



光華實驗中文學校

North Valley Chinese School Chinese as a Second Language (CSL) Program Curriculum Plan for 2009-2010 School Year

Revision: 3.04

January 31, 2009

North Valley Chinese School
Campus: 1401 Turlock Lane, San Jose, CA 95132
Mailing Address: P.O.Box 32723, San Jose, CA 95152
Email: contact@nvcs98.org
Web: <http://www.nvcs98.org>

© Copyright 2007-2010 North Valley Chinese School
For permission to use, email to contact@nvcs98.org.

Table of Contents

Chinese as a Second Language Program at NVCS	3
First Edition Introduction	3
Second Edition Introduction	5
Third Edition Introduction	6
Acknowledgement	7
Permission to Use	7
Partial References	7
CSL1 Course Plan & Goals	9
CSL1 Course Goals	10
CSL1 Mandarin Proficiency Focused Report Card.....	17
CSL2 Course Plan & Goals	18
CSL2 Course Goals	19
CSL2 Mandarin Proficiency Focused Report Card.....	26
CSL3 Course Plan & Goals	27
CSL3 Course Goals	28
CSL3 Mandarin Proficiency Focused Report Card.....	35
CSL4 Course Plan & Goals	36
CSL4 Course Goals	37
CSL4 Mandarin Proficiency Focused Report Card.....	44
Appendices:	45
Appendix A: Repositories of Vocabularies, Phrases, and Sentence Structures by Lesson	45
Volume 1, My First Chinese Reader / 快樂兒童華語第一冊, Repository by Lesson.....	46
Volume 2, My First Chinese Reader / 快樂兒童華語第二冊, Repository by Lesson.....	47
Volume 3, Discovering Chinese / 奇妙中文第三冊, Repository by Lesson	48
Better Chinese CD-ROM Instructions Repository	50
Repository by Function (<i>work in progress</i>)	50
Appendix B: Plan for Cultures, Connections, Comparisons, Communities Topics by Level (to be completed)	51
Appendix C: Repository of Classroom Commands (to be completed)	51
Appendix D: NVCS CSL Progress History	53

Chinese as a Second Language Program at NVCS

Prior to 2006, analyses of our student population continued to show a growing percentage of students coming from non-Mandarin speaking families. By the time NVCS started to look into a CSL program, many other community based Chinese schools were also beginning to do the same, if not already. Many factors indicated and continued to support the need for CSL programs. To name a few here: 1) The growing importance of China in the global economy, security, and environment. 2) The establishment of the Advanced Placement Chinese language program by the College Board which triggered examination of the pipeline leading to AP level Chinese language classes in high school. 3) The US Government had identified Mandarin as one of the six critical languages for national security and commerce; this included programs to promote foreign language learning for K-12 as well as professional development for foreign language teachers. These trends and programs not only provided vast amount of resources for teachers, administrators, and students, they also injected energy to Mandarin programs throughout the country and communities.

At the February 26, 2006, board meeting, the Board of Directors of North Valley Chinese School (NVCS) voted and approved the direction to establish a CSL (Chinese as a Second Language) program. During the 2005-2006 school year, there was a Bilingual Culture class offered during the culture class period and led by our volunteer teachers, Ms. Linda Chen and Ms. Chingfen Huang. In the following school year, which was the 2006-2007 school year, NVCS' first CSL class, CSL1, started. It consisted of some of the students from the Bilingual Culture class the year before, some students from our heritage program, and some new students. Our first class had thirteen students, ages seven through thirteen, led by the wonderful Ms. Doris Lin.

First Edition Introduction

-- by Jane Yuan, CSL Program Director; January, 2008

This document is written with the best intention to outline the course plan and content standards for each CSL (Chinese as a Second Language) grade level, as well as the proficiency-focused report card for each. The utmost purpose of this document is to communicate plans and expectations among North Valley Chinese School (NVCS) teachers, students, parents, and administrators, in regarding to our students' Mandarin language learning progress based on selected textbook published by Better Chinese. Since I am learning as I go, at the minimum, this is a working document and I fully expect it to be modified and amended as the program progresses, due to newly acquired knowledge, offering of additional grade levels, or comments from folks who care.

My suggestion for students is to look at this plan and understand for yourselves what real-life functions we think you should be able to do using Mandarin at your grade level. Since language needs to be used, use Mandarin whenever you get a chance; that's the best way to acquire it and to retain it. For instance, when you visit a Chinese restaurant, use your Mandarin to greet and thank the restaurant staff. As you get used to using Mandarin with strangers, you'll use more of it and you'll get better. Be patient with yourself; in the process of learning, mistakes are just part of the game. Although it will take time to master, you will get there; just keep at it. If you can sign up for Mandarin classes in your regular school program, do that by all means; constant exposure will help you.

For teachers, here are my humble comments on how this document is to be used. This document is tailored to the Better Chinese textbook we use in our school. Therefore at each level, this document should give you a good idea about your students' Mandarin capabilities when they first enter your class. As your class progresses, the textbook will allow you to work on the various capabilities outlined in the Course Goals with your students. As you can see from the Course Goals, your additional efforts are needed to add Cultures, Connections, Comparisons, and Communities contents to your class. For these areas there are some content examples given in this document. Although you could take them as mere examples or suggestions, it would help to at least use some of them so that a progression from one grade level to the next can be facilitated. With that said, you are free to add or modify them based on the dynamics of your class. The goal is that eventually at the end of your class, students will be able to meet the course goals stated in this document.

To help students succeed, there are three assessments during a school year and the results are recorded in a proficiency-based report card also included in this document. Teachers will assess student's Mandarin capabilities in all three modes of communications: interpersonal, interpretation, and presentation. In the area of proficiency, the report card should give students an idea of how their proficiency level is as compared to the Course Goals stated in this document. The proficiency-based report card is a new endeavor in our program; we hope it helps to direct students' learning towards the right direction. Every student progresses in his or her own way; instead of providing a letter grade, the report card allows teachers and students to continue work towards the course goal throughout the school year. Students and parents are advised to review the report cards together with the Course Goals to gain an understanding of student's language capabilities at the time of the assessment. The report card has limited spaces but do allow additional items to be added to it. Some items in the areas of Cultures, Connections, and Communities, are not currently assessed. They are shown in the report card as a record of exposure. This could change in the future.

Parents are our partners in making the learning experience a rewarding one for the students. Your involvement in my mind is one of the most influential factors in your student's success in school. You can help your students by keeping in touch with and supporting your teachers, volunteering in the classrooms, providing encouragement for your students, being enthusiastic about every progress they make, and helping them get the language and culture exposure they need outside the classroom.

CSL program staff is responsible for the update of this document since this is a working document. The revision number is shown on the cover page and in footers in "*a.b*" format, where "*a*" advances when there is a major revision to this document and "*b*" advances when there is a minor revision. The following is an example progression of the revision numbers: 1.0, 1.1, 1.2, 1.3, 2.0, 2.1, 3.0, 4.0, 4.1, 5.0, etc. Be sure to advance the revision number and the date on the cover page and in footers whenever there is a change to this document.

This document does not nor does it intend to include classroom activities or lesson plans; it does not govern the method for assessment, however, the report cards shows what assessments will need to address.

Kindly email your feedback and comments to contact@nvcs98.org.

Second Edition Introduction

-- by Jane Yuan, CSL Program Director; August 2008

After the release of this document, our program had a chance to put this curriculum plan into work and we have identified many improvements based on feedback from teachers and reviewers and our own observation. They are listed in bullets here, not in any particular order. Where applicable, the curriculum plan is revised as shown on the following pages.

1. Timing for assessment. Assessments in a language classroom is a continue process. Here we are referring to the major assessments. The 1st assessment is to be performed in the 2nd or 3rd week of class to establish a base line for students' language capabilities entering the class. This is recommended for CSL2 and CSL3. The 2nd assessment is to be performed mid-term. The 3rd assessment to be performed at the end of the school year.
2. There was a suggestion to add to this document a short description of how the program was established and what the original goals or considerations were. That's been added to the beginning of this document.
3. Teacher involvement in this curriculum plan. The first edition of this curriculum plan was developed in parallel to the classes. We hope the timing for the second version of this curriculum plan will make it much easier for our teachers.
4. Letter grade in report card. The report cards were designed to give students an idea of their language proficiency assessed against very specific goals. However, students seem to prefer and in some cases motivated by a letter grade. Therefore we are adding to the report card letter grades for Oral Assessment and Written Assessment.
5. Clearly identify functions and the corresponding language skills and modes of communication in Course Plan. This is to make sure each language skill (L: Listening, S: Speaking, R: Reading, and W: Writing) and mode of communication (Iv: Interpretive, Ip: Interpersonal, Pr: Presentation) is addressed in the plan. See revisions in Course Goals.
6. Lesson count. The number of lessons each CSL class can be taught seem to vary a bit depending on many factors, including student background, class dynamics, amount of extra culture and language material taught in class, etc. Given that our program has one class per CSL level, we could potentially go as far as we could with each level and pick up from where it was left off the next year. However, for planning purpose, we need to set a goal for each level. There were various considerations for this, including when to switch textbook, how many textbooks a new students will need to purchase, how students from other schools will be able to join our program, etc. In any case, the current high-level guideline is as follows.

CSL1 – 12 Lessons
CSL2 – 6 Lessons
CSL3 – 6 Lessons

The consideration for fewer lessons at higher levels is that there is more material to retain and review as the level goes higher. There will be adjustments to this guideline based on assessment results and teacher recommendations, and these are all

acceptable deviations from the guideline. We will continue to observe how our students are doing and adjust accordingly. For the 2008-2009 school year, each CSL level will continue from where they left off at the end of the 2007-2008 school year:

CSL1 – Lessons 1 through 12 (12 Lessons)

CSL2 – Lessons 10 through 18 (6 Lessons)

CSL3 – Lessons 21 through 26 (6 Lessons)

7. Add repositories of vocabularies, phrases, and sentences by lesson, and by function, if possible. This is added as an appendix to the end of this document so that it's easier for teachers to reference.
8. Improve on language function descriptions. Some of the language functions under Communication needed better organization to clarify language functions and remove repetitions. Some items under Communication were moved to Cultures and Communities where they belong. Find revisions in the Course Goals section.
9. At CSL2, added typing. At CSL3, added introduction to simplified characters.
10. Incorporate NVCS school activities into goals for Communities, e.g. performance in front of an audience, academic contest.
11. Incorporated standards from the DRAFT Foreign Language Content Standards for California Public Schools Kindergarten through Grade Twelve.
12. Add a repository for summer homework. This was added to the CSL program web page at <http://www.nvcs98.org/csl.htm> so not to make this curriculum plan a huge document.
13. Add a repository for classroom commands to use with students so they can be consistent across CSL levels. A draft is added as an Appendix.

