SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL: Course of Study

1. **Course Title:** AP Mandarin	7. **Action** xNew Course
2. Date Submitted:	8. **Grade Level**(s) x ☐9 x ☐11 x ☐10 x ☐12
3. Transcript Title/Abbreviation(s) AP Mandarin	**9. Prerequisites** (Please list.) X Required C or better in Mandarin 4 or Teacher Recommendation
4. Transcript Course Code/Course Number :	**10. Seeking Program Distinction?** YES x AP
5. Subject Area Language Other than English	11. **Is this a CTE course?** X NO
6. **Department** World Languages	12. **Previously approved by UC?** x NO Year approved Year removed
13. UC ELIGIBILITY **Already eligible? YES x NO** **Proposing eligibility? X ☐YES** **a b c d e** x **f g** Please mark one for approved eligibility or proposed eligibility.	14. **Unit Value/Course Credit/Length of Course** ☐ 0.5 (semester or half-year X ☐ 1.0 (one year equivalent) ☐ 2.0 (two-year equivalent) ☐ Other
15. School Contact and Course Developer Name: Jonathan Fall Phone: 510-618-4600 ext. 2358 Email: jfall@slusd.us Position: Mandarin Teacher	
16. Approval Signatures: **Approval Date:** Department Chair: Maritza Tejada Perez 1/10/19 Principal:	**DISTRICT OFFICE USE ONLY** **Date approved by Board Curriculum Committee** 1/15/19 **Date approved by Board**

SECTION B. COURSE CONTENT

17. Course Description

The AP Chinese Language and Culture course is designed to be comparable to fourth semester college/university courses in Mandarin Chinese. This course will deepen students' immersion into the language and culture of the Chinese-speaking world. Its aim is to provide students with ongoing and varied opportunities to further develop proficiencies across the full range of language skills within a cultural frame of reference reflective of the richness of Chinese language and culture. The course interweaves level- and age-appropriate cultural content and provides for frequent assessment of students' developing proficiencies within the context of their learning.

18. Course Goals and/or Major Student Outcomes

Developing students' awareness and appreciation of the elements of the culture of Chinese-speaking people is a pervasive theme throughout the AP Chinese Language and Culture course. The course engages students in an exploration of both contemporary and historical Chinese culture. Because the course interweaves language and culture learning, this exploration occurs in Chinese.

Students learn about various aspects of contemporary Chinese society, including geography and population, ethnic and regional diversity, travel and transportation, climate and weather, holidays and food, sports and games, and current affairs. They also explore the realm of Chinese societal relationships, examining how individuals interact with family members, elders, and peers, and integrate this knowledge into their interpersonal communications.

The course introduces students to significant persons, products, and themes in Chinese history. This introduction may touch on such topics as Chinese contributions to philosophical thought, government institutions, and artistic pursuits (e.g. calligraphy, painting, literature, and music, as well as folk arts and culture).

The course also views Chinese culture in an international context. Students learn that Chinese culture has spread to many parts of the world, influencing and being influenced by the global community. For example, they develop an awareness of China's role in issues of global importance, concerning areas such as energy and the environment, economics, and politics.

19. Course Objectives (standards)

AP Chinese Language and Culture Course

Learning Objective	Evidence of Learning
Interpersonal Mode	
• Ability to comprehend, draw inferences from, and respond to spoken and written Chinese in a variety of personal, social, and cultural contexts. • Ability to interact in a variety of situations in cultural contexts. • Ability to use critical thinking skills (e.g., analyzing, comparing, synthesizing, and evaluating) to derive meaning from context.	• Student responds appropriately to spoken and written stimuli in a variety of personal and culturally appropriate contexts (e.g., personal information, family, friends, school, leisure activities). • Student interacts appropriately, including negotiating meaning, in a given cultural context. • Student identifies appropriate continuation of a conversation that implies a certain context. • Student responds appropriately, or identifies appropriate response, in social interactions centered on cultural acts such as complimenting, offering food, inviting, receiving a gift, introducing oneself and/or others, expressing appreciation to a host, expressing regret, and apologizing.
Presentational Mode	
• Ability to provide information about events in immediate environment (including family, school, community, and country) and to demonstrate some degree of spontaneous application of language. • Ability to describe an event or activity in a cohesive and coherent manner with linguistic accuracy. • Ability to demonstrate cultural appropriateness through spoken and written discourse. • Ability to compare and contrast phenomena and explain one's preference.	• Student makes an oral presentation on a culturally relevant topic. • Student writes a narrative based on a series of pictures. • Student orally explains similarities and differences and provides rationale for a preference.

