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**Course Outline**

**Department** Classical and International Languages

**Course title:** Simplified Chinese, Level 3

**Grade Level:** 12

**Course Type:** University Preparation

**Course code:** LKBDU

**Credit value:** 1.00

**Prerequisite(s):** Chinese, Level 2, University Preparation

**Policy documents:** *The Ontario Curriculum, Grades 9 and 12, Classical Studies*

*and International Languages, 2016 (Revised).*

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**Development Date:** November 2016

**Revised by:** Lina Wang

**Revision Date:** May 2024

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**COURSE DESCRIPTION/RATIONALE**

This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning.

**OUTLINE OF COURSE CONTENT**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit** |  | **Topics** | **Independent Study/** | **Hours** |
|  |  |  | **Student Teacher** |  |
|  |  |  | **conference** |  |
|  |  |  |  |  |
| **1** **Chinese vs English** | ⋅ | Introduction to LKBDU & languages | Independent study & Individual presentation on a certain topic on “Chinese vs English”Essay writing | 54 |
|  | ⋅ | The relationship between Mother tongue & foreign/ second language Basic differences between Chinese and English |  Mid-term exam |  |
|  | ⋅ |  Phonetics VocabularyWord formation |  |  |
|  | ⋅ | Sentence structures |  |  |
|  | ⋅ | Discourse &TextFigures of speech |   |  |
|  |  |  |  |  |
|  **2**  **Sell yourself** | ⋅ | Self-introduction in workplace e-Portfolio introduction | Independent study  | 30 |
|  | ⋅ | Understand yourself | Resume & Cover Lettere-Portfolio (Individual Presentation) |  |
|  | ⋅ | Understand your majors |  Job interview role play |  |
|  | ⋅ | Resume & Cover Letter |   |  |
|  | ⋅ | Job Search & Job Ad Analysis |  |  |
|  | ⋅ | Job Interview |  |  |
|  |  |  |  |  |
| **3** **Cross-cultural communication** | ⋅ | Different ways of thinkingReligions & Customs Festivals | Independent study & Group presentation on a  | 24 |
|  | ⋅ | Education |  cultural topic |  |
|  | ⋅ | Family |  |  |
|  | ⋅ | Multiculturalism in Canada |  |  |
|  |  |  |  |  |
| **4 Putting It** |  | Final Review | Independent | 6 |
|  **All** |  | Test preparation | study & Final exam |  |
|  **Together** |  |  |  |  |
|  |  |  |  |  |
|  |  | Total Hours |  | 114 |
|  |  |  |  |  |

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**OVERALL CURRICULUM EXPECTATIONS**

1. **Listening**

**A1. *Listening to Understand:*** determine meaning in a variety of oral texts in the target language, using a range of listening strategies;

**A2. *Listening to Interact:*** interpret messages accurately while interacting in the target language for a variety of purposes and with diverse audiences;

**A3. *Intercultural Understanding:*** demonstrate an understanding of information in oral texts in the target language about aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of sociolinguistic conventions in the target language used in a variety of situations and communities.

1. **Speaking**

**B1. *Speaking to Communicate:*** communicate information and ideas orally in the target language, using a range of speaking strategies, appropriate language structures, and level-appropriate language suited to the purpose and audience;

**B2. *Speaking to Interact:*** participate in spoken interactions in the target language for a variety of purposes and with diverse audiences;

**B3. *Intercultural Understanding:*** in their spoken communications in the target language, demonstrate an awareness of aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of the appropriate use of sociolinguistic conventions in the target language in a variety of situations.

1. **Reading**

**C1. *Reading Comprehension:*** determine meaning in a variety of texts in the target language, using a range of reading comprehension strategies;

**C2. *Purpose, Form, and Style:*** identify the purpose(s), characteristics, and aspects of style of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;

**C3. *Intercultural Understanding:*** demonstrate an understanding of information in texts in the target language about aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of sociolinguistic conventions in the target language used in a variety of situations and communities.

1. **Writing**

**D1. *Purpose, Audience, and Form:*** write texts in the target language for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of the written language appropriate for this course;

**D2. *The Writing Process:*** use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work in the target language effectively.

**D3. *Intercultural Understanding:*** in their written work in the target language, demonstrate an awareness of aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of the appropriate use of sociolinguistic conventions in the target language in a variety of situations.

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**TEACHING & LEARNING STRATEGIES**

Using a variety of instructional strategies, the teacher will provide numerous opportunities for students to develop skills of inquiry, problem solving, and communication as they investigate and learn fundamental concepts.