We will continue to collect feedback on this document and improve as we go. Kindly email your feedback and comments to contact@nvcs98.org.

Third Edition Introduction

-- by Jane Yuan, CSL Program Co-Director; January 2010

In addition to maintenance modifications to improve & update this plan, we incorporated in this edition the newly published California World Language Content Standards. Each California Standards item is mapped into the five C's of the National Standards. CSL4 course plan is added with both Stage 1 and Stage 2 goals.

1. California World Language Content Standards is now incorporated into course goals
2. Course goals now include four language skills for all items and are now standardized across grade levels. In addition, topics specific to a grade level have specific goals.
3. Four language skills are noted in the Communication section; however focus is on speaking and listening, and then reading, and then writing.
4. Added CSL4 course plan
5. Added CSL progress history (Appendix D)
6. Number of lessons planned at each grade level changed.

Acknowledgement

I'd like to acknowledge the teachers and fellow students in StarTalk 2007, BAFLP 2007-2008 Seminars for World Language Teachers, and other teacher training programs. Through these training programs, I learned the latest technique, theory, and practical experience in Mandarin teaching and learning. I'd like to especially thank Ms. Doris Lin, our very first CSL teacher, for her generous and invaluable inputs to this document for which I'm very grateful. My sincere appreciation goes out to the parents, students, volunteer staff, and the Board of Directors of North Valley Chinese School for supporting our CSL program.

We owe our sincere appreciation to Dr. Ju-I Yuan, and Ms. Margaret Dyer for recommending many of the important improvements made in the second edition.

Permission to Use

Anyone interested in the information presented in this document is welcome to use it in parts or in whole. We are honored by your interest. Permission is granted automatically. Sending an email to contact@nvcs98.org to inform us is greatly appreciated and might also allow us to inform you of any updates. The latest version of this document can be downloaded from <http://www.nvcs98.org/csl.htm>.

Partial References

1. *ACTFL Integrated Performance Assessment*. 2003. American Council on the Teaching of Foreign Language.
2. *ACTFL Performance Guidelines for K-12 Learners*. 1998; reprinted 2002. American Council on the Teaching of Foreign Language.
3. Bay Area Foreign Language Program – Seminars for World Language Teachers: Language Teaching in the Digital Age: Mandarin Chinese Strand: Framework-Aligned Lesson Design, program binder. 2007-2008. Stanford University.
4. Brisk, Maria Estela. 2006, Second Edition. *Bilingual Education, From Compensatory to Quality Schooling*. Mahwah, New Jersey, Lawrence Erlbaum Associates, Inc.
5. Chinese Benchmarks: Oral Benchmarks, Literacy Benchmarks. The Center for Applied Second Language Studies. <http://casls.uoregon.edu/benchmarks.php>.
6. *Foreign Language Framework for California Public Schools, Kindergarten Through Grade Twelve*. 2003. California Department of Education. Sacramento.
7. *My First Chinese Reader, Volume 1 and Volume 2 textbooks and Teacher's Guides*. 2004-2005. Better Chinese Ltd.
8. *Standards for Foreign Language in the 21st Century*. 2006. National Standards in Foreign Language Education Project. Allen Press, Inc.
9. StarTalk Professional Development Program for Teachers of Mandarin Chinese Language and Culture, July 12-18, 2007, program binder.

Additional second edition references:

10. *Discovering Chinese, Volume 3 textbook and Teacher's Guide*. 2006. Better Chinese Ltd.
11. (DRAFT) Foreign Language Content Standards for California Public Schools Kindergarten through Grade Twelve.
12. StarTalk Professional Development Program for Teachers of Mandarin Chinese Language and Culture, Level II, July 7-16, 2008, program binder.

Additional third edition references:

13. (FINAL) Foreign Language Content Standards for California Public Schools Kindergarten through Grade Twelve: <http://clta.net/standards/standards.pdf>

CSL1 Course Plan & Goals

Target audience: Students at age 7 or 8 and up recommended (within 5 years of age gap recommended)

Prerequisites: None

Format: Student-centered, differentiated instruction addressing various learning styles

Draft California Content Standards Content / Topics:

Student address discrete elements of daily life, including: greetings, introduction (name, age, nationality), family, home (address), celebrations, holidays, calendar, music and songs, destinations (countries), school, classroom (objects, simple instructions), numbers, important dates (festivals) in Chinese culture, and food (fruits, fast food).

Length: 64 hours; 2 hours a week for 32 weeks, Sep 13th, 2009 through June 6th, 2010.

Materials: My First Chinese Reader, Vol. 1, Traditional, Better Chinese, textbook & workbooks, CD-ROM

Textbook Lessons: Lessons 1 through 12 (12 lessons)

Chinese Character Forms: Traditional

Languages in Classroom: English & Mandarin, with 50% Mandarin in the end

Language Use by Students: Formulaic

Setting for Language Use: Classroom, limited community

Expected Outcome for Language Proficiency: Stage I; Speaking - Novice High
(<http://www.sil.org/lingualinks/languagelearning/otherresources/actflproficiencyguidelines/contents.htm>)

Suggested Next Grade Level: CSL2

Other References:

- Hanyu Pinyin: <http://www.csulb.edu/~txie/pcr/soundsys/introtopyin.htm>
- Counting numbers in Chinese:
<http://hua.umf.maine.edu/Chinese/games/numbers/chinese/one.html>
- Chinese character stroke order rules:
<http://www.zhongwen.com/shufa/index.html>
- Chinese festivals, culture and language comparisons: see Internet
- Map: World Atlas

Language Learning Checklist:

- 4 Skills: Listening (L), Speaking (S), Reading (R), Writing (W), with emphasis on L/S
- 5 C's: Communication, Cultures, Connections, Comparisons, Communities
- 3 Modes of Communication: Interpersonal, Interpretive, and Presentational
- Examples of topics for Connections in 5 C's: History, geography, music, arts, performing arts, math, science, literature, etc.
- Common language learning styles: visual, auditory, tactile/kinesthetic

CSL1 Course Goals

The course goals are described in the following areas.

1. Communication
2. Cultures
3. Connections
4. Comparisons
5. Communities

In each area, the corresponding content standards from the US/National Standards for Foreign Language Learning and the California World Language Content Standards are listed, followed by specific learning and teaching goals for CSL1.

For each learning goal, the associated target language skills and communication modes are listed with it. Additional skills and modes can be included in teaching.

Upon completion of CSL1, students should be able to perform the following functions in Mandarin Chinese, unless otherwise specified.

1. Communication –

- **US Communication 1.1 [Interpersonal Communication (Ip)]: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions**
- **US Communication 1.2 [Interpretive Communication (Iv)]: Students understand and interpret written and spoken language on a variety of topics**
- **US Communication 1.3 [Presentational Communication (Pr)]: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics**
- **CA Content 1.1: Students address discrete elements of daily life, including: a) Greetings and introductions; b) Family; f) Calendar; i) School, classroom, numbers; l) Food**
- **CA Communication 1.0: Students use formulaic language (learned words and phrases) and some created language (sentences and strings of sentences)**
- **CA Communication 1.1: Engage in oral or written conversations (Ip)**
- **CA Communication 1.2: Interpret written or spoken language (Iv)**
- **CA Communication 1.3: Present to an audience of listeners or readers (Pr)**
- **CA Communication 1.4: List, name, Identify, enumerate**
- **CA Communication 2.4: ... ask and answer questions**
- **CA Communication 1.5: Identify learned words and phrases in authentic texts**
- **CA Communication 1.6: Reproduce and present a written or oral product in a culturally authentic way**
- **CA Structures 1.0: Students use orthography or phonology to understand words and phrases in context**
- **CA Structures 1.1: Use orthography or phonology to produce words and phrases in context**
- **CA Settings 1.0: Students use language in highly predictable common daily settings**

CSL1 Course Goals for Communication:

	Language Functions	Skill	Comm
1.1	Respond to common commands given in one's classroom	L	Iv
1.2	List and identify CSL1 topics* orally. <u>CLS1 topics*</u> include: greetings, name, age, birth date, nationality, grade, school, home address, family members, classroom items, fruits, and food	S	Pr
1.3	Engage in oral conversation about <i>CSL1 topics*</i> using short sentences, questions and answers, yes/no, and expressing likes and dislikes, wants and don't wants	LS	Ip
1.4	(Re)Produce and present an oral product about <i>CSL1 topics*</i> , in a culturally authentic way.	S	Pr
1.5	Reproduce and present a written product about <i>CSL1 topics*</i> , in a culturally authentic way.	W	Pr
1.6	Understand learned information about <i>CSL1 topics*</i> when orally presented by others.	L	Iv
1.7	Understand learned information about <i>CSL1 topics*</i> when presented by others in writing or in printed materials.	R	Iv
1.8	Engage in written conversation about <i>CSL1 topics*</i> using short sentences, e.g. in the context of instant messaging or short notes.	RW	Ip
1.9	Identify learned words and phrases in authentic texts	LR	Iv
1.10	Tell, ask, and interpret calendar information, including day, week, month, year, today, yesterday, and tomorrow.	LSR	Ip/Iv/Pr
1.11	Demonstrate familiarity with Hanyu pinyin and tones for CSL1 words and phrases as a tool for learning Chinese.	RW	Iv/Pr

2. Cultures –

- **US Cultures 2.1 [Culture Practices]: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied**
- **US Cultures 2.2 [Culture Products]: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied**
- **CA Content 1.1: Students address discrete elements of daily life, including: e) Celebrations, holiday; j) important dates in the target culture**
- **CA Cultures 1.0: Students use appropriate responses to rehearsed cultural situations**
- **CA Cultures 1.1: Associate products, practices, and perspectives with the target culture**

CSL1 Course Goals for Cultures:

	Language Functions	Skill	Comm
2.1	Demonstrate culturally appropriate manners: Greet teacher, classmates, and guests in culturally appropriate manner	LS	Ip/Iv/Pr
2.2	Festivals: Associate culture products (e.g. books, tools, foods, laws, music, games), practices (patterns of social interactions), and perspectives (meanings, attitudes, values, ideas) with Chinese festivals, for instance: Mid-Autumn / Moon Festival, Chinese New Year, Lantern Festival, Dragon Boat Festival, etc.	-	-
2.3	Write learned Chinese characters in correct stroke order.	W	Pr
2.4	Sing Chinese songs and/or recite Chinese chants or poems	-	-

