

# El Monte Union High School District

## Course Outline

**District:** EMUHSD  
**High School:** Rosemead

<p>Course Title: <u>Chinese 3P</u>                  Textbook(s):                  Zhenbang 1/Chinese Made Easy 2                  Copyright date/Edition: 2017, 1st. edition                  Transitional* _____ (Eng. Dept. Only)                  Sheltered (SDAIE)* ___ Bilingual* ___                  AP** _____ Honors** _____                  Department: <u>Foreign language</u>                  CTE*** :                  Industry Sector:                  Pathway:                  Introductory: _____                  Concentrator: _____                  Capstone: _____                  Grade Level (s): <u>9th -12th</u>                  Semester _____ Year <u>X</u>                  Year of State Framework Adoption _____</p>	<p>This course meets graduation requirements:</p> <p>( ) English                  ( ) Fine Arts                  (X) Foreign Language                  ( ) Health &amp; Safety                  ( ) Math                  ( ) Physical Education                  ( ) Science                  ( ) Social Science                  ( ) Elective</p> <p>This course meets a-g requirements:</p> <p>( ) “a” – Social Studies                  ( ) “b” – ELA                  ( ) “c” – Math                  ( ) “d” – Lab Science                  (X) “e” – Language (not English)                  ( ) “f” – Vis/Perf Arts                  ( ) “g” – College prep elective</p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; border-bottom: 1px solid black;">Department/Cluster Approval</th> <th style="text-align: left; border-bottom: 1px solid black;">Date</th> </tr> </thead> <tbody> <tr><td style="border-bottom: 1px solid black;"> </td><td style="border-bottom: 1px solid black;"> </td></tr> <tr><td style="border-bottom: 1px solid black;"> </td><td style="border-bottom: 1px solid black;"> </td></tr> <tr><td style="border-bottom: 1px solid black;"> </td><td style="border-bottom: 1px solid black;"> </td></tr> <tr><td style="border-bottom: 1px solid black;"> </td><td style="border-bottom: 1px solid black;"> </td></tr> <tr><td style="border-bottom: 1px solid black;"> </td><td style="border-bottom: 1px solid black;"> </td></tr> <tr><td style="border-bottom: 1px solid black;"> </td><td style="border-bottom: 1px solid black;"> </td></tr> <tr><td style="border-bottom: 1px solid black;"> </td><td style="border-bottom: 1px solid black;"> </td></tr> <tr><td style="border-bottom: 1px solid black;"> </td><td style="border-bottom: 1px solid black;"> </td></tr> <tr><td style="border-bottom: 1px solid black;"> </td><td style="border-bottom: 1px solid black;"> </td></tr> <tr><td style="border-bottom: 1px solid black;"> </td><td style="border-bottom: 1px solid black;"> </td></tr> </tbody> </table> <p>Is this course an adaptation from another source?  <input type="checkbox"/> No  <input type="checkbox"/> Yes</p> <p>If yes, please indicate the source of the original course:                  _____                  _____</p>	Department/Cluster Approval	Date																				
Department/Cluster Approval	Date																							

\*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 P2 with Grade C and above or pass a replacement test with a score 60% and higher.*

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

**Objectives of course**

This is an intermediate level course in Modern Standard Mandarin Chinese for those who finishes Level 2 or have the equivalent level. It provides students a broad knowledge of Chinese language, history, geography, and culture. It continues to provide the knowledge of Mandarin Chinese phonetics, pinyin, rules of order of strokes and writing as well.

After finishing this course, students will be able to do following:

- 1) describe an individual's appearance orally and in writing
- 2) tell a doctor the symptoms of his/her illness,
- 3) name at least ten Chinese dishes, order food for 4 people in a local Chinese restaurants,
- 4) cook one Chinese dish with a partner,
- 5) shop for clothes and grocery, ask and bargain for prices,
- 6) talk about nutrition in variety of food,
- 7) describe the surroundings of a community and a house, describe furniture in a house,
- 8) give and follow directions
- 9) recite 4 Chinese Tang dynasty poems: 悯农, 七步诗, 回乡偶书, 题都城南庄
- 10) learn 15 Chinese idiom stories, and tell two of them
- 11) make comparisons and giving comments
- 12) express compliments and reply to other's compliments
- 13) talk about past experiences and give examples.
- 14) express a person's willingness to do something

**Student performance standards**

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. Students will be daily assigned to do writing, reading, listening, speaking, reciting, acting out and presentation in Mandarin.

