

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr., Chino, CA 91710 Phone: (909) 628-1201 Web Site: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum Position/Title: Director of Secondary Curriculum Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Mandarin Chinese 3 Honors
2. Transcript Title/Abbreviation:	Mandarin 3 H
3. Transcript Course Code/Number:	5909
4. Seeking Honors Distinction:	YES
5. Subject Area/Category:	Meets UC/CSU 'e' requirement language other than English (LOTE) Level 3
6. Grade Level(s):	9-12
7. Unit Value:	10 credits/5 credits per semester
8. Course Previously Approved by UC:	Yes
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	YES
11. Repeatable for Credit:	No
12. Date of Board Approval:	November 21, 2002
Date of Revision Approval:	March 5, 2020
13. Brief Course Description: The standards for Foreign Language are aligned with the five goal areas specified by the National Foreign Language Standards as follows: communication, cultures, connections, comparisons, and communities. There is a total of eleven (11) standards. These standards are general in nature and apply to all levels of Foreign Language instruction. For each of the eleven standards, there are specific objectives that define what students should know and can do upon completion of a particular level of instruction. In addition, performance indicators, or examples of student performance and appropriate classroom activities, are provided for many of the objectives.	
14. Prerequisites:	Chinese Mandarin 2; or Chinese Mandarin 2H; and/or teacher recommendation
15. Context for Course: Mandarin Chinese 3 Honors is designed to continue developing vocabulary, deepening the understanding of word formation and sentence structure of the Chinese language and bring the students an opportunity to refine their four language proficiency skills: listening, speaking, reading and writing in the intermediate to advanced-level range across the three communicative modes (interpersonal, interpretive, and presentational) and the five c's (communication, cultures, connections, comparisons and communities) as defined in the standards for foreign language learning in the 21st century. Essential grammar is reviewed and defined for advanced proficiency in the language. This course provides the students an opportunity to immerse in the richness of Chinese language and culture by comparing Chinese-speaking cultures with his/her own culture and presenting selections from a variety of literature and media. Students are required to speak in Chinese as much as possible to increase their confidence in applying target language at home, at school, and in the community.	
16. History of Course Development: This course is being revised to reflect the rigor necessary for UC/CSU honors distinction as well as the District's most recent template for course descriptions.	

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17. Textbooks:	Fang, Tiffany. <i>Zhēn Bàng!</i> EMC Publishing, St. Paul, 2013.
18. Supplemental Instructional Materials:	Integrated Chinese, level 2 part 1 Textbook/Workbook, 3rd Edition (simplified and traditional) hardcover by Cheng and Tsui Company (Boston) Integrated Chinese, level 2 part 1 Audio cds Including but not limited to: newspapers, periodicals, videos, cd-roms Chinese Language and Culture: an Intermediate Reader. Huang, Weijia. And Ao, Qun. Hong Kong: the Chinese University Press. 2002 Far East Chinese Culture (by the Far East Book Co., LTD.) Happy Reading I, II, III (by Peking University Press)

C. COURSE CONTENT

1. Course purpose:

Students continue to develop their proficiency level in the following areas:

Speaking:

- Engage in everyday conversations in a culturally appropriate manner on a variety of topics (interpersonal) express feelings and emotions (interpretive)
- Provide and obtain information and exchange opinions on a variety of topics (interpersonal)
- Present information, concepts, cultural understanding, and ideas to an audience of listeners or readers on a variety of topics (presentational)
- Demonstrate the understanding of the relationship between the perspectives and products of the culture studied (presentational)

Listening:

- Extract information and understand the details of a speaker or a text (interpretive)
- Understand an expressed opinion on social and cultural issues (interpretive)

Reading:

- Demonstrate the understanding of reading comprehension passages and/or authentic or semi-authentic written materials, such as text, graphs, advertisements, and signs (interpretive)
- Further recognize theme related characters to support the understanding and analysis of the context (interpretive)
- Demonstrate the understanding of the text at varied levels of sentence complexity (interpretive)
- Present the comparison and contrast on similarities and differences between languages literally and culturally

Writing:

- Exchange information and create extended discourse (conversational) on varied topics (interpersonal)
- Write and type the characters in target language proficiently and accurately in an appropriate manner (interpretive)
- Summarize or retell the story or the reading comprehension in their own words (interpretive and interpersonal)
- Write 3-paragraph essay (personal narrative) including beginning (setting), body, and conclusion (interpretive)

Write letters and/or notes in varied types of format such as pen-pal letter, invitation letter, sick leave note, postcards (interpersonal)

2. Course Outline:

For every unit, there will be character recognition and writing, grammar drilling, reading comprehension and text q & a, and checking for understanding (CFU). Typing Chinese will be required in Chinese 3 honors in order to help prepare students for AP Chinese; therefore, writing assignments will be alternated between handwriting and typing.

First semester

1. Starting school

- Explain how to write Chinese names

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- Describe where you were born and grew up
- Discuss the pros and cons of living on and off campus (post-secondary planning)
- Express politely a dissenting opinion

Culture Highlights

- The way of people talking about the origins of their names
- The housing of college students in china
- Services for first-year college students
- Housing advertisements on street

Literature Reading

- The four Chinese treasures of the study 文房四宝.
- Traditional Chinese seal 中国印章
- Far east Chinese culture (by the far east book co., ltd.

