

El Monte Union High School District

Course Outline

District: **EMUHSD**

High School: Rosemead High

Course Title: Chinese 2P

Textbook(s):

Zhenbang 1/Chinese made Easy 2

Copyright date/Edition:

Transitional* _____ (Eng. Dept. Only)

Sheltered (SDAIE)* _____ Bilingual* _____

AP** _____ Honors** _____

Department: _____ Foreign Language _____

CTE*** :

Industry Sector: _____

Pathway: _____

Check One

Introductory: _____

Concentrator: _____

Capstone: _____

Grade Level (s): 9th – 12th.

Semester _____ Year X

Year of State Framework Adoption _____

This course meets graduation requirements:

- () English
() Fine Arts
(X) Foreign Language
() Health & Safety
() Math
() Physical Education
() Science
() Social Science
() Elective

This course meets a-g requirements:

- () “a” – Social Studies
() “b” – ELA
() “c” – Math
() “d” – Lab Science
(X) “e” – Language (not English)
() “f” – Vis/Perf Arts
() “g” – College prep elective

Department/Cluster Approval _____ Date _____

Is this course an adaptation from another source?

- ☐ No
☐ Yes

If yes, please indicate the source of the original course:

*Instructional materials appropriate for English Language Learners are required.

For AP/Honors course **attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

***For CTE, **attach the CTE course outline** created in the online template (<http://ctecourse.scoe.net/>).

1. Prerequisite(s):

Complete Chinese P1 with Grade C and above or pass a replacement test with a score 80% and higher.

2. Short description of course which may also be used in the registration manual:

Objectives of the Course:

This is a beginning high level course in Modern Standard Mandarin Chinese for those who finishes Level I or have the equivalent level to learn Mandarin Chinese. It will provide students a broad knowledge of Chinese language, history, geography, and culture. It will continue to provide the knowledge of Mandarin Chinese phonetics, pinyin and rules of order of strokes in writing as well. When students finish this course, they will have a good foundation of Chinese language and a broad knowledge of Chinese culture, history and geography. They will learn colors, weathers, clothes and hobbies.

Student Performance Standards

After completing this course, students will be able to

- Identify three major Chinese painting styles and four famous Chinese painters, be able to write a paragraph introducing a famous Chinese painter.
- Recite 4 Tang Dynasty Chinese poems: 静夜思, 竹枝词, 画, 游子吟 and understand their meanings.
- Tell nine different colors and clothing.
- Write a short paragraph to describe what clothes an individual is wearing. In the writing students need to know the difference between “穿” and “”, know how to use the appropriate measure word for clothes..
- Locate Changjian and Huanhe, two Chinese major rivers, on Chinese map and use power point to create ten slides to introduce 5 major cities along the two rivers.
- Do telephone conversations.
- Talk about their school subjects and describe the campus and buildings by using appropriate propositions such as “在, 前, 后, 左, 右, 里, 外, 旁边, 附近, 隔壁”
- Talk about hobbies, activities, favorite school subjects and teachers, weathers, seasons, colors and clothes.
- Use a menu to order Chinese food in a local Chinese restaurant
- Talk about some popular Chinese dishes’ taste, ingredients
- Know some Chinese popular teas and tea pots

Through the course, students hone their language skills across the three communicative modes: interpretive, interpersonal, and presentational and five goal areas: communication, culture, connections, comparisons, and communities. In so doing, they develop necessary knowledge of the Chinese language, including pronunciation, vocabulary, idiomatic expressions, grammatical structures, and written characters.

3. Course content: Number of units (minimum of 6)

Unit I: Color and Clothes, and Chinese Culture

Content: Students will be able to

- use Mandarin to identify colors and clothes,
- describe an individual's clothes,
- use “穿, 戴 “ and measure words ” 件, 条, 套, 顶, 副”correctly
- recite the poem”静夜思”
- type Chinese characters on computer by using google pinyin and do research for Chinese paintings and painters. Chinese culture: 中秋节, 文房四宝, 中国画, 齐白石

Sample assignment:

Copy vocabulary five times each with pinyin and definition once, then use the phrase to make sentence.

Culminating Project:

Write a short paragraph to describe what clothes an individual is wearing. In the writing students need to know the difference between “穿” and “戴 know how to use the appropriate measure word for clothes..

