

# El Monte Union High School District

## Course Outline

District: EMUHSD  
High School: Arroyo HS

Course Title: Chinese Language & Culture AP

Textbook(s): 真棒 Zhen Bang Book 3

Copyright date/Edition:

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

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

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

Department: Foreign Language

CTE\*\*\* :

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

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

Check One

Introductory: \_\_\_\_\_

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

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 \_\_\_\_\_

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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):

Completion of Chinese 3P with a grade of “B” or better, teacher recommendation, and/or successful completion of special entrance procedures.

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 advanced fourth-year course is to provide trainings for students to become successful in discoursing on concrete topics using academic language that give listeners a deeper understanding of issues related to, to mention a few, family and society, history, geography, culinary, arts and performances, ancient and modern architecture, and literature.

By the end of the fourth year, students will obtain advanced level in the four skills of a language: listening, speaking, reading and writing. They will be more comfortable and confident in extended discourse and will gain a more solid ability to handle abstract and/or professional, specialized topics and to defend opinions. In reading, students will be able to understand the main idea and its supporting details of specialized and professional matters. Students will also reach the advanced level in writing, with few syntactic mistakes and selection of words, of extended prose on concrete topics. The main content of this course includes: *Household Chores, My Dreams, Let’s Travel, Chinese and American Literature, Protecting the Earth, and Modern China.*

This course will also deepen students’ immersion into the language and culture of Chinese-speaking world. Course work reflects the proficiencies exhibited throughout the Intermediate range, as described in the American Council on the Teaching of Foreign Language (ACTFL) *proficiency guidelines*.

The AP course prepares students to demonstrate their level of Chinese proficiency across three communicative modes (interpersonal, interpretive, and presentational) and five goal areas (communication, cultures, connections, comparison and communities) as outlined in the *Standards for Foreign Language Learning in the 21<sup>st</sup> Century*. It aims to provide students with ongoing and carried opportunities to further develop their proficiencies across the full range of language skills within a culture frame of reference reflective of the richness of Chinese language and culture. The course focuses on language proficiency while interweaving level-and age-appropriate cultural content throughout the course and providing for frequent formative assessment of students’ developing proficiencies within the context of their learning. Instructional materials and activities are carefully and strategically adapted from authentic sources to support the linguistic and cultural goals of the course.

3. Course content:

Number of units (minimum of 6):   6

**Unit Title:** \_Unit 1 – 做家务 *Household Chores* \_

**Content:** Lesson 1A – 电器 *Electrical Appliances* & 家务 *Household Chores*

Lesson 1B – 室外家务 *Outdoor Chores*, 可回收物和垃圾 *Recyclable and Trash*,  
植物 *Plants*

**Sample Assignment:** Lists of Recyclable and Non-recyclable Items and the ways to recycle them.

**Culminating Project:** Create and Present a Recycling Promotion from a local Store

**Unit Title:** \_Unit 2 – 我的理想 *My Dream* \_

**Content:** Lesson 2A – 职业 *Careers*

Lesson 2B – 学校 *Schools*, 申请大学 *College Applications*, 祝福语 *Blessings*

**Sample Assignment:** List and Give short Description of the top 10 Universities in the United States

**Culminating Project:** Make and Present a Work Job Fair

**Unit Title:** \_Unit 3 – 旅行去 *Let's Travel*\_

**Content:** Lesson 3A – 露营 *Camping*, 野生动物 *Animals in the Wild*, 中东国家 *Countries of the Middle East*, 两极 *The Two Poles of the Earth*, 大洲和大洋 *Continents and Oceans*, 景点 *Scenic Spots*

Lesson 3B – 美国城市 *Cities in the United States*, 美国热门景点 *America's Tourist Attractions*, 旅行 *Traveling*, 在飞机上 *In the Plane*, 房型 *Room Types*

**Sample Assignment:** Venn Diagram: Camping vs. Lodging in hotel

**Culminating Project:** Create and Present a Profile of a Given Country – includes a brief history, country's flag and its meaning, food and culture, industry and economy, and a typical Tourist Attraction

**Unit Title:** \_Unit 4 – 中美文学 *Chinese and American Literature* \_

**Content:** Lesson 4A – 西方文学 *Western Literature*, 著名作者 *Famous Authors*, 冬日景色 *Winter Scenery*, 中国经典文学 *Chinese Literature*, 中国文学体裁 *Chinese Literature Types*, 表演 *Performances*

Lesson 4B – 昆虫和虫类 *Insects and Other Creatures*, 性格 *Characteristics*, 性别 *Gender*

**Sample Assignment:** Lists of Famous Chinese and Western Literature

**Culminating Project:** Recommend a Book

**Unit Title:** \_Unit 5 – 保护地球 *Protecting the Earth*\_

**Content:** Lesson 5A – 环保 *Environmental Protection*, 污染 *Pollution*, 食物 *Food*

Lesson 5B – 费用 *Expenses*, 中国节日 *Chinese Holidays*, 美国节日 *American Holidays*

**Sample Assignment:** List of different types of pollution & the Causes and Consequences human beings are facing

**Culminating Project:** Save the Earth for Future Generation – Choose one type of Pollution and Provide Possible Solutions

