are inside." (Subject + is/are (at) + Place word)
57. Practice statement with co-verb of location such as, "The people are eating inside." (Subject + Co-verb + Place word + Main Verb + Object)
58. Practice statement with existence at a place such as, "There are people inside." (at + Place + there is/are + Noun)
59. Practice statement with subordination of place words such as, "the people (who are) inside." (at + Place-de + Noun)
60. Practice and identify distance between places such as, "The library is far from here." (Subject + from + Place + far/close)
61. Practice statement with nouns shared as objects and subjects such as, "There are people reading." (there is/are + Noun + Verb)
62. Practice compound descriptive phrases such as, "Chinese characters are hard to write." (Subject + Stative Verb + Transitive Verb)
63. Practice statement with motion to a place such as, "I'm going to the book store." (Subject + to + Place + come/go)
64. Identify purpose with come and go such as, "I'm going

- to the book store." (Subject + to + Place + come/go)
65. Identify purpose with come and go such as, "He is coming from America ." (Subject + from + Place + come)
 66. Practice motion to and from places such as, "He is coming from America ." (Subject + from + Place + come)
 67. Practice motion to and from places such as, "He is coming to China from America ." (Subject + from Place 1 + to Place 2 + come)
 68. Practice motion toward a place such as, "Go south!" (toward + Place + go)
 69. Practice statements with coverb of conveyance such as, "I go by car." (Subject + by + Noun + go)
 70. Practice comparison statements such as, "This is better than that." (A + compared to + B + Stative Verb)
 71. Practice statements with adverbs of manner such as, "He eats fast." (Subject + Verb + -de + Stative Verb)
 72. Practice comparison with adverbs of manner statements such as, "He speaks better than I do." (Subject compared to + Object + Verb + -de + Stative Verb)
 73. Practice objects with adverbs of manner statements such as, "He speaks Chinese well." (Subject + Verb + Object + Verb + -de + Stative Verb)
 74. Practice objects with comparisons and stative verbs statements such as, "He buys more books than I do." (Subject + V1 + O1 + compared to + Objective + V + -de + Stative Verb)

SUGGESTED INSTRUCTIONAL MATERIALS AND OTHER RESOURCES

WRITING

DeFrancis, John. *Beginning Chinese Reader Part I* , 2nd edition. (Romantized text) New Haven and London : Yale University Press, 1977.

DeFrancis, John. *Character Text For Beginning Chinese*, 2nd edition. (Chinese text–companion to Romanized text) New Haven and London : Yale University Press, 1977.

Elementary Chinese Readers. Foreign Language Press, 1980.

Choy, Rita Mei-Wah. *Understanding Chinese, A Guide To The Usage of Chinese Characters With Cantonese and Mandarin Pronunciation* . Yale and Pinyin Romanization, 1988.

SPEAKING

DeFrancis, John. *Beginning Chinese* , 2nd edition. (Romanized text–companion to character text) New Haven and London : Yale University Press, 1976.

DICTIONARIES

Quo, James. *A Concise Chinese English, Dictionary*. Kong Ching Publishing Co., 1980.

Bergman, Peter M. *The Basic English-Chinese/Chinese-English Dictionary*. Signet, 1980.

FIELD TRIPS

Historical places	Motion picture theaters
Chinatown	Print shops
Markets	Temples
Restaurants	

MEDIA

Chinese radio (AM 1300)

Chinese T.V. (Channel 18 and 62)

Chinese newspapers and magazines

VISUAL AIDS

Maps (China , Taiwan , Hong Kong, Macou , Malaysia , and Singapore)

Art work

Transparencies

TEACHING STRATEGIES AND EVALUATION

SUGGESTIONS FOR STUDENT STUDY

These strategies are adapted from *Cantonese , Teach Yourself Books*, by R. Bruce, published by Hodder and Stoughtan Ltd., 1988.

1. Repeat many, many times the Tone Table, from top to bottom, following the actual voice or a recording of a Mandarin speaker if at all possible.
2. Always revert to the tables of sounds and tones before tackling new material.
3. Read aloud and read frequently the dialogues and drills.
4. Study every day, preferably for an hour but even less if you cannot manage it. An

hour every day is much better than three or four hours once or twice a week.

5. Aim at fluency not vocabulary. If you can master a fair number of basic patterns you can add vocabulary later. A lot of words are no use if you cannot use them.
6. Control your tones. It is unnatural for speakers of languages like English to speak words with fixed tones. We constantly change or inflect the tones of words according to their position in a sentence or the emphasis we seek to use. With a few exceptions the Chinese tone remains unchanged. Therefore you must exercise vigilant control over the tone of each word you utter. This is difficult to begin with much easier later. Mimic the native speaker.
7. Practice in natural conversation. Do this right away, even if you can only say 'Good morning'. Of course, you will be floored by the response of the Chinese speaker, all the more so if you say your little sentence perfectly as he will assume you have a good knowledge of the language. But with real practice you will gain confidence after the initial set-backs.

METHODS AND PROCEDURES

Lecture and discussion
Demonstration
Directed practice

EVALUATION

Teacher-developed tests based on the competencies in this course outline.
Oral test
Teacher observations and evaluation

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.