Learning Objective	Evidence of Learning
Interpretive Mode	
• Ability to comprehend and interpret spoken	• Student responds appropriately to questions

California World Language Standards Addressed in this Course Include:

Content
3.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.
3.1 Students address concrete and factual topics related to the immediate and external environment.

Communication
3.0 Students use planned language (paragraphs and strings of paragraphs).
3.1 Students engage in oral or written conversations.
3.2 Students interpret written or spoken language.
3.3 Students present to an audience of listeners or readers.

Functions
3.4 Students describe, narrate, explain, and state an opinion.
4.4 Students discuss, compare and contrast, support an opinion, persuade.
3.5 Demonstrate understanding of the main idea and key details in authentic texts.
3.6 Produce and present a written, oral, or signed (ASL) product in a culturally authentic way.

Cultures

3.0 Students determine appropriate responses to situations with complications.
2.1 Students demonstrate understanding of the roles products, practices and perspectives play in the culture.
3.1 Use products, practices, and perspectives in culturally appropriate ways.
3.2 Describe similarities and differences in the target cultures and between students' own cultures.

Structures
3.0 Students use knowledge of text structure to understand topics related to the external environment.
3.1 Use paragraph-level discourse (text structure) to produce formal communications.
3.2 Identify similarities and differences in the paragraph-level discourse (text structure) of the languages the students know

Settings
1.0 Students use language in highly predictable common daily settings.
1.1 Students recognize age appropriate cultural or language use opportunities outside the classroom.
2.0 Students use language in interpersonal settings.
2.1 Participate in age-appropriate cultural or language-use opportunities outside the classroom.
3.0 Students use language in informal and some formal settings.

20. Course Outline

AP Chinese Language and Culture is intended for qualified students who are interested in completing studies comparable in content and difficulty to a full-year course at the second-year college level. The course is taught entirely in Chinese. The primary goal of AP Chinese is to enable students to master conventions of communication through the exploration of topics reflecting multiple aspects of Chinese society and culture, the use of various authentic multimedia and literary materials in different linguistic registers, advanced-level Chinese language structures, and expressive styles. Students in the course have the following objectives, which align with the goals of the Standards for Chinese Language Learning to promote the "five Cs" in the Chinese language classroom:

- To continue to develop communicative competence in Chinese in the interpretive, interpersonal, and presentational modes.
- To enhance their cultural competence by having a deeper and wider understanding of the products, practices, and perspectives of Chinese culture.

To be able to use the knowledge gained through course materials to develop critical thinking skills in order to make connections and comparisons with other content areas of learning.

• To be able to use the Chinese language to communicate more effectively both in the school setting and in real-life situations.

Students are expected to read and write on a weekly basis. Oral skills are also emphasized through class discussion, which provides opportunities for students to articulate and debate their understanding of the materials in Chinese at the intermediate level.

The primary textbook is *Reading into a New China* by Duanduan Li and Irene Liu. This textbook contains 10 lessons under five major topics; each topic focuses on the rapidly changing attitudes and values of modern China. Other resources, such as short literary pieces, newspaper articles, and films, are also used to encourage students to understand and interpret different forms of spoken and written language on a variety of topics in Chinese.

