



PIEDMONT

PIEDMONT HIGH SCHOOL

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Course of Study

Basic Course Information

Course Title: Chinese IV Honors

Transcript Title(s)/Abbreviation(s):

Course Code(s):

Length of Course:

- ☐ Semester
- ☒ Full Year

Subject Area: Chinese

Discipline: World Language

Honors Designation:

- ☐ Not Applicable
- ☒ Honors (pending)
- ☐ Advanced Placement

Grade Levels:

- ☐ 9th
- ☐ 10th
- ☒ 11th
- ☒ 12th

Course Learning Environment:

- ☒ Classroom
- ☐ Online

Is this an integrated Career Technical Education course?

- ☐ Yes
- ☒ No

If yes, please name the Industry Sector and Career Pathway:

Course Description

Course Overview:

Provide a brief summary of the course content.

This course is designed for students who have successfully completed Mandarin 3 and are ready for more advanced curriculum. This course aims to provide students with various ongoing opportunities to develop further their language skills within a cultural frame of reference, reflecting the richness of Chinese language and culture, while also immersing them in the Chinese-speaking world. This course will engage students in an exploration of both contemporary and historical Chinese culture and prepare them to demonstrate their level of Chinese proficiency across the three communicative modes (Interpersonal, Interpretive, and Presentational).

Based on the Standards for foreign language learning, proposed by ACTFL and California World Language Content Standards, this course will prepare students in the five goal areas: Communication, Cultures, Connections, Comparisons, and Communities. The course is aligned to Common Core State Standards. In addition to our students acquiring the four skills of the language: listening, speaking, reading, and writing, the goal is for students to increase their awareness of the differences between the Chinese culture and their own cultures. Students will move beyond a basic knowledge of the products and practices that reflect Chinese ways of viewing the world. Students will be develop the ability to speak Mandarin Chinese outside of the classroom. Consequently, they will develop a long-lasting interest in the Chinese language. This course is designed to prepare students to take AP Chinese.

Prerequisite(s): Successful completion of Chinese III (or its equivalent) with a grade of C- or higher

☒ Required

☐ Recommended

Co-requisite(s):

☐ Required

☐ Recommended

Course Content:

For **each** unit of the course, provide:

- A brief description of topics to be addressed that demonstrates the **critical thinking, depth and progression of content covered including alignment to standards.**
- A brief summary of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.

This course is organized around 10 units, 5 per semester. Supplementary materials such as short readings, newspaper articles, story books, video clips, movie segments, and short TV plays are related to the unit theme. Each unit includes vocabulary preview and pre-reading activities, grammar explanation and review, exercises, discussion, and reading/writing comprehension and practice. Course activities take place in a variety of formats that emphasize different Chinese language skills. In-class activities include reading and writing exercise, email reply, story narration, dialogue presentation, role-plays, debates, interview, reports, games, character quizzes, lesson tests, and more. Out-of-class activities include preview and review activities, daily homework assignments, individual or group projects, field trip etc.

Title of Lesson 1: 开学了 (Starting School)

In this lesson, students will learn how to culturally appropriately introduce and meet classmates at the beginning of a school year. Students will learn the social etiquette used when introducing and exchanging Chinese names. (e.g Talk about the meaning of their last names, and interchange family background information.) Students will also learn the vocabulary and sentence patterns to express their housing preferences and the reasons behind their preferences. Culturally, the students will also study the principles that Chinese people commonly use in naming their children and many aspects of traditional Chinese family values.

Sample Assignment(s):

Students write a reflective essay of about three to four hundred words about his or her Chinese name: what it is, how he or she got it and what it means.

Title of Lesson 2: 宿舍 Dormitory

In this lesson, students will learn languages to name basic pieces of furnitures, describe living spaces, and make remarks on one's living conditions, facilities and services. In the end of the lesson, students should be able to further practice and acquire languages and strategies to express disagreement tactfully. Students will get to know the housing options in universities of China. In culture section, the standards and considerations that Chinese people use in choosing places to reside in modern China are investigated through discussion and comparison.

Sample Assignment(s):

Classical literature work: 孟母三迁 mèng mǔ sān qiān (The mother of the Philosopher Mencius Had to Move Three Times) : students read this famous story about ancient Chinese philosopher Mencius and his mother, and study the standards and values the mother maintained in choosing housing and neighbors for Mencius. Students design questions used to interview three modern day Chinese families with school aged children currently living in the Bay Area; these questions aim to compare and relate these traditional family values of over two thousand years old to the modern time principles and practices of Chinese community in selecting places to reside, particularly when they have children. Students share their findings from interview and the result of comparison with class and teacher. (interpretive and interpersonal mode)

Title of Lesson 3 : 在饭馆儿 At the Restaurant

The focus of Lesson 3 is about the Chinese food and Chinese food culture. Students will learn the language of how to order food and drink, describe the food, and Chinese table manners. Students will also learn about the characteristics and principles of the eight major types of Chinese cuisines (八大菜系) through watching television episodes and reading articles. In the end of lesson, students should be able to describe a few popular Chinese dishes, express and comment on the liked and disliked food flavor, and make dietary restrictions and preferences known.