3. Connections –

- **US Connections 3.1 [Making Connections]: Students reinforce and further their knowledge of other disciplines through the foreign language**
- **US Connections 3.2 [Acquiring New Information]: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures**
- **CA Content 1.0: Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.**
- **CA Content 1.1: Students address discrete elements of daily life, including: h) Maps, destinations, and geography; i) Numbers**

CSL1 Course Goals for Connections:

	Language Functions	Skill	Comm
3.1	Math: Count and understand numbers from 1 through 100	LS	Iv/Pr
3.2	Geography, e.g. identify the Chinese names and Hanyu Pinyin for seven countries or places. Identify three major cities in the world where Lunar New Year is celebrated, find their Hanyu Pinyin, and identify them from a map.	LS	Ip/Iv/Pr
3.3	Acquire new information, recognize distinctive viewpoints, and further their knowledge of Chinese language and culture, e.g. via art: write a Chinese chun-dao or chun-lian for the Chinese New Year and explain the concept to a family member.	-	-

4. Comparisons –

- **US Comparisons 4.1 [Language Comparisons]: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own**
- **US Comparisons 4.2 [Cultural Comparisons]: Students demonstrate understandings of the concept of culture through comparisons of the cultures studied and their own**
- **CA Cultures 1.2: Recognize similarities and differences within the target cultures and among students' own cultures**
- **CA Cultures 1.3: Identify cultural borrowings**
- **CA Structures 1.2: Identify similarities and differences in the orthography or phonology of the languages the students know**

CSL1 Course Goals for Comparisons:

	Language Functions	Skill	Comm
4.1	Recognize similarities and differences in aspects of Chinese and English languages, for instance, phonetic systems, use of tones, block characters, directions of writings, punctuations, etc.	-	-
4.2	Recognize similarities and differences in aspects of Chinese and American cultures in terms of, for instance, how information is organized: how a person is addressed (last name first and first name last vs. first name first and last name last), how dates are presented (year-month-date, vs. month-date-year), how numbers are used in days of the week and months (week-day three vs. Wednesday, and ten month vs. October), etc	-	-
4.3	Identify examples of language and cultural borrowings between Chinese and English, and between Chinese and American cultures	-	-

5. Communities –

- **US Communities 5.1 [Language Beyond School]: Students use the language both within and beyond the school setting**
- **US Communities 5.2 [Life-long learning]: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment**
- **CA Content 1.1: Students address discrete elements of daily life, including: g) songs**
- **CA Settings 1.1: Recognize age appropriate cultural or language use opportunities outside the classroom**

CSL1 Course Goals for Communities:

	Language Functions	Skill	Comm
5.1	Engage in interpersonal communication covering multiple learned topics, with someone from another classroom, school, or community, and through oral or written communications, for instance, via field trip, pen pal, or guest interview, in a culturally authentic way.	-	-
5.2	Participate in age appropriate cultural or language use opportunities outside the classroom, e.g. school academic contest, festival events, making scrapbook for display, stage a performance, field trip, etc.	-	-



光華實驗中文學校 / North Valley Chinese School

CSL1 Mandarin Proficiency Focused Report Card for School Year 2009-2010

Student:	Enrolment Month:	Birth Date:	Teacher:
		Age at Time of Assessment:	
Homework	Summer	Mid-term	Final
Summer Homework (turned-in / total assignments)			
Homework – Listening/Speaking (turned-in / total assignments)		90 (8 / 16)	
Homework – Reading/Writing (turned-in / total assignments)			
Participation / Behaviour			
Attendance – Days Tardy / Days Absent / Total Days		/ /	/ /
Mandarin Proficiency (refer to NVCS CSL1 Course Goals)	Mid-tem	Final	
Content / Topics – (List lesson topics included in specified assessment)			
Mid-term Assessment:			
Final Assessment:			
1 – Communication (in regarding to specified content / topics)	D	S	O
1.1 Respond to common commands given in one’s classroom			
1.2 List and identify orally			
1.3 Engage in oral conversation			
1.4 (Re)Produce & present orally in culturally authentic way			
1.5 Reproduce & present in writing in culturally authentic way			
1.6 Understand learned information presented orally			
1.7 Understand learned information presented in written form			
1.8 Engage in written conversation			
1.9 Identify learned words and phrases in authentic texts			
1.10 Tell, ask, and interpret calendar information			
1.11 Demonstrate familiarity with Hanyu Pinyin & tones for CSL1 words & phrases			
2 - Cultures	D	S	O
2.1 Demonstrate appropriate manners - greetings			
2.2 Associate culture products, practices, perspectives with Chinese festivals	itemize		itemize
2.3 Write learned Chinese characters in correct stroke order			
2.4 Sing Chinese songs, recite Chinese chants or poems	itemize		itemize
3 - Connections	D	S	O
3.1 Math – Count and understand numbers 1 - 100			
3.2 Geography – Identify 7 countries and 3 cities in Chinese and from a map			
3.3 Arts – Acquire new information through arts	itemize		itemize
4 - Comparisons	Mid-term	Final	
4.1 Recognize similarities and differences in aspects of languages	itemize		itemize
4.2 Recognize similarities and differences in aspects of cultures	itemize		itemize
4.3 Identified examples of language and culture borrowings	itemize		itemize
5 - Communities	Mid-term	Final	
5.1 Engage in interpersonal communication with pen pal, interview guest, etc.	itemize		itemize
5.2 Participate in read-out-loud contest, scrapbook making, stage performance, etc.	itemize		itemize
Teacher Comments:			
Mid-term / Final Assessment (Specify one)			
Parent Signature: _____ Date: _____ Teacher Signature: _____ Date: _____			
D: Developing; S: Satisfactory; O: Outstanding; Unmarked fields: Not yet taught in classroom			

CSL2 Course Plan & Goals

Target audience: Students year 8 and up recommended (within 5 years of age gap recommended)

Prerequisites: CSL1

Format: Student-centered, differentiated instruction addressing various learning styles

Draft California Content Standards Content / Topics:

Students address discrete elements of daily life, including: food (fruits, fast food, Chinese food), colors, clothes, facial features, celebrations, holidays, music and songs, numbers, geography, and important dates (festivals) in Chinese culture.

Length: 64 hours; 2 hours a week for 32 weeks, Sep 13th, 2009 through June 6th, 2010.

Materials: My First Chinese Reader, Vol. 1 & 2, Traditional, Better Chinese, textbook & workbooks, CD-ROM

Textbook Lessons: Lessons 10 through 15 (6 lessons)

Chinese Character Forms: Traditional

Languages in Classroom: English & Mandarin, with 60% Mandarin in the end

Language Use by Students: Formulaic

Setting for Language Use: Classroom, limited community

Expected Outcome for Language Proficiency: Stage I; Speaking - Novice High
(<http://www.sil.org/lingualinks/languagelearning/otherresources/actflproficiencyguidelines/contents.htm>)

Suggested Next Grade Level: CSL3

Other References:

- Hanyu Pinyin: <http://www.csulb.edu/~txie/pcr/soundsys/introtopyin.htm>
- Counting numbers in Chinese:
<http://hua.umf.maine.edu/Chinese/games/numbers/chinese/one.html>
- Chinese character stroke order rules:
<http://www.zhongwen.com/shufa/index.html>
- Chinese festivals, culture and language comparisons: see Internet
- Country Profile – Geography for China: <http://lcweb2.loc.gov/frd/cs/cntoc.html>
- Lunar calendar: Chinese bookstore

Language Learning Checklist:

- 4 Skills: Listening (L), Speaking (S), Reading (R), Writing (W), with emphasis on L/S
- 5 C's: Communication, Cultures, Connections, Comparisons, Communities
- 3 Modes of Communication: Interpersonal, Interpretive, and Presentational
- Examples of topics for Connections in 5 C's: History, geography, music, arts, performing arts, math, science, literature, etc.
- Common language learning styles: visual, auditory, tactile/kinesthetic

CSL2 Course Goals

The course goals are described in the following areas.

1. Communication
2. Cultures
3. Connections
4. Comparisons
5. Communities

In each area, the corresponding content standards from the US/National Standards for Foreign Language Learning and the California World Language Content Standards are listed, followed by specific learning and teaching goals for CSL2.

For each learning goal, the associated target language skills and communication modes are listed with it. Additional skills and modes can be included in teaching.

Upon completion of CSL2, students should be able to perform all CSL1 functions and the following functions in the CSL2 context, in Mandarin Chinese, unless otherwise specified.

1. Communication –

- **US Communication 1.1 [Interpersonal Communication (Ip)]: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions**
- **US Communication 1.2 [Interpretive Communication (Iv)]: Students understand and interpret written and spoken language on a variety of topics**
- **US Communication 1.3 [Presentational Communication (Pr)]: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics**
- **CA Content 1.1: Students address discrete elements of daily life, including: i) School, classroom, numbers; l) Food; m) Clothes, colors; n) Parts of the body**
- **CA Communication 1.0: Students use formulaic language (learned words and phrases)**
- **CA Communication 1.1: Engage in oral or written conversations (Ip)**
- **CA Communication 1.2: Interpret written or spoken language (Iv)**
- **CA Communication 1.3: Present to an audience of listeners or readers (Pr)**
- **CA Communication 1.4: List, name, Identify, enumerate**
- **CA Communication 2.4: ... ask and answer questions**
- **CA Communication 1.5: Identify learned words and phrases in authentic texts**
- **CA Communication 1.6: Reproduce and present a written or oral product in a culturally authentic way**
- **CA Structures 1.0: Students use orthography or phonology to understand words and phrases in context**
- **CA Structures 1.1: Use orthography or phonology to produce words and phrases in context**
- **CA Settings 1.0: Students use language in highly predictable common daily settings**

CSL2 Course Goals for Communication:

	Language Functions	Skill	Comm
1.1	Respond to common commands given in one's classroom	L	Iv
1.2	List and identify <i>CSL2 topics*</i> orally. <i>CSL2 topics*</i> include: food (fruits, fast food, Chinese food), colors, clothes, facial features, and objects in the classroom and in one's backpack)	S	Pr
1.3	Engage in oral conversation about <i>CSL2 topics*</i> using short sentences, questions and answers, short descriptions, yes/no, and expressing likes and dislikes, wants and don't wants	LS	Ip
1.4	(Re)Produce and present an oral product about <i>CSL2 topics*</i> in a culturally authentic way.	S	Pr
1.5	Reproduce and present a written product about <i>CSL2 topics*</i> , in a culturally authentic way.	W	Pr
1.6	Understand learned information about <i>CSL2 topics*</i> when orally presented by others.	L	Iv
1.7	Understand learned information about <i>CSL2 topics*</i> when presented by others in writing or in printed materials.	R	Iv
1.8	Engage in written conversation about <i>CSL2 topics*</i> , using short sentences and descriptions, e.g. in the context of instant messaging or short notes.	RW	Ip
1.9	Identify learned words and phrases in authentic texts	LR	Iv
1.10	Demonstrate familiarity with Hanyu pinyin and tones of CSL2 words and phrases, as a tool for learning Chinese, including beginning Chinese typing using Hanyu pinyin	RW	Iv/Pr