**Evaluation/assessment/rubrics**

Students will be evaluated based on the following:

1. Assignments (20%)
2. Lesson Dictation and Unit tests (30%)
3. Speaking and presentation (25%)
4. Daily class participation evaluation (5%)
5. Final test (20%)

6. Grading Scale:

A+=98%-100%; A=93%- 97%; A-=90%-92%

B+=88%-8; B=83%- 87%; B-=80%- 82%

C+=78%- 79%; C=73%-77%; C-=70%-71%

D+=68%-69%; D=63%-67%;D-=60%-62%

F=59% and below

The Minimal Attainment (required to Pass) is C to go to higher level

3. **Course contents: Number of units (minimum of 6):** 6

**Unit 1: Wish you healthy**

1. ask about and say what you did in the past
2. ask about and say how long events took
3. inquire and explain how things were done under certain conditions
4. express personal feelings about an outcome compared to your expectation
5. describe symptoms when seeing a doctor

**Sample Assignment:**

Copy Chinese characters, make sentences, Q&A

**Culminating Project:**

Act out: see a doctor, one acts as a doctor, the other acts a doctor.

**Unit 2: My daily life**

1. Vocabulary: daily life such as, get up, put on makeup, take a shower ;transportation such as school bus, taxi;
2. Language Patterns: 虽然。 。但是
3. Dialogue: Running late, Busy life
4. Reading comprehension: I am late.
5. Raising the bar: A scare without danger
6. Culture window:

**Sample Assignment:**

Copy Chinese characters, make sentences, Q&A

**Culminating Project:**

Make a phone call to discuss movies with a friend

**Unit 3: My friend is awesome**

1. vocabulary: figure and personality: such as, fat, thin, tall, short, shy, passionate, aloof; phone call
2. Language Patterns: 这么 那么;
3. Dialogue: international students , new semester, new life,
4. Reading comprehension: New semester
5. Raising the bar: a good friend.
6. Language practice: not yet , etc.
7. Culture window: Chinese neighborhoods

**Sample Assignment:**

Copy Chinese characters, make sentences, Q&A

**Culminating Project:**

Power points:

Introduce an individual who you like most

#### **Unit 4: Welcome to my home**

1. Vocabulary: traffic light, pedestrian, sidewalk, overpass, distance, living room, dining room, kitchen, etc.
2. Language Patterns: such as Place 1+ Li + place 2 + distance/period of time; Verb/directional v.+ 来 / 去
3. Dialogue: A weekend appointment;
4. Reading comprehension: Have a visitor at home, Buying a new house.
5. Raising the bar: Whoever comes is a guest.
6. Language practice: Use the pattern 以为... 没想到
7. Culture window: Filial Piety

#### **Sample Assignment:**

Copy Chinese characters, make sentences, read aloud paragraphs, Q&A

#### **Culminating Project:**

PowerPoint: Describe your house and your room.

#### **Unit 5: I will treat you today**

1. Vocabulary: frozen food, canned food, meat, seafood, vegetable, sugar, salt, oil, pepper, soy sauce, etc
2. Language Patterns: 既然 就, 起来, 才, 想到, 把, 辛...要不然,
3. Dialogue: Go for grocery shopping, It's fun to cook.
4. Reading comprehension: Learn how to cook.
5. Raising the bar: 山珍海味, 大显身手
6. Language practice: Giving opinions, what is your impression, exaggeration, making associations
7. Culture window: Chinese Mealtime Customs

#### **Sample Assignment:**

Write an invitation, make a shopping list, describe dishes, order dishes from a local restaurant menu.

#### **Culminating Project:**

Cook a Chinese dish with a partner and video the whole precession of cooking it.

#### **Unit 6: Summer is here**

1. Vocabulary: accommodation: hotel, motel, youth hostel ; look after kids, study abroad, summer camp intern, famous scenic spots: traveling, scenery, tourist
2. Language Patterns: how to use “得”, VERB+ 下去, 才, 本来, 特别是, 越来越
3. Dialogue: Summer break, prepare for exams, summer vacation plans
4. Reading comprehension: My summer, work in summer, Introduce Zhouzhuang
5. Raising the bar: 先苦后甘, 心静自然凉, 从做中学
6. Language practice: Talking about past experiences, possibilities, It's different for everyone, a vacation letter
7. Culture window: Hong Kong, Par-time job in China,

#### **Sample Assignment:**

Write a vacation letter, Create a dialogue about summer vacation

#### **Culminating Project:**

Make a vacation plan, present the plan to class by power point.

**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:**

The teacher employs a variety of techniques to enhance comprehensible input. Some methods include graphic organizers, hands-on materials, realia, videos, music, games and the use of manipulatives.

**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 2 by	Tiffany Fang	EMC Publishing	2017		N
Chinese Made Easy Book 3	Yamin Ma and Xinying Li	Joint Publishing (H.K.) Co., Ltd.	2012		
YouTube.com					
BBC.com					