The lessons in the textbook are as follows:
Lesson 1: The Population Explosion
Lesson 2: The 13 billionth Little Citizen
Lesson 3: Housing
Lesson 4: Education
Lesson 5: A Sunday with a Junior High
Lesson 6: Changes in College Graduates' Employment
Lesson 7: A College Graduate Became a Fast Food "Speculator"
Lesson 8: Love and Marriage
Lesson 9: A Marriage-Seeking Ad And the Respondents
Lesson 10: Family and Children

21. Instructional Materials:

Board approved required text

Adopted Textbook:

Title: Reading into a New China, Volume 1
Publication Date: 2016
Publisher: Cheng & Tsui Company, Inc.
Authors: Duanduan Li and Irene Liu

Usage: Primary text

Supplementary materials

Teacher-generated activities
News articles pulled from the Internet
Sina Weibo
Teacher-generated assessments

22. Instructional Methods and/or Strategies (Key Assignments)

This section provides a comprehensive description of the instructional methods and/or strategies of the most commonly used practices of this course. Each strategy has an articulated direction to reach a progressive set of the learning outcomes including the multiple intelligence principles.

Venn Diagrams: Venn diagrams are used to create a visual analysis of information and compare and contrast cultural practices, products, and perspectives of the US and Chinese cultures.

Flowcharts: This graphic organizer methodology assists students in representing a position, role and order of associations among group elements. Students will draw a representation of sequential flow of events, actions, character roles, and/or decisions as they deconstruct and analyze literary and cultural texts.

Additional graphic organizer formats such as webbing, concept mapping and decision trees will be used throughout this course for different assignments and learning objectives.

Realia: The teacher and the students will bring authentic cultural artifacts that support targeted lessons and group projects in order to make greater meaning of comprehensible

input in the target language and to integrate language and culture. Cognitive linguistic and cultural competency are enhanced when students interact directly with the linguistic and cultural products of the target language.

Lectures: Teacher lectures exclusively to present and explain grammatical concepts and teach vocabulary in context. Each lecture is accompanied by a set of designated visuals and active processes, i.e., students are requested to engage in learning strategies that will allow them to reflect and apply the concepts taught and the teacher's explanations and demonstrations. For example, students will take Cornell Notes, apply the Bloom's Taxonomy Question Stems as well as other AVID techniques. All these techniques will foster the development of the students' cognitive and literacy skills.

Teacher Direct Instruction: Teacher guides students and acts as a facilitator in regards to the completion of each assigned tasks, grammar concepts, homework, games, role-plays, essays, projects, etc. Students complete the assigned activities following the given instructions as they progress in the course. This practice will be put into practice, when appropriate, in each unit and content of this curriculum.

Music/songs/chants: These activities are exciting and stimulating for students when it comes to assistance in reinforcing and revisiting content area concepts while acquiring Mandarin pronunciation, intonation patterns and cultural awareness.

Educational Games/Integrated Technology: Students will practice some board and educational games to review vocabulary, reinforce grammar concepts and practice how to use Pinyin to type Chinese characters in a keyboard.

Video clips, documentaries, and movies: These resources contain implicit and explicit authentic grammar and content topics that serve as direct instructional tools for this course. They provide students with a wide range of authentic registers and topics about diverse Mandarin-speaking regions around the world. Each video has a supplemental activity packet that is linked to the unit's learning objectives.

Hands-on activities: Students will create brochures, bulletin boards, posters, and artifacts in regards to the target unit contents. The hands-on activities provide students with

collaborative learning experiences as well as the ability to create products that parallel those used in real-world.

Portfolios: These constitute reflective observations for improving student learning through a thoughtful ongoing documentation of significant processes and specific learning outcomes that correspond to the course's benchmarks.

Drama/Role Plays: These authentic single or group activities emphasizes the development of reading comprehension and oral skills. The role-play is practical and can be less intimidating for the students as they gain confidence to speak the language. This supplementary practice is principally favorable to increase fluency and make language comprehensible to diverse audiences.