2. Cultures –

- **US Cultures 2.1 [Culture Practices]: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied**
- **US Cultures 2.2 [Culture Products]: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied**
- **CA Content 1.1: Students address discrete elements of daily life, including: e) Celebrations, holiday; j) important dates in the target culture**
- **CA Cultures 1.0: Students use appropriate responses to rehearsed cultural situations**
- **CA Cultures 1.1: Associate products, practices, and perspectives with the target culture**

CSL2 Course Goals for Cultures:

	Language Functions	Skill	Comm
2.1	Demonstrate culturally appropriate manners: Receive with both hands; Use courtesy words: please, nin, ni, thank you, and you're welcome (bu2 ke4 qi4; bu2 xie4), in culturally authentic way	LS	Ip/Iv/Pr
2.2	Festivals: Associate culture products (e.g. books, tools, foods, laws, music, games), practices (patterns of social interactions), and perspectives (meanings, attitudes, values, ideas) with Chinese festivals, for instance: Mid-Autumn / Moon Festival, Chinese New Year, Lantern Festival, Dragon Boat Festival, etc.	-	-
2.3	Write learned Chinese characters in correct stroke order.	W	Pr
2.4	Sing Chinese songs and/or recite Chinese chants or poems	-	-

3. Connections –

- **US Connections 3.1 [Making Connections]: Students reinforce and further their knowledge of other disciplines through the foreign language**
- **US Connections 3.2 [Acquiring New Information]: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures**
- **CA Content 1.0: Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.**
- **CA Content 1.1: Students address discrete elements of daily life, including: h) Maps, destinations, and geography; i) Numbers**

CSL2 Course Goals for Connections:

	Language Functions	Skill	Comm
3.1	Math: Count and understand numbers through 10 ¹² (zhao4).	LS	Iv/Pr
3.2	Geography, use numbers to describe Chinese speaking countries and the US, e.g. describe the size and population, using appropriate measure systems.	LS	Ip/Iv/Pr
3.3	Acquire new information, recognize distinctive viewpoints, and further their knowledge of the Chinese language & culture, e.g. via art or drama: through authentic paintings, objects, local museum exhibits, events, popular TV series.	-	-

4. Comparisons –

- **US Comparisons 4.1 [Language Comparisons]: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own**
- **US Comparisons 4.2 [Cultural Comparisons]: Students demonstrate understandings of the concept of culture through comparisons of the cultures studied and their own**
- **CA Cultures 1.2: Recognize similarities and differences within the target cultures and among students' own cultures**
- **CA Cultures 1.3: Identify cultural borrowings**
- **CA Structures 1.2: Identify similarities and differences in the orthography or phonology of the languages the students know**

CSL2 Course Goals for Comparisons:

	Language Functions	Skill	Comm
4.1	Recognize similarities and differences in aspects of Chinese and English languages, for instance, the use of number identifiers “wan” vs. “ten thousand”, the use of measure words in Chinese, the use of hao3, hen3 hao3, and zui4 hao3 for good-better-best in Chinese, etc.	-	-
4.2	Recognize similarities and differences in aspects of Chinese and American cultures, for instance, the auspicious red in Chinese wedding vs. the purity of white in US weddings, and holiday greetings used during Chinese New Year vs. those used during Christmas or New Year, etc.	-	-
4.3	Identify examples of language and cultural borrowings between Chinese and English, and between Chinese and American cultures	-	-

5. Communities –

- **US Communities 5.1 [Language Beyond School]: Students use the language both within and beyond the school setting**
- **US Communities 5.2 [Life-long learning]: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment**
- **CA Content 1.1: Students address discrete elements of daily life, including: g) songs**
- **CA Settings 1.1: Recognize age appropriate cultural or language use opportunities outside the classroom**

CSL2 Course Goals for Communities:

	Language Functions	Skill	Comm
5.1	Engage in interpersonal communication covering multiple learned topics, with someone from another classroom, school, or community, and through oral or written communications, for instance, via field trip, pen pal, or guest interview, in a culturally authentic way.	-	-
5.2	Participate in age appropriate cultural or language use opportunities outside the classroom, e.g. school academic contest, festival events, making scrapbook for display, stage a performance, field trip, etc.	-	-



光華實驗中文學校 / North Valley Chinese School

CSL2 Mandarin Proficiency Focused Report Card for School Year 2009-2010

Student:	Enrolment Month:	Birth Date:	Teacher:
	Years learning Mandarin:	Age at Time of Assessment:	
Homework	Summer	Mid-term	Final
Summer Homework (turned-in / total assignments)			
Homework – Listening/Speaking (turned-in / total assignments)		90 (8 / 16)	
Homework – Reading/Writing (turned-in / total assignments)			
Participation / Behaviour			
Attendance – Days Tardy / Days Absent / Total Days	/ /	/ /	/ /
Mandarin Proficiency (refer to NVCS CSL2 Course Goals)	Mid-tem	Final	
Content / Topics – (List lesson topics included in specified assessment)			
Mid-term Assessment:			
Final Assessment:			
1 – Communication (in regarding to specified content / topics)	D	S	O
1.1 Respond to common commands given in one’s classroom			
1.2 List and identify orally			
1.3 Engage in oral conversation			
1.4 (Re)Produce & present orally in culturally authentic way			
1.5 Reproduce & present in writing in culturally authentic way			
1.6 Understand learned information presented orally			
1.7 Understand learned information presented in written form			
1.8 Engage in written conversation			
1.9 Identify learned words and phrases in authentic texts			
1.10 Demonstrate familiarity with Hanyu Pinyin & tones, and beginning typing			
2 - Cultures	D	S	O
2.1 Demonstrate appropriate manners - courtesy			
2.2 Associate culture products, practices, perspectives with Chinese festivals		itemize	itemize
2.3 Write learned Chinese characters in correct stroke order			
2.4 Sing Chinese songs, recite Chinese chants or poems		itemize	itemize
3 - Connections	D	S	O
3.1 Math – Count and understand numbers 1 - 10 ¹²			
3.2 Geography – Identify 7 countries and 3 cities in Chinese and from a map			
3.3 Acquire new information through arts or drama		itemize	itemize
4 - Comparisons	Mid-term	Final	
4.1 Recognize similarities and differences in aspects of languages	itemize	itemize	
4.2 Recognize similarities and differences in aspects of cultures	itemize	itemize	
4.3 Identified examples of language and culture borrowings	itemize	itemize	
5 - Communities	Mid-term	Final	
5.1 Engage in interpersonal communication with pen pal, interview guest, etc.	itemize	itemize	
5.2 Participate in read-out-loud contest, scrapbook making, stage performance, etc.	itemize	itemize	
Teacher Comments:			
Mid-term / Final Assessment (Specify one)			
Parent Signature: _____ Date: _____ Teacher Signature: _____ Date: _____			
D: Developing; S: Satisfactory; O: Outstanding; Unmarked fields: Not yet taught in classroom			

CSL3 Course Plan & Goals

Target audience: Students year 9 and up recommended (within 5 years of age gap recommended)

Prerequisites: CSL2

Format: Student-centered, differentiated instruction addressing various learning styles

Draft California Content Standards Content / Topics:

Student address discrete elements of daily life, including: sports, pets, transportation, directions, shopping, countries, spoken and written languages, celebrations, music and songs, numbers, and geography.

Length: 64 hours; 2 hours a week for 32 weeks, Sep 13th, 2009 through Jun 6th, 2010

Materials: My First Chinese Reader, Vol. 2, Traditional, Better Chinese, textbook & workbooks, CD-ROM

Textbook Lessons: Lessons 16 through 21 (6 lessons)

Chinese Character Forms: Traditional and simplified

Languages in Classroom: English & Mandarin, with 60% Mandarin in the end

Language Use by Students: Formulaic

Setting for Language Use: Classroom, limited community

Expected Outcome for Language Proficiency: Stages I & II; Speaking - Novice High
(<http://www.sil.org/lingualinks/languagelearning/otherresources/actflproficiencyguidelines/contents.htm>)

Suggested Next Grade Level: CSL4

Other References:

- Hanyu Pinyin: <http://www.csulb.edu/~txie/pcr/soundsys/introtopyin.htm>
- Counting numbers in Chinese:
<http://hua.umf.maine.edu/Chinese/games/numbers/chinese/one.html>
- Chinese character stroke order rules:
<http://www.zhongwen.com/shufa/index.html>
- Chinese festivals, culture and language comparisons: see Internet
- Country Profile – Geography for China: <http://lcweb2.loc.gov/frd/cs/cntoc.html>

Language Learning Checklist:

- 4 Skills: Listening (L), Speaking (S), Reading (R), Writing (W), with emphasis on L/S
- 5 C's: Communication, Cultures, Connections, Comparisons, Communities
- 3 Modes of Communication: Interpersonal, Interpretive, and Presentational
- Examples of topics for Connections in 5 C's: History, geography, music, arts, performing arts, math, science, literature, etc.
- Common language learning styles: visual, auditory, tactile/kinesthetic

CSL3 Course Goals

The course goals are described in the following areas.

1. Communication
2. Cultures
3. Connections
4. Comparisons
5. Communities

In each area, the corresponding content standards from the US/National Standards for Foreign Language Learning and the California World Language Content Standards are listed, followed by specific learning and teaching goals for CSL3.

For each learning goal, the associated target language skills and communication modes are listed with it. Additional skills and modes can be included in teaching.

Upon completion of CSL3, students should be able to perform all CSL1 and CSL2 functions and the following functions in the CSL3 context, in Mandarin Chinese, unless otherwise specified.