Unit II: Weather and Vacation, and Chinese Culture: 北京, 熊猫, 风筝

Content:

They will be able to use Mandarin Chinese talking about their favorite seasons and weather, be able to describe a city's weather and best time to visit it. Be able to write a paragraph to describe one his /her favorite vacation. Be able to use power point to introduce four Chinese major cities.

Sample Assignment:

Copy vocabulary five times each with pinyin and definition once, then use the phrase to make sentence.

Write a paragraph to describe one of his or her favorite vacation.

Culminating Project:

Use power point to make ten slides to introduce two Chinese major cities

Then do presentation in class.

Unit III: Hobbies and Chinese traditional holidays: 春节, 端午节

Content:

They will be able to talk about their hobbies, sports, music, and school and daily activities.

Sample Assignment:

Copy vocabulary five times each with pinyin and definition once, then use the phrase to make sentence.

Culminating Project:

Write a short paragraph to describe an individual's hobbies and daily activities. Computer Project:

Introduce a famous person, telling us about his/her 家庭, 爱好, 年龄, 工作。

Unit IV.

Content:

School subjects, teachers and Chinese tea, rivers and Beijing opera: 茶

长江和黄河, 京剧

Sample Assignment:

Copy vocabulary five times each with pinyin and definition once, then use the phrase to make sentence

Talk about their school subjects, compare subjects and teachers and tell peers their preferences and tell why.

Culminating Project:

Computer Project about 长江 和黄河。

Watch a movie 霸王别姬

Unit V

Content

School campus and facilities

Chinese Culture: 孔子, 四大发明, 故宫

Sample Assignment:

Use the propositions and 是, 有, 在 to describe their school campus or other buildings.

Use layout of a building to describe the location of specific building and give directions to someone who need help.

Culminating Project:

Make power point about 故宫, then do presentation by using those propositions learned in this unit.

Unit 6

Content

Order food and Chinese currency

Sample Assignment:

1. Write vocabulary and make sentences.
2. Act out: order food in a restaurant.
3. Bring a local Chinese restaurant menu and circle ten popular dish and say aloud of them

Culminating Project:

Power point: Introduce ten popular Chinese teas and where they are produced, two famous Chinese tea pots and where they are produced.

4. Describe how this course integrates the schools SLO (former ESLRs- Expected School-wide Learning Results):

- a. Academic Achievers: Students will further develop reading and writing skills.
- b. Critical Thinkers: Students will use critical thinking skills in their reading analysis and their various writing assignments.
- c. Technology Competent Users: Students will use technology to research topics and create essays.
- d. Ethical, Respectful Individuals: Students will be respectful while working in diverse collaborative groups.
- e. Active Community Participants: Students will develop skills that will increase their ability to participate in the community.

5. Describe the Integrated ELD teaching techniques to be used to meet the needs of English Language Learners:

In this course Content-base Instruction, Total Physical response, Pair work, Group work, role play, code-switch will be used as methodologies to help the English learners improve their English language skills and Chinese language skill as well. Scaffolding will be provided to the English learners to guide them step by step in comparing these two languages' usage.

6. Describe the interdepartmental articulation process for this course:

The foreign language teachers meet on a regular basis (e.g. through department meetings) to share ideas and attend workshops for professional growth. Spanish is a multidisciplinary course in that it covers a broad range of concepts including Western Civilization, linguistics, art, history, geography, grammar and literature

7. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

This course continues to prepare students linguistically and culturally to communicate successfully in a pluralistic American society and abroad. The advantages of multilingualism in entering a variety of fields such as politics, international business, or diplomacy are recognized. Also, careers such as translator, interpreter, teacher, and guides in official setting are discussed.

8. Supplemental Materials of Instruction (Note: Materials of instruction for English Language Learners are required and should be listed below.)

Type of material (book, manual, periodical, article, website, primary source document, etc.)	Author	Publisher	Edition/Year	URL	Primary book, read in its entirety? (Y/N)
Zhenbang Book I by	Oliver Hsu, Tiffany Fang	EMC Publishing	2017	ISBN 978-0-82198-137-5	Y
Chinese Made Easy	Yamin Ma and Xinying Li	Joint Publishing (H.K.) Co., Ltd.	2012		Y
YouTube.com					
BBC.com					