2. Sports

- Name some popular sports
- Talk about your exercise habits
- Discuss your feelings about various sports
- Discuss your feelings about various sports
- Simple comparison between how soccer and American football are played

Culture Highlights

- The “football” game in china
- Tai chi boxing
- Television system in china
- Supplemental folk stories about tai chi and sports news clips

Literature Reading

- Read a newspaper article: “Yao Ming – a new idol for an era” 姚明——一个时代的新偶像 by Wang Jingyu

3. At a restaurant

- Name four principal regional Chinese cuisines
- Order food and drinks
- Talk about what flavors you like or dislike
- Make your dietary restrictions or preferences known

Culture highlights

- Settling a bill and tipping in Chinese restaurants
- Private banquet rooms in restaurants in china
- Basic Chinese cooking techniques
- Major culinary styles in china
- Supplemental folk stories and news clips

Literature reading:

- Peach/ling-life noodles 过生日为什么要吃寿桃/生日面 (far east Chinese culture (far east book co., ltd.)
- 2. Read a chapter of Chinese novel “茶馆” by 老舍 and write an essay to tell the story

4. Shopping

- Name basic clothing, bedding, and bath items
- Describe your shopping preferences and criteria
- Disagree with others tactfully
- Present your arguments with rhetorical questions

Culture highlights

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- Knowing when to bargain
- Cash, credit card, or personal check
- Supplemental local market news clips

Literature reading

- Chinese silk (happy reading I, II, III (by Peking University Press)

Second semester

5. Seeing a doctor

- Talk about basic symptoms of a cold
- Describe common symptoms of allergies
- Understand and repeat instructions on when and how often to take medications
- Talk about why you do or don't want to see the doctor; urge others to see a doctor when they are not feeling well
- Write a complete story according to your experience of seeing a doctor

Literature reading

- Read Chinese idiom story "Hui Ji Ji Yi" (讳疾忌医)

6. Life and Wellness

- Talk about your exercise routine
- Outline some healthy eating habits
- Describe habits that could make you age prematurely or harm your health

Culture Highlights

- Housing in Beijing
- Smoking in china
- Morning exercises in Chinese cities

In your own culture/community

- Do many people exercise in the morning in parks?
- Do people go to the gym to exercise?
- Are people conscientious about health and fitness?
- Are many people concerned about their weight?

7. Travel

- Talk about your plans for summer vacation
- Describe what kind of city Beijing is
- Describe your travel itinerary
- Ask for discounts, compare airfares and routes, and book an airplane ticket
- Ask about seat assignments and request meal accommodations based on your dietary restrictions or preferences

Culture Highlights

- Three travel agency groups in china
- Railroad service in china
- The busiest travel season news clips

Literature Reading

- The great Wall-The Story of Menjiangnu 孟姜女的传说; (2.)
- Terra-Cotta Warriors and Horses.秦始皇兵马俑 (Happy Reading I, II, III (Peking University Press)

3. Key Assignments:

To help students achieve the goals, the teacher will:

- Assign students character writing worksheets and create vocabulary web to reinforce the vocabulary learning

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- Assign grammatic exercise worksheet
- Assign students bell work and homework on daily basis
- Create graphic organizers for listening and reading comprehension and writing as well
- Create storylines using the newly learned vocabulary or phrases in varied tenses
- Create and conduct pair work or conversation on varied topics
- Practice listening and reading comprehension thematically
- Complete projects and/or presentation individually and in group for each unit/theme
- Edit picture books
- Make project movies
- Complete real-life tasks such as eating at Chinese restaurant, lion dance, and so forth
- Compare and contrast the cultural similarities and differences between two countries in varied perspectives
- Celebrate and design cultural products or art crafts on varied seasonal occasions
- Connect their language learning to other subject learning
- Write short paragraph(s) or essays: students are required to write short paragraphs on varied topics implementing the newly learned vocabulary and grammatic terms or sentence frames

4. Instructional Methods and/or Strategies:

Mandarin Chinese 3 Honors aims to develop effective communicators who not only understand Chinese culture but also respond to situations in a culturally appropriate manner. Various instructional methods and/or strategies will be applied, but not limited to, such as inner-outer circles, information gap, total physical response storytelling (TPRS), round table, four corners, table talk, puzzles, various types of educational games, grammar drills, flash cards, online resources (Quizlet, Kahoot, etc.) Interviews, role plays, skits, presentation, reader's theater, pre-close-post reading, listening/reading comprehension, I do-we do-you do, and making movies.

5. Assessment Including Methods and/or Tools:

- Diagnostic assessments: such as oral question and answer, various graphic organizers will be used in the beginning of every unit to evaluate students' prior knowledge to determine the starting point of the lesson.
- Formative assessments: quizzes include dictation of characters, fill-in and with comprehension questions for the text. Thematic unit tests are designed to assess students' overall mastery of the unit and include sections on vocabulary, grammar, oral question and answering, reading comprehension, and writing.
- Summative assessments: unit projects provide an alternative opportunity for students to work independently or in groups to further research on topics related to the specific themes that are discussed in the unit. Students may choose or be assigned a project of interest. Specific guidelines and rubrics for projects are given prior to the assignment so students understand how and what will be evaluated. Projects may include skit, powerpoint presentation, flyers, movies, and simulation of travel exhibition. A comprehensive written and oral exam will be given at the end of each semester. For the second semester the exam will include material from the entire year.
- Assessment tools: aeries grading system; 25-40% of grade (assignment such as homework and classwork, and class discussion); 60% of grade (quizzes, tests, projects, and presentation).