1. Communication –

- **US Communication 1.1 [Interpersonal Communication (Ip)]: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions**
- **US Communication 1.2 [Interpretive Communication (Iv)]: Students understand and interpret written and spoken language on a variety of topics**
- **US Communication 1.3 [Presentational Communication (Pr)]: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics**
- **CA Content 1.1: Students address discrete elements of daily life, including: i) School, classroom, numbers; l) Food; m) Clothes, colors; n) Parts of the body**
- **CA Communication 1.0: Students use formulaic language (learned words and phrases)**
- **CA Communication 1.1: Engage in oral or written conversations (Ip)**
- **CA Communication 1.2: Interpret written or spoken language (Iv)**
- **CA Communication 1.3: Present to an audience of listeners or readers (Pr)**
- **CA Communication 1.4: List, name, Identify, enumerate**
- **CA Communication 2.4: ... ask and answer questions**
- **CA Communication 1.5: Identify learned words and phrases in authentic texts**
- **CA Communication 1.6: Reproduce and present a written or oral product in a culturally authentic way**
- **CA Structures 1.0: Students use orthography or phonology to understand words and phrases in context**
- **CA Structures 1.1: Use orthography or phonology to produce words and phrases in context**
- **CA Settings 1.0: Students use language in highly predictable common daily settings**

CSL3 Course Goals for Communication:

	Language Functions	Skill	Comm
1.1	Respond to common commands given in one's classroom	L	Iv
1.2	List and identify <i>CSL3 topics*</i> orally. <u><i>CSL3 topics*</i></u> include: sports, pets, transportation, directions, shopping, countries, spoken and written languages	S	Pr
1.3	Engage in oral conversation about <i>CSL3 topics*</i> using short sentences, questions and answers, short descriptions, yes/no, and expressing capable or not, can and can't do's, degrees of preference, have and have not's.	LS	Ip
1.4	(Re)Produce and present an oral product about <i>CSL3 topics*</i> in a culturally authentic way.	S	Pr
1.5	Reproduce and present a written product about <i>CSL3 topics*</i> , in a culturally authentic way.	W	Pr
1.6	Understand learned information about <i>CSL3 topics*</i> when orally presented by others.	L	Iv
1.7	Understand learned information about <i>CSL3 topics*</i> when presented by others in writing or in printed materials.	R	Iv
1.8	Engage in written conversation about <i>CSL3 topics*</i> , using short sentences and descriptions, e.g. in the context of instant messaging or short notes.	RW	Ip
1.9	Identify learned words and phrases in authentic texts	LR	Iv
1.10	Demonstrate familiarity with Hanyu pinyin and tones of CSL3 words and phrases, as a tool for learning Chinese, including beginning Chinese typing using Hanyu pinyin	RW	Iv/Pr

2. Cultures –

- **US Cultures 2.1 [Culture Practices]: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied**
- **US Cultures 2.2 [Culture Products]: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied**
- **CA Content 1.1: Students address discrete elements of daily life, including: e) Celebrations, holiday; j) important dates in the target culture**
- **CA Cultures 1.0: Students use appropriate responses to rehearsed cultural situations**
- **CA Cultures 1.1: Associate products, practices, and perspectives with the target culture**

CSL3 Course Goals for Cultures:

	Language Functions	Skill	Comm
2.1	Demonstrate culturally appropriate manners with consistency: Receive with both hands, say greetings, address adults and peers, use courtesy words: May I ask / excuse me (請問), thank you (謝謝), you're welcome (不客氣, 不謝, 沒事兒), excuse me (對不起), that's alright (沒事兒, 沒關係), in culturally authentic way	LS	Ip/Iv/Pr
2.2	Festivals: Associate culture products (e.g. books, tools, foods, laws, music, games), practices (patterns of social interactions), and perspectives (meanings, attitudes, values, ideas) with Chinese festivals, for instance: Mid-Autumn / Moon Festival, Chinese New Year, Lantern Festival, Dragon Boat Festival, etc.	-	-
2.3	Write learned Chinese characters in correct stroke order.	W	Pr
2.4	Sing Chinese songs and/or recite Chinese chants or poems	-	-
2.5	Use learned measure words in culturally appropriate manner.	S	Pr

3. Connections –

- **US Connections 3.1 [Making Connections]: Students reinforce and further their knowledge of other disciplines through the foreign language**
- **US Connections 3.2 [Acquiring New Information]: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures**
- **CA Content 1.0: Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.**
- **CA Content 1.1: Students address discrete elements of daily life, including: h) Maps, destinations, and geography; i) Numbers**

CSL3 Course Goals for Connections:

	Language Functions	Skill	Comm
3.1	Math: Count and understand numbers through 10^{12} (zhao4). Present and understand decimal numbers.	LS	lv/Pr
3.2	Geography: 1) Give and understand directions to 2 popular tourist destinations in China. 2) Describe statistics related to China and the US, e.g. distances from east to west and north to south, using appropriate measure systems.	LS	lp/lv/Pr
3.3	Acquire new information, recognize distinctive viewpoints, and further their knowledge of the Chinese language & culture via art or drama, e.g. through authentic paintings, objects, local museum exhibits, events, popular TV series.	-	-

4. Comparisons –

- **US Comparisons 4.1 [Language Comparisons]: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own**
- **US Comparisons 4.2 [Cultural Comparisons]: Students demonstrate understandings of the concept of culture through comparisons of the cultures studied and their own**
- **CA Cultures 1.2: Recognize similarities and differences within the target cultures and among students' own cultures**
- **CA Cultures 1.3: Identify cultural borrowings**
- **CA Structures 1.2: Identify similarities and differences in the orthography or phonology of the languages the students know**

CSL3 Course Goals for Comparisons:

	Language Functions	Skill	Comm
4.1	Recognize similarities and differences in aspects of Chinese and English languages, for instance, use of measure words	-	-
4.2	Recognize similarities and differences in aspects of Chinese and American cultures, for instance, bargaining	-	-
4.3	Identify examples of language and cultural borrowings between Chinese and English, and between Chinese and American cultures	-	-

5. Communities –

- **US Communities 5.1 [Language Beyond School]: Students use the language both within and beyond the school setting**
- **US Communities 5.2 [Life-long learning]: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment**
- **CA Content 1.1: Students address discrete elements of daily life, including: g) songs**
- **CA Settings 1.1: Recognize age appropriate cultural or language use opportunities outside the classroom**

CSL3 Course Goals for Communities:

	Language Functions	Skill	Comm
5.1	Engage in interpersonal communication covering multiple learned topics, with someone from another classroom, school, or community, and through oral or written communications, for instance, via field trip, pen pal, or guest interview, in a culturally authentic way.	-	-
5.2	Participate in age appropriate cultural or language use opportunities outside the classroom, e.g. school academic contest, festival events, making scrapbook for display, stage a performance, field trip, etc.	-	-



光華實驗中文學校 / North Valley Chinese School

CSL3 Mandarin Proficiency Focused Report Card for School Year 2009-2010

Student:	Enrolment Month:	Birth Date:	Teacher:
	Years learning Mandarin:	Age at Time of Assessment:	
Homework	Summer	Mid-term	Final
Summer Homework (turned-in / total assignments)			
Homework – Listening/Speaking (turned-in / total assignments)		90 (8 / 16)	
Homework – Reading/Writing (turned-in / total assignments)			
Participation / Behaviour			
Attendance – Days Tardy / Days Absent / Total Days	/ /	/ /	/ /
Mandarin Proficiency (refer to NVCS CSL3 Course Goals)	Mid-tem	Final	
Content / Topics – (List lesson topics included in specified assessment)			
Mid-term Assessment:			
Final Assessment:			
1 – Communication (in regarding to specified content / topics)	D	S	O
1.1 Respond to common commands given in one’s classroom			
1.2 List and identify orally			
1.3 Engage in oral conversation			
1.4 (Re)Produce & present orally in culturally authentic way			
1.5 Reproduce & present in writing in culturally authentic way			
1.6 Understand learned information presented orally			
1.7 Understand learned information presented in written form			
1.8 Engage in written conversation			
1.9 Identify learned words and phrases in authentic texts			
1.10 Demonstrate familiarity with Hanyu Pinyin & tones, and beginning typing			
2 - Cultures	D	S	O
2.1 Demonstrate appropriate manners - courtesy			
2.2 Associate culture products, practices, perspectives with Chinese festivals	itemize		itemize
2.3 Write learned Chinese characters in correct stroke order			
2.4 Sing Chinese songs, recite Chinese chants or poems	itemize		itemize
2.5 Use learned measure words in culturally appropriate manner			
3 - Connections	D	S	O
3.1 Math – Count & understand numbers 1 - 10 ¹² ; Present & understand decimal #s			
3.2 Geography – Directions and statistics of US and China			
3.3 Acquire new information through arts or drama	itemize		itemize
4 - Comparisons	Mid-term	Final	
4.1 Recognize similarities and differences in aspects of languages	itemize		itemize
4.2 Recognize similarities and differences in aspects of cultures	itemize		itemize
4.3 Identified examples of language and culture borrowings	itemize		itemize
5 - Communities	Mid-term	Final	
5.1 Engage in interpersonal communication with pen pal, interview guest, etc.	itemize		itemize
5.2 Participate in read-out-loud contest, scrapbook making, stage performance, etc.	itemize		itemize
Teacher Comments:			
Mid-term / Final Assessment (Specify one)			
Parent Signature: _____ Date: _____ Teacher Signature: _____ Date: _____			

D: Developing; S: Satisfactory; O: Outstanding; Unmarked fields: Not yet taught in classroom

CSL4 Course Plan & Goals

Target audience: Students year 10 and up recommended (within 5 years of age gap recommended)

Prerequisites: CSL3

Format: Student-centered, differentiated instruction addressing various learning styles

Draft California Content Standards Content / Topics:

Student address discrete elements of daily life, including: jobs, daily schedule, home & rooms, daily activities, telephoning (making appointments), celebrations, music and songs, numbers, and geography.

Length: 64 hours; 2 hours a week for 32 weeks, Sep 13th, 2009 through Jun 6th, 2010

Materials: Discovering Chinese, Vol. 3, Simplified, Better Chinese, textbook & workbooks, CD-ROM

Textbook Lessons: Lessons 26 through 30 (5 lessons)

Chinese Character Forms: Simplified and traditional

Languages in Classroom: English & Mandarin, with 70% Mandarin in the end

Language Use by Students: Formulaic

Setting for Language Use: Classroom, limited community

Expected Outcome for Language Proficiency: Stages I & II; Speaking - Novice High to Intermediate Low

(<http://www.sil.org/lingualinks/languagelearning/otherresources/actflproficiencyguidelines/contents.htm>)

Suggested Next Grade Level: CSL5

Other References:

- Hanyu Pinyin: <http://www.csulb.edu/~txie/pcr/soundsys/introtopinyin.htm>
- Counting numbers in Chinese:
<http://hua.umf.maine.edu/Chinese/games/numbers/chinese/one.html>
- Chinese character stroke order rules:
<http://www.zhongwen.com/shufa/index.html>
- Chinese festivals, culture and language comparisons: see Internet
- Country Profile – Geography for China: <http://lcweb2.loc.gov/frd/cs/cntoc.html>

Language Learning Checklist:

- 4 Skills: Listening (L), Speaking (S), Reading (R), Writing (W), with emphasis on L/S
- 5 C's: Communication, Cultures, Connections, Comparisons, Communities
- 3 Modes of Communication: Interpersonal, Interpretive, and Presentational
- Examples of topics for Connections in 5 C's: History, geography, music, arts, performing arts, math, science, literature, etc.
- Common language learning styles: visual, auditory, tactile/kinesthetic

CSL4 Course Goals

The course goals are described in the following areas.

