

# El Monte Union High School District

## Course Outline

District: EMUHSD  
High School: Arroyo HS

Course Title: Chinese 1P

Textbook(s): Zhen Bang Book 1

Copyright date/Edition:

Transitional\* \_\_\_\_\_ (Eng. Dept. Only)

Sheltered (SDAIE)\* \_\_\_\_\_ Bilingual\* \_\_\_\_\_

AP\*\* \_\_\_\_\_ Honors\*\* \_\_\_\_\_

Department: Foreign Language

CTE\*\*\* :

Industry Sector: \_\_\_\_\_

Pathway: \_\_\_\_\_

Check One

Introductory:  x

Concentrator: \_\_\_\_\_

Capstone: \_\_\_\_\_

Grade Level (s): 9-10-11-12

Semester \_\_\_\_\_ Year 1

Year of State Framework Adoption \_\_\_\_\_

This course meets graduation requirements:

- English
- Fine Arts
- 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
- "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):  
No prerequisite required.
2. Short description of course which may also be used in the registration manual:
  - Objectives of course
  - 3-5 sentences explaining overall course content
  - Indicate references to state framework(s)/standards (If state standard is not applicable then national standards should be used)

The Chinese Language Program at Arroyo High School offers an integrated sequence of courses ranging from the elementary first-year level through the advanced fourth-year classes. The objectives of the elementary first-year course focuses on building a solid foundation in the four skills of learning a second language: listening, speaking, reading, and writing. In the end of this year-long course, student will be able to understand simple everyday questions and provide clear and coherent answers; express themselves in simple sentences using recombination of known materials; puzzle out main information in authentic written/printed materials related to daily needs; and apply correct stroke orders to write familiar characters and phrases and form simple messages.

The course content is closely connected to the 5 C's stated in the Standards for Foreign Language Learning for the 21<sup>st</sup> Century: Communication, Cultures, Connections, Comparisons, and Communities. Students will be learning, in listening and speaking, the basic topics for daily conversation in order to express themselves and make friends; earning an understanding of the relationship between the practices and perspectives of the cultures of the Chinese-speaking world; reinforcing and furthering their knowledge if other disciplines through the study of Chinese; understand the concept of culture through comparisons of Chinese culture with their own; and becoming life-long learners by using Chinese for personal enjoyment and enrichment.

The main course content includes: *Pinyin* System, Stroke Rrder, Geography of Mainland China and Taiwan, the Evolution of Chinese characters, Greetings, Forming Questions from Answers; Countries and Languages of the World, Family Members, Leisure Activities, Classroom Items and School Supplies, Class Schedule and Extracurricular Activities.

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

**Unit Tile:** Foundation A– 拼音 Pronunciation & 四声 Four-Tones

**Content:** *pinyin* systems & four tone marks

**Sample Assignment:** timed tongue twisters

**Culminating Project:** Read the *pinyin* of a short nursery rhyme/poem for singing

**Unit Tile:** Foundation B– 偏旁部首 Chinese Radicals & 笔画 Guidelines of writing Chinese characters

**Content:** Introduction of traditional and simplifies Chinese characters and 50 commonly used Chinese radicals and stroke orders in writing Chinese characters

**Sample Assignment:** Finding/circling learned Chinese radicals from a short article

**Culminating Project:** Chinese Radical Beautification (create images of selected radicals based on the meanings of them)

**Unit Title:** \_Foundation C– 中国地理 Geography of China\_

**Content:** The Introduction of the political division of mainland China and Taiwan

**Sample Assignment:** Identify, based on given information, provinces, autonomous regions, municipalities and special districts on the map and/or vice versa.

**Culminating Project:** Map of China (draw the map of China and provide short description of the political divisions in English)

**Unit Title:** \_Unit 1 – 你好 Hello \_

**Content:** Lesson 1A –招呼语 Greetings

Lesson 1B –时间词 Time Words

Lesson 1C –国家 Countries

Lesson 1D –在学校里 In the School

**Sample Assignment:** Making students' own class schedule and introducing their teachers of subjects

**Culminating Project:** Talking Bubbles in Movie Strip Cartoon: Exchange student looking for classroom

**Unit Title:** \_Unit 2 – 我的家人 My Family \_

**Content:** Lesson 2A –家庭成员 Family Members

Lesson 2B –兄弟姐妹 Siblings

Lesson 2C –月份 Months of the Year

Lesson 2D –休闲活动 Leisure Activities

**Sample Assignment:** Calendar of Chinese and American holidays (name of the holidays, dates, food, activities, etc.)

**Culminating Project:** Family Tree & Introducing family members (birthday, age, hobbies, etc.)

**Unit Title:** \_Unit 3 – 在学校里 At School \_

**Content:** Lesson 3A – 教室 The Classroom

Lesson 3B – 文具 School Supplies

Lesson 3C – 日历 Calendar

Lesson 3D – 运动 Sports

**Sample Assignment:** List of school supplies needed for each class

**Culminating Project:** Memo to a pen pal (introducing yourself to another unknown level-one student)

(Add additional unit(s) at the end)

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

This course integrates the schools SLO (Academic Achievers, Critical Thinkers & Quality Producers) throughout the year. Communication in listening and speaking, reading and writing are the foundation of this course. Students will be able to cultivate on both personal and interpersonal skills by working on projects and assignments in pairs/groups to brainstorm and exchange opinions; and further develop problem-solving skills. Students will also be made aware of the privilege of being bilingual in the professional world.

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

In this course content-based instruction, *Total Physical Response*, pair work, group work, role play, and code-switch will be used as methodologies to help English Language Learners improve their English language skills and Chinese language skills as well. Scaffolding will be provided to English Language Learners to guide them step by step in comparing the usage of the target language and English.

- Describe the interdepartmental articulation process for this course:

Culture, language, music, and geography will be topics of discussion in this course. Articulation with other departments will be arranged by teachers as opportunities arise.

- 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:

A second language opens opportunities in many fields and vocations. The various professions in which speaking Chinese would be needed or helpful will be explored. Some of these professions may include teaching, interpreting, translating, working for government agencies, international trades, and marketing.

- 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)
Zhen Bang Book 1(text book)	Tiffany Fang	EMC Publishing	2 <sup>nd</sup> /2017	www.emcschool.com	no
Zhen Bang Book 1(work book)	Tiffany Fang	EMC Publishing	2 <sup>nd</sup> /2017	www.emcschool.com	no
Chinese Made Easy book 1	Yamin Ma & Xinying Li	Joint Publishing	2 <sup>nd</sup> /2009	www.jointpublishing.com/cheasy	no
Chinese Made Easy workbook 1	Yamin Ma & Xinying Li	Joint Publishing	2 <sup>nd</sup> /2009	www.jointpublishing.com/cheasy	no

Chinese Made Easy book 2	Yamin Ma & Xinying Li	Joint Publishing	2 <sup>nd</sup> /2009	www.jointpublishing.com/cheasy	no
Chinese Made Easy workbook 2	Yamin Ma & Xinying Li	Joint Publishing	2 <sup>nd</sup> /2009	www.jointpublishing.com/cheasy	no
Signs, notes, labels, authentic materials, such as Chinese newspapers, magazines, YouTube videos, and websites in Chinese, will also be used to enhance student learning.					
Technologies, such as DVD, CD, projector and google classroom, will also be incorporated into lesson plans.					