Interviews: Interviews represent an exceptional tactic so that the students master competencies necessary to gather information about a particular topic and report on it following a predetermined format. Students are instructed to pre-plan a set of questions and to use those questions to create a format for the interview culminating in a presentation. Interviews support interpersonal connections, expand the ability of students to frame questions and to infer answers from others. This activity also aids in the development of organizational, planning, and other cognitive skills that prepare students for other academic experience and careers.

Cooperative Learning/Group Informal and Formal Projects: This instructional method promotes students' communicative/leadership skills and language proficiency in the target language. By working in pairs or small groups, students increase their participation in the construction of knowledge. In team work projects each student has a particular function as well as a set of particular responsibilities. Cooperative learning is an exceptional approach to build higher levels of student achievement, increase individual and group responsibility, and encourage respect for the cultural and academic diversity in each group.

Field Trip Experiences: Students participate in real-life learning experiences within authentic cultural settings using the community as a laboratory for acquiring language and culture.

Current Events and News: Students read news articles and watch TV news reports in order to simultaneously practice and develop reading and listening comprehension skills and to learn about current trends in the Chinese-speaking world.

23. Assessment Methods and/or Tools

This course includes many different types of assessments to evaluate students' proficiency on particular or different learning objectives. To ensure more accurate assessment of student proficiencies, different kinds of activities are implemented so that students have multiple ways to practice and demonstrate their listening, speaking, reading, writing, and critical thinking skills. **The students are assessed regularly (formative) during the unit, by the end of each unit and by the end (summative) of each term/semester**. The assessments go hand in hand with the key assignments' section of this course, e.g. **informal** assessments: warm-ups, observations, checks for understanding, interviews, portfolios, pair/group work, discussions, role plays, dialogues in skits, quizzes on vocabulary/grammar, pronunciation drills, interactive games, hands-on activities, journals, fill in the blanks and cloze activities, etc.; **formal** assessments go together with a specific rubric. This includes semester cultural projects, essays, research, written and oral unit/mid-term/semester tests, reading and listening comprehension exams, etc.

The following is a complete explanation of the assessment categories of this course:

Warm-ups: The purpose of these activities is to activate students' prior knowledge and to set the tone for the work to be done in a class. It is also a great opportunity to have students review vocabulary and grammar regularly so that the concepts are reinforced. Each day at the beginning of class, students will work on the warm-up activities.

Homework: The intention of the homework is to provide students with an additional practice to strengthen their listening, speaking, reading, and/or writing skills. In this course, homework will be assigned from Monday to Thursday. Additional weekend review packets will be given to those students in need of extra support to grasp the lexicon

and grammatical concepts of each unit. Students that want to go beyond the Unit's contents will be provided with extra resources as well.

Participation: Students are encouraged to participate in each and every activity of the class. There will be a variety of activities, both full class, small group, and individual, to encourage different forms of participation. The teacher will also use some form of sticks or flash cards to call on students for checks for understanding.

Quizzes: From time to time, students will be given quizzes to assess their skills. This is an excellent tool to check for understanding. Some examples of the quiz formats are fill in the blanks with vocabulary, crosswords, cloze activities, translations, and short answers.

Final Exams: The objective of the final exam is to determine whether or not the student reach a set of particular learning objectives and outcomes. The students' proficiency data supports instructional decision making. A final assessment, proctored by the teacher, wil take place at the end of the unit and the end of the mid-term and final semesters. E.g., formal written essays; formal oral presentations; multiple choice and open question tests, etc.

Projects/Collaborative Work: The students will apply what they learn to real-life experiences, e.g. creating bulletin boards, posters, interviews, and cultural oral presentations.

24. Grading Policy will follow SLUSD grading policy

Interpretive	**30%**
Interpersonal	**30%**
Presentational	**30%**
Practice	**10%**

90-100% = A 80-89% = B 70-79% = C 60-69% = D 50-59% = F