1. Communication
2. Cultures
3. Connections
4. Comparisons
5. Communities

In each area, the corresponding content standards from the US/National Standards for Foreign Language Learning and the California World Language Content Standards are listed, followed by specific learning and teaching goals for CSL4.

For each learning goal, the associated target language skills and communication modes are listed with it. Additional skills and modes can be included in teaching.

Upon completion of CSL4, students should be able to perform all CSL1 through CSL3 functions and the following functions in the CSL4 context, in Mandarin Chinese, unless otherwise specified.

1. Communication –

- **US Communication 1.1 [Interpersonal Communication (Ip)]: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions**
- **US Communication 1.2 [Interpretive Communication (Iv)]: Students understand and interpret written and spoken language on a variety of topics**
- **US Communication 1.3 [Presentational Communication (Pr)]: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics**
- **CA Content 1.1: Students address discrete elements of daily life, including: a) Greetings and introduction (via phone); d) Home; g) leisure activities; i) Schedules, time; k) Jobs**
- **CA Communication 1.0/2.0: Students use formulaic language (learned words and phrases) and beginning created language (sentences and strings of sentences)**
- **CA Communication 1.1/2.1: Engage in oral or written conversations (Ip)**
- **CA Communication 1.2/2.2: Interpret written or spoken language (Iv)**
- **CA Communication 1.3/2.3: Present to an audience of listeners or readers (Pr)**
- **CA Communication 1.4/2.4: List, name, Identify, enumerate, and (...) ask and answer questions**
- **CA Communication 1.5/2.5: Identify learned words and phrases in authentic texts and demonstrate understanding of the general meaning, key ideas, and some details in authentic texts**
- **CA Communication 1.6/2.6: Produce and present a simple written or oral product in a culturally authentic way**
- **CA Structures 1.0/2.0: Students use orthography or phonology to understand words and phrases in context, or students use sentence level elements to understand concrete and factual topics**
- **CA Structures 1.1/2.1: Use orthography or phonology to produce words and phrases in context, or use sentence level elements to produce informal communications**
- **CA Settings 1.0/2.0: Students use language in highly predictable common daily settings and/or in interpersonal settings**

CSL4 Course Goals for Communication:

	Language Functions	Skill	Comm
1.1	Respond to common commands given in one's classroom	L	Iv
1.2	List and/or identify <i>CSL4 topics*</i> orally. <i>CSL4 topics*</i> include: jobs, time, daily schedule, room & things in the room, leisure activities, phone conversation elements	S	Pr
1.3	Engage in oral conversation about <i>CSL4 topics*</i> using sentences and strings of sentences, questions and answers, and short descriptions	LS	Ip
1.4	(Re)Produce and present an oral product about <i>CSL4 topics*</i> in a culturally authentic way.	S	Pr
1.5	Reproduce and present a written product about <i>CSL4 topics*</i> , in a culturally authentic way.	W	Pr
1.6	Understand at sentence level, learned information about <i>CSL4 topics*</i> when orally presented by others.	L	Iv
1.7	Understand learned information about <i>CSL4 topics*</i> when presented by others in writing or in printed materials.	R	Iv
1.8	Engage in written conversation about <i>CSL4 topics*</i> , using short sentences and descriptions, e.g. in the context of instant messaging or short notes.	RW	Ip
1.9	Identify learned words and phrases in authentic texts & demonstrate understanding of key ideas	LR	Iv
1.10	Demonstrate familiarity with Hanyu pinyin and tones of CSL4 words, phrases, and sentences, as a tool for learning Chinese, including Chinese typing using Hanyu pinyin	RW	Iv/Pr

2. Cultures –

- **US Cultures 2.1 [Culture Practices]: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied**
- **US Cultures 2.2 [Culture Products]: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied**
- **CA Content 2.1: Students address topics related to self and the immediate environment, including: e) Holiday customs**
- **CA Cultures 1.0/2.0: Students use appropriate responses to rehearsed cultural situations and beginning to choose an appropriate response to a variety of situation**
- **CA Cultures 1.1: Associate products, practices, and perspectives with the target culture**
- **CA Cultures 2.1: Demonstrate understanding of the roles products, practices, and perspectives play in the culture**

CSL4 Course Goals for Cultures:

	Language Functions	Skill	Comm
2.1	Demonstrate culturally appropriate manners in rehearsed and a variety of situations.	LS	lp/lv/Pr
2.2	Festivals: Associate culture products (e.g. books, tools, foods, laws, music, games), practices (patterns of social interactions), and perspectives (meanings, attitudes, values, ideas) with Chinese festivals, for instance: Mid-Autumn / Moon Festival, Chinese New Year, Lantern Festival, Dragon Boat Festival, etc.	-	-
2.3	Festivals: Demonstrate understanding of the roles products, practices, and perspectives play in Chinese festivals	-	-
2.4	Write learned Chinese characters in correct stroke order.	W	Pr
2.5	Sing Chinese songs and/or recite Chinese chants or poems	-	-
2.6	Recognize both traditional and simplified forms of learned CSL4 characters.	R	lv
2.7	Use learned measure words in culturally appropriate manner.	S	Pr

3. Connections –

- **US Connections 3.1 [Making Connections]: Students reinforce and further their knowledge of other disciplines through the foreign language**
- **US Connections 3.2 [Acquiring New Information]: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures**
- **CA Content 1.0/2.0: Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.**
- **CA Content 1.1: Students address discrete elements of daily life, including: h) Maps, destinations, and geography; i) Numbers**

CSL4 Course Goals for Connections:

	Language Functions	Skill	Comm
3.1	Math: Count and understand numbers through 10^{12} (zhao4). Present and understand decimal numbers.	LS	Iv/Pr
3.2	Geography: 1) Identify 5 popular tourist destinations and cities in China. 2) Describe statistics related to China and the US, using appropriate measure systems.	LS	Ip/Iv/Pr
3.3	Acquire new information, recognize distinctive viewpoints, and further their knowledge of the Chinese language & culture via art or drama, e.g. through authentic paintings, objects, local museum exhibits, events, popular TV series.	-	-

4. Comparisons –

- **US Comparisons 4.1 [Language Comparisons]: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own**
- **US Comparisons 4.2 [Cultural Comparisons]: Students demonstrate understandings of the concept of culture through comparisons of the cultures studied and their own**
- **CA Cultures 1.2/2.2: Recognize similarities and differences within the target cultures and among students' own cultures**
- **CA Cultures 1.3/2.3: Identify cultural borrowings & state reasons for cultural borrowings**
- **CA Structures 1.2/2.2: Identify similarities and differences in the orthography or phonology, or in the sentence level elements of the languages the students know**

CSL4 Course Goals for Comparisons:

	Language Functions	Skill	Comm
4.1	Recognize similarities and differences in aspects of Chinese and English languages, for instance, popular phrases	-	-
4.2	Recognize similarities and differences in aspects of Chinese and American cultures, for instance, leisure activities	-	-
4.3	Identify examples of language and cultural borrowings between Chinese and English, and between Chinese and American cultures	-	-

5. Communities –

- **US Communities 5.1 [Language Beyond School]: Students use the language both within and beyond the school setting**
- **US Communities 5.2 [Life-long learning]: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment**
- **CA Content 1.1: Students address discrete elements of daily life, including: g) songs**
- **CA Settings 1.1/2.1: Recognize and participate in age appropriate cultural or language use opportunities outside the classroom**

CSL4 Course Goals for Communities:

	Language Functions	Skill	Comm
5.1	Engage in interpersonal communication covering multiple learned topics, with someone from another classroom, school, or community, and through oral or written communications, for instance, via field trip, pen pal, or guest interview, in a culturally authentic way.	-	-
5.2	Participate in age appropriate cultural or language use opportunities outside the classroom, e.g. school academic contest, festival events, making scrapbook, stage a performance, field trip, etc.	-	-



光華實驗中文學校 / North Valley Chinese School

CSL4 Mandarin Proficiency Focused Report Card for School Year 2009-2010

Student:	Enrolment Month:	Birth Date:	Teacher:
	Years learning Mandarin:	Age at Time of Assessment:	
Homework	Summer	Mid-term	Final
Summer Homework (turned-in / total assignments)			
Homework – Listening/Speaking (turned-in / total assignments)		90 (8 / 16)	
Homework – Reading/Writing (turned-in / total assignments)			
Participation / Behaviour			
Attendance – Days Tardy / Days Absent / Total Days	/ /	/ /	/ /
Mandarin Proficiency (refer to NVCS CSL4 Course Goals)	Mid-tem	Final	
Content / Topics – (List lesson topics included in specified assessment)			
Mid-term Assessment:			
Final Assessment:			
1 – Communication (in regarding to specified content / topics)	D	S	O
1.1 Respond to common commands given in one’s classroom			
1.2 List and identify orally			
1.3 Engage in oral conversation			
1.4 (Re)Produce & present orally in culturally authentic way			
1.5 Reproduce & present in writing in culturally authentic way			
1.6 Understand at sentence level learned information presented orally			
1.7 Understand learned information presented in written form			
1.8 Engage in written conversation			
1.9 Identify learned words and phrases in authentic texts & demo understanding			
1.10 Demonstrate familiarity with Hanyu Pinyin, tones, and typing			
2 - Cultures	D	S	O
2.1 Demonstrate appropriate manners in a variety of situations			
2.2 Associate culture products, practices, perspectives with Chinese festivals		itemize	itemize
2.3 Demonstrate understanding of roles of products, practices, perspectives		itemize	itemize
2.4 Write learned Chinese characters in correct stroke order			
2.5 Sing Chinese songs, recite Chinese chants or poems		itemize	itemize
2.6 Recognize both traditional and simplified CSL4 characters			
2.7 Use learned measure words in culturally appropriate manner			
3 - Connections	D	S	O
3.1 Math – Count & understand numbers 1 - 10 ¹² ; Present & understand decimal #s			
3.2 Geography – 5 Chinese destinations & cities, and statistics of US and China			
3.3 Acquire new information through arts or drama		itemize	itemize
4 - Comparisons	Mid-term	Final	
4.1 Recognize similarities and differences in aspects of languages	itemize	itemize	
4.2 Recognize similarities and differences in aspects of cultures	itemize	itemize	
4.3 Identified examples of language and culture borrowings	itemize	itemize	
5 - Communities	Mid-term	Final	
5.1 Engage in interpersonal communication with pen pal, interview guest, etc.	itemize	itemize	
5.2 Participate in read-out-loud contest, scrapbook making, stage performance, etc.	itemize	itemize	
Teacher Comments:			
Mid-term / Final Assessment (Specify one)			
Parent Signature: _____ Date: _____ Teacher Signature: _____ Date: _____			

D: Developing; S: Satisfactory; O: Outstanding; Unmarked fields: Not yet taught in classroom

Appendices:

Appendix A: Repositories of Vocabularies, Phrases, and Sentence Structures by Lesson

This repository is created mainly from the following sections of the textbooks:

- main text 課文
- vocabularies/phrases from read-and-say 認讀字詞
- vocabularies/phrases from practice-and-write 習寫字
- Sentence structure 句型

While creating the repositories, repetition is avoided within a volume in general. However, at times a vocabulary, phrase, or sentence structure is repeated as a reminder of new application for it.