Sample Assignment(s):

Analytical essay writing: students read the web article 中美饮食文化比较 zhōng měi yǐn shì wén huà bǐ jiào (Chinese and American Food Cultures Compared) in addition to the materials from the textbook, summarize the Chinese and American food cultures and compare them on the aspects of nutrition and health, dining etiquettes and food as part of culture and lifestyle. Students can also include personal experiences and knowledge in writing. This essay is required to be about 300 words.

Title of Lesson 4: 买东西 Shopping

The theme of the lesson is about shopping and global market. In this lesson, students acquire languages for shopping and expressing shopping preferences and criteria. Students master the communications for paying by cash, credit cards or personal checks. They also learn to present strong arguments with rhetorical questions through bargaining, returning or exchanging things. Students will also study a more favorable attitude toward brand name goods among traditional Chinese shoppers, the changes of their shopping patterns/trends, and the idea of global market through website research, read the articles. Students will discuss about the rapidly increasing buying power of Chinese people in recent years and the role change of China plays in the world.

Sample Assignment(s):

Skit writing and performance: an articulate sales expert and a picky shopper. Students in pairs, with one being the salesperson and the other being the picky shopper, write a script for a conversation and then perform it: the salesperson needs to find out the shopping preferences of the shopper, his or her shopping opinions on name brands, budget and more. Then the salesperson tries to make appropriate recommendations and finally make a sale.

Reading comprehension and writing a summary: students read two web articles Chinese Shoppers and Name Brands and Chinese People Shopping Abroad Then and Now, compare the content of both articles, analyze them critically to find the general attitude of Chinese shoppers toward name brands and luxury goods using examples from the text, and summarize the historical changes of shopping patterns of Chinese people using the information from the text. Students overall demonstrate basic understanding of global market and world economy through the angle of business and trade.

Title of Lesson 5 – Selecting Classes 选课

The theme of lesson Five is choosing the major of study in college. Students will explore the possible college majors, consider the areas of interests and talk about future plans including major of study and possibilities of future careers. The role that the family plays and its influence on one's choice of major and career path in Chinese culture as well as students' personal interest vs. parents' expectation are discussed. Students also start thinking about and share ways of saving money for education.

Sample Assignment(s):

Survey design, surveying and report: Each student designs a survey, collects information on: 1) one's favorite subjects in high school, 2) possible choices of major of study in college 3) financial resources for college, 4) intend to work part time or not, etc. Students survey one hundred and fifty students, collect data and write a report of the findings to be presented to the class. (interpersonal and presentational mode)

Blogging: Students respond to the following prompt: if you had to decide now, what would you study, STEM or Liberal Arts? Why? How would you decide major of study, by interest, money making potential, graduation requirements or something else? Whose advice are you willing to listen to? Each student is required to write his or her own response and comment on two classmates' responses. (interpersonal and interpretive mode)

Title of Lesson 6: 男朋友, 女朋友 Boyfriend and Girlfriend

The theme of the lesson is friendship and relationship. Students acquire languages for talking about personalities, interests and hobbies, and personal traits. Students also practice language functions in dealing with relationship, such as complaints and expressing expectations. The cultural differences on how to handle a relationship and the roles people play in a relationship are also studied.

Sample Assignment(s):

Reading comprehension of folktale 沙漠上的朋友 shā mò shàng de peng yǒu (Friends on a Desert): students analyze the story and answer the following questions first in writing: 1). Why did the two friends have an argument on the desert and what did one do to the other? 2). What was the incident when they were on the fertile land? What did one do to the other? 3). How are the two events recorded and why? 4) What does true friend or friendship mean to you? Students share their responses in small groups orally and discuss the last questions with the whole class. (interpretive and presentational mode)

Movie 那些年我们一起追的女孩 nà xiē nián wǒ men yì qǐ zhuī de nǚ hái (You Are the Apple of My Eye) : this is a popular Chinese movie about high school students in Taiwan. Students watch the movie, and then do the following: 1) describe in writing and orally the main characters; 2) retell the major events in each segment; 3) compare the school environment in the movie and that of our own schools in the United States and describe differences and similarities; 4) summarize the story and the theme and explain the cultural significance of the movie; 5) analyze critically the influence that Chinese culture played on the way how the characters interacted in a romantic relationship. The writing part of this assignment is done individually, then students take turn and share answers orally with the class in the form of discussion. (interpretive and presentational mode)

Title of Lesson 7: 电脑和网络 Computer and the Internet

In this lesson, students learn the terminologies for internet and technology, such as devices and web activities, and languages to express how to make the most advantage of these modern tools for learning and daily life. Students also learn to think critically in order to discuss the pros and cons of using internet and these high tech devices. Communication skills such as ways to reduce tension and apologizing when necessary in social environment are also the learning goals of the lesson.