Along with some of the strategies noted in the assessment for, as and of learning charts below, strategies will include:

|  |  |  |
| --- | --- | --- |
| **Activity Based Strategies** | **Arts Based Strategies** | **Cooperative Strategies** |
|  |  |  |
| Game | Role Playing | Collaborative |
| Field Trip |  | Community Links |
| Debate |  | Discussion |
| Simulation |  | Interview |
| Survey |  | Jigsaw |
| Case Study |  | Peer Practice |
|  |  | Peer Teaching |
|  |  | Round Table |
|  |  | Think/Pair/Share |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **Direct Instruction** | **Independent Learning** | **Technology and Media** |
| **Strategies** | **Strategies** | **Based Applications** |
|  |  |  |
| Demonstration | Homework | Internet Technologies |
| Activities | Independent Study | Media Presentation |
| Guest speaker | Memorization | Multimedia Applications |
| Lecture | Note Making | On-line Public Access |
| Reciprocal teaching | Response Journal | Catalogues |
| Review |  |  |
| Seminar/Tutorial |  |  |
| Task Cards |  |  |
| Visual Stimuli |  |  |
| Visualization |  |  |
| Workbook/Work Sheets |  |  |
|  |  |  |

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**STRATEGIES FOR ASSESSMENT & EVALUATION OF STUDENT PERFORMANCE**

There are three forms of assessment that will be used throughout this course:

***Assessment for Learning:*** Assessment for Learning will directly influence student learning by reinforcing the connections between assessment and instruction, and provide ongoing feedback to the student. Assessment for Learning occurs as part of the daily teaching process and helps teachers form a clear picture of the needs of the students because students are encouraged to be more active in their learning and associated assessment. Teachers gather this information to shape their classroom teaching.

Assessment for Learning is:

* Ongoing
* Is tied to learning outcomes
* Provides information that structures the teachers planning and instruction
* Allows teachers to provide immediate and descriptive feedback that will guide student learning

The purpose of Assessment for Learning is to create self-regulated and lifelong learners.

***Assessment as Learning****:* Assessment as Learning is the use of a task or an activity to allow students the opportunity to use assessment to further their own learning. Self and peer assessments allow students to reflect on their own learning and identify areas of strength and need. These tasks offer students the chance to set their own personal goals and advocate for their own learning.

The purpose of Assessment as Learning is to enable students to monitor their own progress towards achieving their learning goals.

***Assessment of Learning:*** Assessment of Learning will occur at or near the end of a period of learning; this summary is used to make judgments about the quality of student learning using established criteria, to assign a value to represent that quality and to communicate information about achievement to students and parents.

Evidence of student achievement for evaluation is collected over time from three different sources – *observation, conversations,* and *student products.* Using multiple sources of evidence will increase thereliability and validity of the evaluation of student learning.

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment for Learning** | **Assessment as Learning** | **Assessment of Learning** |  |
|  |  |  |  |
| **Student Product** | **Student Product** | **Student Product** |  |
| • | Journals | • Pre-tests | • | Assignment |  |
| • | Pre-tests | • Whiteboard Quizzes | • | Quests |  |
| • | Exit tickets | • Graphic Organizers | • | Tests |  |
| • | Whiteboard Quizzes | • Peer feedback | • | Exam |  |
| • | Graphic Organizers | • Exit tickets | • | Reports |  |
| **Observation** | • Journals | • | Portfolio |  |
| **Observation** | **Observation** |  |
| • | Class discussions |  |
| • | PowerPoint presentations | • Class discussions | • | PowerPoint presentations |  |
| • | Performance tasks | • PowerPoint presentations | • | Performance tasks |  |
| **Conversation** | • Performance tasks | **Conversation** |  |
| **Conversation** |  |
| • | Student teacher conferences | • | Student teacher conferences |  |
| • | Small Group Discussions | • Student teacher conferences | • | Question and Answer Sessions |  |
| • | Pair work | • Small Group Discussions |  |  |  |
|  |  |  |  |  |  |

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**EVALUATION**

Evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. Student achievement of the learning expectations will be evaluated according to the following breakdown.

|  |  |  |
| --- | --- | --- |
| **Categories of the** | **Description** | **Wt.** |
| **Achievement Chart** |  |  |
|  |  |  |
| **Knowledge &** | Subject-specific content acquired (knowledge), and the | 25% |
| **Understanding** | comprehension of its meaning and significance |  |
|  | (understanding) |  |
|  |  |  |
| **Thinking** | The use of critical and creative thinking skills and/or | 25% |
|  | processes. |  |
|  |  |  |
| **Communication** | The conveying of meaning and expression through various | 25% |
|  | art form |  |
|  |  |  |
| **Application** | The use of knowledge and skills to make connections | 25% |
|  | within and between various contexts. |  |
|  |  |  |
| **Total** |  | 100% |
|  |  |  |

**FINAL MARK**

The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the arts.

70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.

30% of the grade will be based on a final evaluation.