Our Vol1, Vol2 textbooks are the traditional Chinese character versions. Starting with Vol3, we will be alternating simplified and traditional character textbooks. Our goal is for students to be able to work with both traditional and simplified characters. The tables below list both traditional and simplified characters.

Volume 1, My First Chinese Reader / 快樂兒童華語第一冊, Repository by Lesson

Lesson	Vocabularies / Phrases / Sentence Structure
1	你好，再見(见)，同學(学)們(们)，老師(师)，...好! ...再見! 謝謝(谢)! 你好嗎(吗)? 我很好，你，謝謝(谢)你
2	你叫什麼(么)名字? 我叫...，他，她，李大中，白大衛(卫)，白瑪(玛)麗(丽)，王小文
3	你幾(几)歲(岁)? 我...歲(岁)，你呢? 一二三四五六七八九十, 十二
4	你是哪國(国)人? 我是... 人，中國(国)，美國(国)，英國(国)，加拿大，日本，澳洲，法國(国)，你是...嗎(吗)? 不是，我不是...，是不是，大，中，小
5	你上哪個(个)學(学)校? 我上...，大華(华)小學(学)，也上...，不上...，上幾(几)年級(级)? 中學，...嗎(吗)?
6	我愛(爱)我的家，爸爸，媽媽(妈)，哥哥，弟弟，妹妹，姊姊(姐)，他是誰(谁)? 他是我的...，他是不是你的弟弟? 你家有幾(几)個(个)人? 我家有...，這(这)是誰(谁)? 這(这)是...，...和...，兩(两)歲(岁)，四十五，我愛(爱)我的...
7	你住在哪裡(里)? 我住在...，大華(华)街...號(号)，李校長(长)，小學(学)路，...號(号)...樓(楼)，王老師(师)，也住在，不住在，...嗎(吗)? 公園(园)路，<電(电)影街，公園(园)，愛(爱)華(华)大樓(楼)，醫(医)院，圖(图)書(书)館(馆)>
8	今天是幾(几)月幾(几)日? 今天是...月...日，我的生日，祝...生日快樂(乐)! 謝謝(谢)，你的生日是...，幾(几)月幾(几)號(号)? 我妹妹，也是，(哪一年生的?)
9	今天是星期幾(几)? 今天是...，星期...，昨天，明天，星期日，嗎(吗)? ...是不是...? 不是...，零，<大不大>
10	書(书)包裡(里)有什麼(么)? 這是什麼(么)? 這(这)是...，這(这)是誰(谁)的...，書(书)包，誰(谁)的，我的，...裡(里)有...，書(书)，本子，鉛(鉛)筆(筆)，橡皮，那是，(...、...、...和...)，教室，桌子，椅子，白板，電(电)腦(腦)
11	我喜歡(欢)吃水果，你喜歡(欢)吃什麼(么)水果? 蘋(苹)果，也喜歡，梨，香蕉，嗎(吗)? 草莓，也不喜歡(欢)，不喜歡(欢)，喜歡(欢)不喜歡(欢)? 很喜歡(欢)，很多，橘子，西瓜，葡萄
12	你想吃什麼(么)? 我餓(饿)了! 我想吃...，漢(汉)堡，薯條(条)，我渴了，想喝，可樂(乐)，你們(们)，三明治，...想不想吃...? 你們(们)呢? 不想，吃...，喝...，果汁，我不餓(饿)，冰淇淋，中國(国)飯(飯)，水餃(餃)，包子，<餓(饿)不餓(饿)，渴不渴>

Volume 2, My First Chinese Reader / 快樂兒童華語第二冊, Repository by Lesson

Lesson	Vocabulary / Phrases / Sentence Structures
13	她喜歡(欢)紅(红)色，你喜歡(欢)什麼(么)顏(颜)色? 藍(蓝)色，白瑪(玛)麗(丽)，她，也喜歡(欢)，不喜歡(欢)，嗎(吗)? 白色，黑色，咖啡色，蘋(苹)果，…是什麼顏色?(有的…是…，有的…是…)，香蕉，黃色，草莓，葡萄，綠(绿)色，你喜歡(欢)什麼(么)顏(颜)色的…? …[顏(颜)]色的…，喜歡(欢)不喜歡(欢)
14	他今天穿什麼(么)? 穿，也穿，不穿，想穿，穿…和…，西裝(装)，褲(褲)子，裙子，短褲(褲)，鞋子，黃上衣，連(连)衣裙，T恤衫，穿…上學(学)
15	她的眼睛很大! 很小，也很小，很大，很短，很長(长)，長(长)不長(长)? 不長(长)，頭(头)髮(发)，鼻(鼻)子，嘴巴，耳朵，口，<在哪裡(里)? 誰(谁)的…大? 大不大?>
16	我喜歡(欢)運(运)動(动)，你喜歡(欢)什麼(么)運(运)動(动)? 嗎(吗)? 最喜歡(欢)，也最喜歡(欢)，你呢? 你會(会)…嗎? 會(会)不會(会)? 不會(会)，也不會(会)，游泳，自行車(车)，打籃(籃)球，騎(骑)車(车)，跑步，踢，踢足球，打…球，打網(网)球，打乒乓球，打冰球，棒球，<喜歡(欢)不喜歡(欢)，最好，很好的運(运)動(动)>
17	可愛(爱)的小動(动)物(物)，那是什麼(么)? 這(这)是什麼(么)? 一隻(只)鳥(鸟)，一條(条)魚(鱼)，一隻(只)貓(猫)，一隻(只)狗，你家有什麼(么)小動物? 大狗，小貓(猫)，兩(两)隻(只)，有沒有，沒有，…有什麼(么)…? …有沒有…，…家有(沒有，有沒有)…，有沒有人在家?(沒有人在家(天上飛))
18	我們(们)坐校車(车)去上學(学)，坐車，開(开)車(车)，騎(骑)車(车)，…坐…車(车)去…，…去…，去哪裡(里)? …開(开)車(车)去…，…騎車(车)去…，…家，去哪裡? 來(来)，坐車(车)，上學(学)，飛(飞)機(机)，中國(国)，火車(车)，船，公車(车)，出租車(车)，動(动)物園(园)，出，<什麼(么)車(车)最快? …車(车)快不快?>
19	怎麼(么)走? 請(请)問(问)，去…怎麼(么)走? 一直往…走，東(东)，西，左轉(转)，右轉(转)，到，到第…個(个)路口，就到了，麥(麦)當(当)勞(劳)，銀(银)行，到了，怎麼(么)，第三，下一個(个)，…怎麼(么)去…?
20	多少錢(钱)? 請(请)問(问)，你要買(买)什麼(么)? 我要買(买)…，這(这)[那]本(本)書(书)，十五塊(块)錢(钱)，太貴(贵)了! 可以嗎(吗)? 可以，不可以，賣(卖)給(给)你，要不要? 好吧! 這是…塊錢(钱)，謝謝(谢)[你]，不客氣(钱)，客氣(钱)，真便宜! 給，要…，買(买)，賣，去，學(学)，可不可以，太..了! 小，老，長(长)，也，那條(条)裙子，…好不好…，不謝(谢)
21	我會(会)說(说)華(华)語(语)，…人說(说)…語(语)，…人讀(读)…文，中國(国)，英國，法國(国)，西班牙，韓(韩)國(国)，德國(国)，日本，加拿大，美國(国)，華(华)文，一點點(点)，寫(写)…字，都是，朋友，…會(会)…，會(会)不會(会)? 不會(会)，…想…，學(学)什麼(么)? …喜歡(欢)…

Lesson	Vocabulary / Phrases / Sentence Structures
22	今天天氣(气)很好，天氣(气)怎麼(么)樣(样)? 今天是晴天，昨天天氣(气)好嗎(吗)? 陰(阴)天，上午，下雨了，明天，也不好，下午，會(会)颳(刮)大風(风)，後(后)天，很冷，晚上，會(会)下雪，…了! 沒有了! 寫(写)好了! 鳥(鸟)飛(飞)了! 太快了! 快到了! 我餓(饿)了! 我渴了! 快好了! 太黑了!
23	什麼(么)動(动)物鼻(鼻)子長(长)? 什麼(么)動(动)物…長(长)? 耳朵, 眼睛, 身體(体), 嘴巴, 脖子, 尾巴, 大象, 兔子, 長頸(颈)鹿, 蛇, 猴子, …的…大, …有多少隻(只)…? <做事, 跳, 唱>
24	比一比, …比… …, 高, 矮, 胖, 瘦, 快, 慢, 長(长), 短, 頭(头)髮(发), 多, 少, …的…比…的… …, 李校長, 王老師, 朋友

