



REQUEST FOR INSTRUCTIONAL MATERIAL ADOPTION AND EVALUATION REPORT
High School

High School Site	Signature - Principal or Academic AP Designee	Signature - Teacher Leader (enter N/A if no Teacher Leader)	Comments:
American Canyon HS	Theo Dykzeul	Anna Gustafson	
Napa HS	Kate Gauger	N/A	We do not have an equivalent course; no context for approval
New Tech HS	Krista Tate	NA	
Valley Oak HS	Maria Cisneros	NA	
Vintage HS	Katelyn Estudillo	Jennie Nelson-Fly	

Request submitted by:	Theo Dykzeul	School Site:	ACHS
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Kate MacMillan: *Kate MacMillan* Date: *Jan 16, 2020*

District Administrator: *Meyer* Date: *1/16/20*

Please review below submission and sign above if you approve or write reason in the comment area if you do not.

- NOTE:**
- Approved core materials must be agreed on and used by all high school campuses as the main resource. Approved non-core and supplemental materials must be agreed on by all high schools, but may be used by individual sites to supplement and not "supplant" the core. (core = English, health, mathematics, physical education, sciences, social sciences, and world languages)
 - Since NVUSD has moved toward digital usage, we strongly encourage the review and recommendation of new instructional programs that offer online student textbooks and resources rather than printed materials.

[Instructional Material Information Cover Sheet](#)

COURSE NAME & NUMBER: **P Mandarin 4 (FL463)** DEPARTMENT: **World Language**
 TITLE OF TEXT: **Integrated Chinese 2 Textbook Simplified Chinese Volume 2, 4th Edition**
 GRADE(S): 11 & 12
 Check one: Basic: ☐ Supplementary: ☒
 Check one: Hardcover: ☐ Soft cover: ☐ Paperback: ☒
 AUTHOR: Yue Hua Liu et al PUBLISHER: Cheng & Tsui
 COPYRIGHT DATE: 2017
 ISBN#: 978-1-62291-141-7
 Estimated Cost: \$66.99/book Estimated Total Cost: \$3,000.00 (with shipping & handling and tax)
 ESTIMATED COURSE ENROLLMENT: 37 students
 FUNDING SOURCE: Site Base Funds

There are definite criteria to be considered when analyzing and evaluating a prospective text or supplemental instructional material. Give each of the following items listed a rating of 1 (poor) 2 (good) 3 (very good) 4 (the best we have seen).

___4___ 1. Are the objectives clearly stated?

___4___ 2. Do the assessments included, either at the end of a chapter or unit, exactly match the stated objectives?

___4___ 3. Do the objectives for student learning match the outcomes/objectives from the State Framework and Model Curriculum Standards in your content area? If less than a 4, please indicate areas of strength and weakness (be specific)._____

___4___ 4. Do the teaching suggestions and resources suggested by the teacher's edition match the instructional suggestions of the California State Framework and Model Curriculum Standards in your content area? If less than a 4, please indicate areas of strength and weakness (be specific)._____

___4___ 5. Are the teaching suggestions, supplementary materials, etc, valuable?

___4___ 6. In your opinion, will students be able to read this book? **Yes** ☐ No ☐ If no, what adjustments in teaching strategies are necessary to insure student success?_____

___4___ 7. Is the organization of the text suited to learning and teaching?

___4___ 8. Are the narrative quality and teaching aids provided interesting enough to engage students?

___4___ 9. Are the illustrations in keeping with the times?

___4___ 10. Does the content of this text allow compliance with [NVUSD Board of Education Policy 6144](#) regarding controversial issues and prohibited instruction.

Use this space to compare the development of one important concept in this textbook with the development of the same concept in current textbook:

<u>Concept</u>	<u>Development in Current Text</u>	<u>Development in Recommended Text (including alignment to Common Core standards)</u>
Talking about, renting, or evaluating a new apartment or house	Only briefly includes the names of house items Does not include information on apartments, renting, or looking at dorms (or many other topics that the new book includes)	Has a chapter on house words, renting, asking about specific amenities, and real-life scenarios and dialogues that students can practice. (Chapter 17) This aligns with California WL State Content Standards 1.1D, 2.1H
Traveling at the airport	Does not address this concept whatsoever	Chapter 20 teaches students how to travel through the airport or bus station, very practical information that they will need when they visit abroad This aligns with California WL State Content Standards 1.1H, 2.1H, 3.1H

ADDITIONAL COMMENTS:

This textbook adds on to our curriculum and allows us to expand in a structured way into levels of Mandarin 4 & 5.