**CONSIDERATIONS FOR PROGRAM PLANNING**

Teachers who are planning a program in classical studies or international languages must take into account considerations in a number of important areas. Essential information that pertains to all disciplines is provided in The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000. The areas of concern to all teachers that are outlined there include the following:

* types of secondary school courses
* education for exceptional students
* the role of technology in the curriculum
* English as a second language (ESL) and English literacy development (ELD)
* career education
* cooperative education and other workplace experiences
* health and safety

Considerations relating to the areas listed above that have particular relevance for program planning in classical studies and international languages are noted here.

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**Education for Exceptional Students**

The Education Act and regulations made under the act require school boards to provide exceptional students with special education programs and services that are appropriate for their needs.

This is not applicable for students at The Erindale Academy because students do not have an IEP.

**The Role of Technology in the Curriculum**

Information technology provides a variety of resources that both facilitate and enrich language learning in unique and important ways. These resources include language programs that support specific learning styles as well as programs that enable teachers to design individualized courses or courses for learners with similar needs. Technology also offers students a rich variety of experiences – both linguistic and cultural – to which they might otherwise not have access. For example, the Internet allows students to visit museums and cultural sites or to read the day’s news in the language under study. Students also have access to a wealth of information and literary texts, all of which can enrich their projects and presentations, and give depth and context to their learning. In addition, students can contribute to electronic discussion sites and communicate with speakers of various languages from around the world by e-mail.

**ESL/ELD**

This course is conducted in both English (for instruction) and Mandarin (for course contents). All students need to take an interview assessment before registering for this course.

Because classical and international language courses focus on the development of essential language and communication skills, they can be of considerable benefit to ESL/ELD students who are engaged in the task of developing these skills in the English language. In addition to supporting ESL/ELD students in their efforts to develop communication skills, classical and international language courses also provide them with language knowledge that can be of great assistance to them in understanding the fundamental principles that are operative in the English language. Teachers of classical studies and international languages should work closely with parents, fellow teachers, guidance counsellors, school administrators, and community support networks to ensure that ESL/ELD students derive maximum benefit from classical studies and international language courses.

**Career Education**

The skills and knowledge that students acquire through classical studies and international language courses are not only relevant but essential for a wide range of careers. Classical studies and international language programs prepare students for careers not only in such language-related fields as translation and language instruction, but also in fields such as international banking and finance, multilingual computer software development, global trade, industry, travel, and government and international affairs. In addition, graduates of classical studies and international language programs are well-equipped for the many careers that require well-developed thinking, analytical, and communication skills.

**Cooperative Education and Other Workplace Experiences**

Students enrolled in classical studies and international language programs can derive great benefit from cooperative education placements that allow them to apply the language skills they have developed in the classroom in practical activities and situations. Settings that would allow students to use the language they have studied in practical contexts and to interact with other speakers of the language include publishing houses, museums, community centres, television and radio stations, and a variety of business and academic settings. Language skills are creative, flexible skills that evolve through application and practice; it is therefore particularly important that students of classical studies and international languages be given opportunities to use the language(s) they are learning in a variety of practical contexts and situations. They should also apply the cultural knowledge gained in these courses in practical situations.

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**RESOURCES**

Lian, S. (1993), *Contrastive Studies of English and Chinese*. Beijing: Higher Education Press.

Shao, Z. & Shao, W. (2013). *Contrastive Studies between English and Chinese*. Shanghai: East China University of Science and Technology Press.

Wheatley, J. K. (2011). *Learning Chinese: A Foundation Course in Mandarin*. New Haven & London: Yale University Press.