**Unit Title:** \_Unit 6 – 现代中国 *Modern China*\_

**Content:** Lesson 6A – 自然环境 *Natural Environment*, 地形 *Topography*, 交通工具 *Transportation*, 中国各地区 *All the Regions in China*  
Lesson 6B – 性格 *Characteristics*, 家用品 *Household Items*

**Sample Assignment:** China's Topography on the Map

**Culminating Project:** Presentation: Old Silk Road vs. New Silk Road (One Belt One Road)

(Add additional unit(s) at the end)

4. Describe how this course integrates the schools SLO (former ESLRs – Expected School-wide Learning results):
  - 1) This course helps students become academic achievers in four language skills and computation skills; also, be technologically competent by applying possible Situational Approach Learning Method (情景教学法) providing concrete and/or virtual authentic resource in listening, speaking, reading, and writing/typing of the target language.
  - 2) This course helps students become critical thinkers by providing and discussing in groups controversial world issues, offering opportunities for deeper understanding of broader matters, and cultivating the ability to make decisions using analytical and interpretive skills of given problematic scenarios that require solutions.
  - 3) This course help students become quality producers by cultivating backward planning skills. Students will experience how to succeed by planning the procedures from the final goal backwards to the first step, estimating the amount of time needed, and organizational skills to ensure the completion of the task.
5. Describe the Integrated ELD teaching techniques to be used to meet the needs of English Language Learners:

This course will help English Language Learners by pairing them with native English speakers, providing bi-lingual dictionaries, and tools and resources on-line.
6. Describe the interdepartmental articulation process for this course:

Areas of possible interdepartmental projects:

Music: Research/perform Chinese music, songs, plays, movies on line

Art: Research/imitate Chinese art craft, paintings

Woodwork: Chinese calligraphy in wood carving

English: Comparative literature assignments

Drama: Perform parts of *Romeo & Juliet* in Chinese

History: Make connections between Chinese history, Asian history and World history

Social Studies: Online research on Chinese society, geography, population, ethnic and regional diversity

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 will integrate academic and vocational concepts through activities that connect class content to real world.

Examples:

1. Invite local native Chinese speaking professionals as guest speakers.
2. Make research visits to local business and product makers.
3. Provide volunteer translation service for school in the district and other public agencies.

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)
Zhen Bang Book 3 (text book)	Tiffany Fang	EMC Publishing	2 <sup>nd</sup> /2017	www.emcschool.com	no
Zhen Bang Book 3(work book)	Tiffany Fang	EMC Publishing	2 <sup>nd</sup> /2017	www.emcschool.com	no
Chinese Made Easy book 4	Yamin Ma & Xinying Li	Joint Publishing	2 <sup>nd</sup> /2009	www.jointpublishing.com/cheasy	no
Chinese Made Easy workbook 4	Yamin Ma & Xinying Li	Joint Publishing	2 <sup>nd</sup> /2009	www.jointpublishing.com/cheasy	no
Chinese Made Easy book 5	Yamin Ma & Xinying Li	Joint Publishing	2 <sup>nd</sup> /2009	www.jointpublishing.com/cheasy	no
Chinese Made Easy workbook 5	Yamin Ma & Xinying Li	Joint Publishing	2 <sup>nd</sup> /2009	www.jointpublishing.com/cheasy	no
Strive For a 5: AP Chinese Practice Tests	Weiman Xu, Han Qu, So Mui Chang, Lisha Kang	Cheng & Tsui	1 <sup>st</sup> /2009	www.cheng-tsui.com	no

Signs, notes, labels, authentic materials, such as Chinese newspapers, magazines, YouTube videos, and websites such as [www.newsela.com](http://www.newsela.com) , will also be used to enhance student learning.

Technologies, such as DVD, CD, projector, and google classroom, will also be incorporated into lesson plans.

***Why is Chinese Language & Culture above and beyond a regular course? Why is this course the equivalent of a college level class?***

The course of AP Chinese Language and Culture is designed for more advanced and/or talented students to deepen their knowledge in Chinese language and culture, and furthermore develop critical thinking skills using the target language. The course is taught 95% in Mandarin Chinese. It consists of a rigorous, challenging, and accelerated curriculum and is equivalent to the introductory-level at college.

Same as the other courses on lower levels, AP Chinese Language and Culture complies with the *Standards for Foreign Language Learning in the 21<sup>st</sup> Century*, focusing on building vocabulary and developing the four language skills: listening, speaking, reading and writing. However, AP course also cultivates the higher levels of knowledge-based cognitive domains stated on the Bloom's Taxonomy: analysis, synthesis, and evaluation. Students will be provided facts about social issues of various interests, the opportunities to exchange personal insights in class, evaluate the given situations from different angles, and provide thoughtful conclusions.

Because of the components above and beyond regular courses, by the end of the course, students will become academic achievers, critical thinkers, and qualitative producers of college level.