Sample Assignment(s):

Mini research and report: students do a research of internet speed and rank: 1) 10 different nations/countries; 2) 10 different states. Students report results to small groups.

Reading comprehension: students read web article 网络和家庭时间 wǎng luò hé jiā tíng shí jiān (Internet and Family Time) and do reading comprehension practice. This article attempts to find answers for a modern day issue: internet and hand-held devices help or hurt the quality of family

time. Students practice reading comprehension by answer the following questions: 1) what are the author's viewpoints on this issue? 2) list the evidence that the author used to support the idea of internet and electronic devices are good for family time and communication among family members; 3) list the evidence that the author used to support of the idea of internet and electronic devices could hurt the quality of family time and the communication among family members; 4) what is your personal opinion on this issue and why do you say so? (interpretive mode)

Reflective essay writing: Do Internet and electronic devices hurt or help your study and daily life? Students state personal opinions as the main idea of the essay and use ample amount of evidence to support it. Students are required to write a well-organized reflective essay, incorporating various sentences structures, precise word choices and grammar in order to create a coherent and effective product. This essay is required to be about 600 words or more. (presentational mode)

Title of Lesson 8: 打工 Working Part-time

In this lesson, students discuss the financial needs and means for college education, expected financial

support from parents and the possibility of working part time in order to pay for the tuition and the cost of living. Students also learn the concept of balancing budget and managing expenses. Pros and cons of working while attending school is deliberated.

Sample Assignment(s):

Reading comprehension and writing: students read web article 美国大学生打工 měi guó dà xué shēng d ǎ gōng (American College Students Working Part Time): this article uses data and survey results to tell the financial reality of American college students and their families. Students read and answer the following questions: 1) list the sources of data and information used by the author; 2) in what ways working part time while attending colleges benefit; 3)3) state your personal opinions on this issue and the reasons. (interpretive mode)

Title of Lesson 9: 教育 Education

Education and parenting styles in Chinese culture are thoroughly studied in this lesson. This lesson examines students' experiences of growing up and doing extra-curricular activities in different cultures. Students talk about expectations from parents, accomplishments and the pressure that come

with success or the lack of it. Additionally, students discuss personal motivation, making choices and the possible conflicts that may arise when in disagreement with family on decision making.

Through reading and writing, students compare the different styles of parenting and education in America and in China, analyze cultures critically and view the complexity of cultural influence through the window of education.

Sample Assignment(s):

Analytical essay on the topic of education as part of year-end assessment: which one is better when the Chinese style of education and parenting is compared to American style? Students read the excerpts of the Book the Battle Hymn of Tiger Mother in Chinese and the Amy Chua's speech to Chinese audience of Beijing in June 2011, also considering half the primary textbook is on the topic of

education, students write a final analytical essay of 600-1000 words as part of the year-end evaluation.

Title of Lesson 10: 中国地理 Chinese Geograph

Varied maps and their legends are used to study the geography and demographic characteristics of China. Cultures of different regions are studied. Students also compare the geographic features of China with those of the United States. Major cities and their tourist attractions of each place are introduced. Students also talk about their hometown and their impression and personal memories of the hometown.

Sample Assignment(s):

A virtual tour of China: study the geography and culture of China in target language: introduce major cities including location, population, weather, food, customs and tourist attractions, etc. Students design and share an itinerary of week-long travel plan in China.

Chinese Poem Analysis: 乡愁 xiāng chóu (Homesick) by famous poet and writer Yu Guang Zhong: in this easy and elegant masterpiece, the poet used simple language, metaphor and personification to describe his feelings of being homesick and his longing for the opportunity to visit his hometown city. Students read and analyze the poem and its figures of speech such as metaphor and simile. Students then attempt to use figurative language in creating a short poem.

Course Materials

Textbooks

Title: Integrated Chinese Level 2. Part 1

Author: Yuehua Liu and Tao-chung Yao, Nyan-Ping Bi, Yaohua Shi, Liangyan Ge

Publisher: Cheng & Tsui

Edition: 3rd Edition

Website:N/A

Primary Text:

☒ Yes

☐ No

Other Materials

Instructors typically develop ancillary materials based on current events and student interest. Since these change frequently, it is not possible to present an exhaustive list of all other resources used by level IV instructors; however, some of these include online news agencies, blogs, short stories, youtube videos, and movies.