Volume 3, Discovering Chinese / 奇妙中文第三冊, Repository by Lesson

Lesson	Vocabulary / Phrases / Sentence Structures
25	它們(們)在哪里(裡)? 筆(筆)记(記)本, 书(書)包, 苹(蘋)果, 西瓜, 老鼠, 花猫(貓), 桌子, 椅子, 冰箱, 电(電)脑(腦), …在…上面, …在…下面, …在…里(裡)面, …在…外面, …在…前面, …在…后(後)面, <试试(試)看: 上面是…, 书(書), 下面是…, 鉛(鉛)笔(筆), …的…都有…, 上上下下, 都有, 文具, 里(裡)面是…, 外面是…, 里里(裡)外外, 水果, 前面是…, 小猫(貓), 后(後)面是…, 黑狗, 电(電)视(視)机(機), 前前后后(後), 动(動)物>, <读(讀)一读(讀): 春天, …在哪里(裡)? 在…的眼睛里(裡), 看见(見), 紅(紅)的花, 綠(綠)的草, 还(還)有, 会(會)…的, 唱歌, 布谷(穀)鸟(鳥)>
26	她的爸爸做什么(麼)工作? 王小文, 商人, 老师(師), 医(醫)生, 家庭主婦(婦), 妈妈(媽), 爷爷(爺), 奶奶, 哥哥, 弟弟, 中学(學)生, 小学(學)生, …还(還)是…, 也是, 嗎(嗎)? 不是, …的…是…, …做什么(麼)工作? 大華(華)中学(學), 一家人, <试试(試)看: 住在, 大華(華)路, 九年級(級), 喜欢(歡), 跑步, 打网(網)球, 打籃(籃)球, 游泳, 打太极(極)拳>, <读(讀)一读(讀): 白大卫(衛), 李大中, 白瑪(瑪)麗(麗), 将来, 想做什么(麼), 我要做…, 一个(個)运(運)动(動)员(員), 什么(麼)样(樣)的…, 希望, 成为(爲), 职(職)业(業)球(球)员(員), 你呢? 一个(個)演(演)员(員), 哇! 真酷! 要演什么(麼)? 演灰姑娘, 白马(馬)王子, 一起跳舞, 警察, “站住! 举(舉)起手来(來)! ” 哈哈! >
27	我的一天, 現(現)在几(幾)点(點)了? 現(現)在…了, 八點(點)半, 兩(兩)點(點)十五分, 你早上几(幾)点(點)…? 起床, 吃早飯(飯), 上学(學), 放学(學), 做功課(課), 晚上, 睡覺(覺), 早上, 下午 <试试(試)试(試)看: 每天, 叫我起床, 吃完, 中午, 吃午飯(飯), …后(後),

	<p>在…里(裡), 回家, 家人, 一起, 吃晚饭(飯), 看书(書)> <读(讀)一读(讀): 谜(謎)语(語), 一天到晚, 跑不停, 太阳(陽), 正中, 打一物></p>
28	<p>这(這)是谁(誰)的房间(間)? 这(這)是…的房间(間), 这(這)是我的…, 很大, 它是蓝(藍)色的, …里(裡)有…, 床, 沙发(發), 桌子, 椅子, 书(書)架, 衣柜(櫃), 床上有…, 棒球帽, 杂(雜)志, 桌上有…, 电(電)脑(腦), 手机(機), 中文书(書), 英文书(書), 在…玩…, 喜欢(歡), 很喜欢(歡), 也喜欢(歡), 看书(書), 写(寫)字 <试(試)试(試)看: 绿(綠)色, 可是, 没有, 很多, 玩具, 现(現)在, 还(還)有, 墙(牆)上, 明星, 海报(報)> <读(讀)一读(讀): 一张(張), 姚明, 运(運)动(動)员(員), 中国(國), 上海, 属(屬)猴, 身高, …尺多, 游(遊)戏(戲), 上网(網), 球场(場), 打中锋(鋒), 时(時)候, 美国(國)></p>
29	<p>他们(們)在做什么(麼)? 今天是…, 一家人, 都在家, …在…, …的好朋友, 在一起…, 玩电(電)脑(腦)游(遊)戏(戲), 做功课(課), …在做什么(麼)? 它在…, 啃骨头(頭), 睡觉(覺), 金鱼(魚), 在水里(裡)… , 游来(來)游去 <试(試)试(試)看: 去…玩, 人真多, 呀, 看到了, 还(還)有, 几(幾)个(個), 小学(學)生, 老爷(爺)爷(爺), 老奶奶, 散步> <读(讀)一读(讀): …的, 唱着(著)歌儿(兒), 骑(騎)着(著)马(馬), 青天, 高山, 宝(寶)塔, 国(國)宝(寶)></p>
30	<p>打电(電)话(話). 喂, 请(請), 在吗(嗎), 等一下, 嗨, 有空, 来(來), 对(對)不起, 没空, 没关(關)系(係), 那么(麼), 下星期, 太好了 <试(試)试(試)看: 新房子, 新家, 到…玩, 给(給)…打电(電)话(話), 因为(爲), 北京, 长(長)城, 故宫, 可以, 高兴(興)> <读(讀)一读(讀): 阿姨, 不在, 同学(學), 叫, 想问(問), 数(數)学(學), 功课(課), 给(給)我回电(電)话(話), 号(號)码(碼), 多少, 回来后(後), 告诉(訴), 不客气(氣)></p>
31	你今天上了什么课?
32	我用眼睛看一看
33	这是李老师的家
34	动物园
35	请你来我家玩
36	到中国饭馆吃饭

Better Chinese CD-ROM Instructions Repository

奇妙中文, 第..冊, 再唸一遍, 上一句, 下一句, 暫停, 播放, 開始, 對話, 第..課, 課文, 試試看, 讀一讀, 認讀字詞, 學寫字, 完, 重播, 關閉, 大華風采有限公司製作, 版權所有, 繁體中文, 簡體中文. 繁體版, 簡體版.

Repository by Function (work in progress)

- Use courtesy words: May I ask (請問qing3 wen4), thank you, you're welcome (不客氣bu2 ke4 qi4; 不謝bu2 xie4)
- Describe and compare familiar topics with short, long, big, small, colors, lovely (可愛ke3 ai4), fast, too (太tai4), expensive (貴gui4), a little bit (一點點yi4 dian3 dian3), the most (zui4),
- Express like/dislike (xi3 huan1), can/not (hui4), have/not (you3), want/not (yao4), alright/not (ke3 yi3), and would like/not (xiang3), as related to learned topics.
- Use verbs: wear, play (打da3), kick (踢ti1), dis/like (喜歡xi3 huan1), can/not (會hui4), have/not (有you3), ride (坐zuo4) <transportation> to (去qu4) <place>, come (來lai2), go (走zou3), arrive at (到dao4), turn (轉zhuan3 / 轉彎zhuan3 wan1), want/not want (要yao4), can/not (可以ke3 yi3), would like (想xiang3), buy, sell, say/speak, read, write
- Use clarifying words: also (也ye3), very (很hen3), the most (最zui4), some (有的you3 de), confirmation (就是jiu4 shi4), next (下一個xia4 yi2 ge), again (再zai4), all (都dou1)
- Topics: clothes, colors, facial features, sports and leisure activities, pets, transportation, countries, languages of countries, directions, shopping, prices, quantity (CSL1 topics: greetings, name, age, nationality, school and grade, family, address, numbers, dates, months, classroom, backpack, fruit, food)
- Ask and answer questions about directions (4 directions, left and right, go straight, make turn)
- Ask and answer questions phrased with what (什麼she2 me), how (怎麼zen3 me), how much/how many (多少duo1 shao3) as related to learned topics.
- Use measure words: 個ge (thing), 條tiao2 (fish), 隻zhi1 (dog), 本ben3 (book), 塊kuai4 (money)

Appendix B: Plan for Cultures, Connections, Comparisons, Communities Topics by Level (to be completed)

Cultures 2.1 – Manners

Cultures 2.2 – Products, Practices, and Perspectives

	2008-2009	2009-2010
CSL1	Festival: Chinese New Year: Story, song, greeting card	
CSL2	Festival: Confucius Memorial ceremony Chinese New Year: Story, song, greeting card	
CSL3	Festival: Confucius Memorial ceremony Chinese New Year: Story, song, greeting card	
CSL4	N/A	

Connections 3.1 – Math

Connections 3.2 – Geography

Connections 3.3 – Other Disciplines

Comparisons 4.1 – Language Similarities and Differences

Comparisons 4.2 – Culture Similarities and Differences

Comparisons 4.3 – Language and Culture Borrowings

Communities 5.2 – Chinese Songs, Chants, and Poems

Communities 5.3 - Cultural or Language Use Opportunities Outside the Classroom

Appendix C: Repository of Classroom Commands (to be completed)

Greetings:

Mrs. ____ (teacher) -- __ lao shi

Class/children/boy and girls/students – tong xue men

Good morning – zao

Good morning, teacher – lao shi zao

Good morning, students -- tong xue men zao

Good bye – zai jian

Good bye, students – tong xue me zai jian

Good bye, teacher – lao shi zai jian

Courtesy:

May I ask __ -- qing wen

Thank you – xie xie

I'm sorry – dui bu qi

Excuse me – dui bu qi

Commands :

Sit down, please – qing zuo xia

Stand up, please – qing zhan qi lai

Be quiet, please – qing an jin

Look here, please – qing kan zhe li

Come up here, please – qing shang lai

Raise your hand, please – qing ju shou

Pay attention, please – qing zhu yi

Clean up (put things back to where they belong), please – qing huan yuan

Open your textbook, please – qing ba ke bend a kai

Look at page ___, please -- qing kan ke ben di ___ ye

Do it again – zai yi ci

Let's take turns – da jia lun liu

Activities:

Let's (do) ___ – wo men lai ___

Roll call – dian ming

Play bingo – wan bing guo

Say tong twister – shuo rao ko ling

Sing song – chang ge

Split into groups – fen zu

Praises:

Good – hao

Very good – hen hao

Good job – hen bang

Excellent – tai hao le; tai bang le

You can do it – jia you

Beautiful -- piao liang

Very Beautiful – hen piao liang

Timing:

Right now – xian zai

Later – dai hui er

Wait a minute – deng yi xia

Listen:

Listen, please – qing ting

Listen to what I said, please – qing ting wo shuo

Do you understand what I said? – Ting de dong ma?

Speak:

Say it, please – qing shuo

Repeat after me, please – qing gen wo shuo

What does that mean? – na shi shen me yi si

What does _____ mean? -- ___ shi shen me yi si

(Speak) louder, please – qing (shuo) da shen dian

(Speak) quieter, please – qing (shuo) xiao shen dian

(Speak) clearer, please – qing (shuo) qing chu dian

(Speak) slower, please – qing (shuo) man dian

(Speak) faster, please – qing (shuo) kuai dian

Read:

Read it, please – qing du

Read it out loud, please – qing nian nian kan
Read it loud (once), please – qing nian yi bian
Read it again, please – qing zain nian yi bian

Write:

Write it down, please – qing xie
Copy it down, please – qing chao xia lai

Appendix D: NVCS CSL Progress History

School Year	CSL1 Lessons	CSL2 Lessons	CSL3 Lessons	CSL4 Lessons
2006-2007	1 – 12 (12)			
2007-2008	1 – 9 (9)	13 – 20 (8)		
2008-2009	1 – 10 (10)	10 – 15 (6)	21 – 25 (5)	
2009-2010 (plan)	1 – 12 (12)	10 – 15 (6)	16 – 21 (6)	26 – 30 (5)