Modern Chinese-English Dictionary

Video Recourse: Youtube, Bilibili

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**The Achievement Chart: Classical Studies and International Languages, Grades 9–12**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Categories** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
|  |  |  |  |  |
| ***Knowledge and Understanding*** | ***The student:*** |  |  |  |
|  |  |  |  |  |
| Knowledge of content (e.g., | demonstrates | demonstrates | demonstrates | demonstrates |
| vocabulary and expressions; | limited | some | considerable | thorough |
| language conventions; cultural | knowledge of | knowledge of | knowledge of | knowledge of |
| information; linguistic elements) | content | content | content | content |
|  |  |  |  |  |
| Understanding of content (e.g., | demonstrates | demonstrates | demonstrates | demonstrates |
| concepts, ideas, opinions; | limited | some | considerable | thorough |
| language structures and | understandin | understanding | understanding | understanding |
| strategies; verbal and non-verbal | g of content | of content | of content | of content |
| cues; forms and characteristics |  |  |  |  |
| of texts) |  |  |  |  |
|  |  |  |  |  |
| ***Thinking*** | ***The student:*** |  |  |
|  |  |  |  |  |
| Use of planning skills (e.g., | uses planning | uses planning | uses planning | uses planning |
| establishing a focus; setting | skills with | skills with | skills with | skills with a |
| goals; generating ideas; | limited | some | considerable | high degree of |
| formulating questions; gathering | effectiveness | effectiveness | effectiveness | effectiveness |
| information; organizing |  |  |  |  |
| information and ideas; selecting |  |  |  |  |
| and using strategies and |  |  |  |  |
| resources) |  |  |  |  |
|  |  |  |  |  |
| Use of processing skills (e.g., | uses | uses | uses | uses |
| analyzing; inferring; predicting; | processing | processing | processing | processing |
| summarizing; revising and | skills with | skills with | skills with | skills with a |
| restructuring; integrating; | limited | some | considerable | high degree of |
| detecting bias) | effectiveness | effectiveness | effectiveness | effectiveness |
|  |  |  |  |  |
| Use of critical/creative thinking | uses critical/ | uses critical/ | uses critical/ | uses critical/ |
| processes (e.g., reasoning; | creative | creative | creative | creative |
| critical literacy; analytical, | thinking | thinking | thinking | thinking |
| metacognitive, inquiry, problem- | processes | processes with | processes with | processes with |
| solving, and decision-making | with limited | some | considerable | a high degree |
| processes; critiquing) | effectiveness | effectiveness | effectiveness | of |
|  |  |  |  | effectiveness |
|  |  |  |  |  |
| ***Communication*** | ***The student:*** |  |  |
| Organization and expression of | expresses and | expresses and | expresses and | expresses and |
| ideas and information (e.g., clear | organizes | organizes | organizes | organizes |
| expression, logical organization) | ideas and | ideas and | ideas and | ideas and |
| in oral, graphic/visual, and/or | information | information | information | information |
| written forms | with limited | with some | with | with a high |
|  | effectiveness | effectiveness | considerable | degree of |
|  |  |  | effectiveness | effectiveness |
|  |  |  |  |  |

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Communication for different | communicate | communicates | communicates | communicates |
| audiences (e.g., use of target | s for different | for different | for different | for different |
| language in socially and | audiences and | audiences and | audiences and | audiences and |
| culturally appropriate ways) and | purposes with | purposes with | purposes with | purposes with |
| purposes (e.g., to inform, to | limited | some | considerable | a high degree |
| instruct; to entertain, perform; to | effectiveness | effectiveness | effectiveness | of |
| persuade; to express feelings and |  |  |  | effectiveness |
| ideas; to solve problems) in oral, |  |  |  |  |
| graphic/visual, and/or written |  |  |  |  |
| forms |  |  |  |  |
|  |  |  |  |  |
| Use of conventions (e.g., | uses | uses | uses | uses |
| language structures, spelling, | conventions, | conventions, | conventions, | conventions, |
| punctuation, elements of style | vocabulary, | vocabulary, | vocabulary, | vocabulary, |
| and usage), vocabulary, and | and | and | and | and |
| terminology of the discipline in | terminology | terminology of | terminology of | terminology |
| oral, graphic/visual, and/or | of the | the discipline | the discipline | of the |
| written forms (e.g., in | discipline | with some | with | discipline |
| contextualized situations) | with limited | effectiveness | considerable | with a high |
|  | effectiveness |  | effectiveness | degree of |
|  |  |  |  | effectiveness |
|  |  |  |  |  |
| ***Application*** | ***The student:*** |  |  |
| Application of knowledge and | applies | applies | applies | applies |
| skills (e.g., language-learning | knowledge | knowledge | knowledge | knowledge |
| strategies, translation skills, | and skills in | and skills in | and skills in | and skills in |
| derivative identification skills, | familiar | familiar | familiar | familiar |
| cultural knowledge) in familiar | contexts with | contexts with | contexts with | contexts with |
| contexts | limited | some | considerable | a high degree |
|  | effectiveness | effectiveness | effectiveness | of |
|  |  |  |  | effectiveness |
|  |  |  |  |  |
| Transfer of knowledge and skills | transfers | transfers | transfers | transfers |
| (e.g., language-learning | knowledge | knowledge | knowledge | knowledge |
| strategies, cultural knowledge) to | and skills to | and skills to | and skills to | and skills to |
| new contexts (e.g., authentic | new contexts | new contexts | new contexts | new contexts |
| classroom scenarios) | with limited | with some | with | with a high |
|  | effectiveness | effectiveness | considerable | degree of |
|  |  |  | effectiveness | effectiveness |
|  |  |  |  |  |
| Making connections within and | makes | makes | makes | makes |
| between various contexts (e.g., | connections | connections | connections | connections |
| between personal, social, global, | within and | within and | within and | within and |
| cultural, historical, and/or | between | between | between | between |
| environmental contexts; between | various | various | various | various |
| the language of study and other | contexts with | contexts with | contexts with | contexts with |
| languages; between languages | limited | some | considerable | a high degree |
| and other subjects) | effectiveness | effectiveness | effectiveness | of |
|  |  |  |  | effectiveness |
|  |  |  |  |  |

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