COMPUTER TITLE: P M A N D A R I N 4

COURSE TITLE:	P Mandarin 4
COURSE NUMBER:	FL463
GRADE LEVEL:	11 - 12
LENGTH OF COURSE:	1 Year
GRAD REQUIREMENT:	Foreign Language (N)
CSU/UC REQUIREMENT:	"e"
VOCATIONAL ED:	No
CBEDS NUMBER:	2215
NCLB:	Yes
NCLB CORE SUBJECT:	FL
APPROVAL DATE:	January 2017

Course Context:

The purpose of this course is to further students' knowledge of the structure and vocabulary necessary to communicate in Chinese about their social life including inviting friends over, treating someone to a meal and going on a trip with a friend. Students' positive attitude toward learning Chinese will help them to improve their comprehension, speaking, reading, writing skills, and cultural awareness.

Course Prerequisite: Completion with Mandarin 3 with a "C" or better.

Textbook:

Zhen Bang! Mandarin Level 2; Publisher: EMC Publishing Co.

Additional Resources:

Online language websites

Course Purpose:

Students will have the opportunity to develop their communicative skills by using Chinese daily, with integrated practice in listening, speaking, reading and writing. They will use the language to explore China and enrich their cross-cultural awareness. This course is taught primarily in Chinese, and requires daily preparation and practice.

Summary of critical student learning and application of knowledge:

1. Talk about social life with a friend: send an invitation, make a shopping list, plan an event, etc.
2. Ask for and provide directions; to make comparisons and give comments; to talk about past experiences and give examples.
3. Practice cultural expressions not found in English and appropriate accompanying body language;
4. Read and write using pinyin alphabet and simplified Chinese characters;
5. Learn about the geography of China and be able to identify major cities, provinces, and some historical geographical locations;
6. Compare Chinese and western cultures. Celebrate and practice important traditional festivals;
7. Be aware of the meanings of high-frequency idioms in Chinese and learn how to use some of them.
8. Acquire a reading knowledge of selected Chinese characters.

Instructional Methods/ Strategies:

1. The primary instructional method will be Project Based Learning (PBL) in which the students are given an entry "event" with a driving question designed to spark interest in the topic, as well as to generate student need to knows. The students need to knows will provide information to the instructor in regards to student confusion, as well as interest. They will also guide the development of additional workshops/activities that will help them clarify confusion and enrich their learning experience. The driving questions are designed with the purpose of leading students to the essential learning outcomes of the unit, as well as providing students an opportunity to learn something find interesting. As part of the PBL model, there will be group work designed to increase student collaboration skills, as well as to differentiate instruction. Students that have different strengths will be partnered and each student will have the opportunity to contribute to a final product using these skills. Students will also learn new skills, including delegating, conflict resolution, time management, responsibility and communication. Students also gain content knowledge, which they will need in order to be successful upon graduation.
2. Lectures/workshops explaining main ideas and an opportunity for students to ask clarifying questions.
3. Independent research opportunities using textbook resources (library) and internet sources to expand upon what is learned in the classroom, to complete their PBL projects, and research papers.
4. Group discussion about classroom activities to develop oral communication skills and to develop academic language.
5. Textbook and supplemental website assignments designed to enhance learning, critical thinking skills and to increase retention of concepts learned by repetitive exposure and practice with key terms/vocabulary.

Assessment Methods/ Tools:

Various assessment methods and tools will be used to determine student learning. The purpose in using a variety of methods is to ensure that each modality of learning among the students is addressed, whether they are visual, auditory or kinesthetic learners. For each unit of study, these assessments methods and tools will include:

1. Traditional quizzes that include short answer, short essay, and oral responses to test content knowledge.
2. Culminating PBL projects designed to showcase learning, using various modalities including multi-media, posters, written papers, cultural events, and oral presentations. These also have an extension component requiring students to apply what they have learned to a new situation. This helps students develop critical thinking skills because they aren't simply reporting what they have learned; they need to apply their learning to a new situation.
3. Rubric graded written assignments, including compositions and assignments practicing the Mandarin content.