

**EL DORADO UNION HIGH SCHOOL DISTRICT
EDUCATIONAL SERVICES
Course of Study Information Page**

☒ New Course Approval	☐ Slight Course Revision	☐ Significant Course Revision	☐ Revision Based on New Instructional Materials or Standards			
COURSE TITLE Advanced Mandarin III						
DISTRICT COURSE NUMBER #0424		4-DIGIT STATE COURSE CODE (COMPLETED BY SILT)				
Rationale:	Advanced Mandarin is designed for students who have completed a TK–8 Mandarin Immersion program and are ready to continue developing high-level biliteracy skills. This course builds on students' established proficiency to strengthen advanced academic language, cultural competency, and real-world communication. It prepares learners for future advanced pathways such as AP Chinese Language and Culture and supports progress toward the Seal of Biliteracy.					
Course Description that will be in the Course Directory:	Advanced Mandarin is a continuation of an established Mandarin Immersion pathway designed for students entering high school with strong proficiency in the language. The course focuses on expanding students' advanced listening, speaking, reading, and writing skills through authentic, content-rich materials that reflect real-world language use.					
How does this Course align with or meet State and District content standards?	This course is aligned with the California World Languages Standards (2023) and directly supports district priorities for college and career readiness through multilingual communication and global competence. Instruction develops advanced proficiency in the three modes of communication—interpretive, interpersonal, and presentational—while also strengthening academic literacy skills connected to the California ELA/ELD Framework. Students engage in authentic language tasks such as research, collaborative problem solving, and presentations that mirror real-world and professional communication demands. Cultural standards are integrated to build understanding of Chinese-speaking communities and prepare learners for participation in diverse global environments. By sustaining the TK–12 immersion pathway, this course advances students toward AP Chinese Language and Culture, the California Seal of Biliteracy, and future career pathways that value bilingualism in international business, technology, and public service.					
NCLB Core Subjects:	<i>Select up to two that apply:</i>					
	☐ Arts ☐ Civics and Government ☐ Not Core Subject ☐ Economics ☐ History ☐ English ☐ Mathematics ☒ Foreign Language ☐ Reading/ Language Arts ☐ Geography ☐ Science					
CDE CALPADS Course Descriptors: (See Page 2 for Definitions)	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top;"> CTE TECH PREP COURSE INDICATORS ☐ Tech Prep (32) (Higher Ed) ☐ Tech Prep & ROP (33) (Higher Ed) ☐ ROP (30) ☒ N/A </td> <td style="width: 33%; vertical-align: top;"> CTE COURSE CONTENT CODE ☐ CTE Introductory (01) ☐ CTE Introductory (01) ☐ CTE Completer (03) ☐ Voc Subject ☒ N/A </td> <td style="width: 33%; vertical-align: top;"> INSTRUCTIONAL LEVEL CODE ☐ Remedial (35) ☐ Honor UC-Certified (39) ☐ Honors Non UC-Certified (34) ☐ College (40) ☐ N/A </td> </tr> </table>			CTE TECH PREP COURSE INDICATORS ☐ Tech Prep (32) (Higher Ed) ☐ Tech Prep & ROP (33) (Higher Ed) ☐ ROP (30) ☒ N/A	CTE COURSE CONTENT CODE ☐ CTE Introductory (01) ☐ CTE Introductory (01) ☐ CTE Completer (03) ☐ Voc Subject ☒ N/A	INSTRUCTIONAL LEVEL CODE ☐ Remedial (35) ☐ Honor UC-Certified (39) ☐ Honors Non UC-Certified (34) ☐ College (40) ☐ N/A
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Length of Course:	☒ Year ☐ Semester					
Grade Level(s):	☒ 9 ☐ 10 ☐ 11 ☐ 12					

Credit:	☒ Number of credits: 10 ☐ Meets graduation requirements (subject) ☒ Request for UC "A-G" requirements CSU/ UC requirement	☐ College Prep
Prerequisites:	Successful completion of a TK–8 Mandarin Immersion program or demonstration of equivalent Mandarin language proficiency through a placement assessment and administrator recommendation.	
Department(s):	Foreign Language	
District Sites:	Oak Ridge High School	
Board of Trustees COS Adoption Date:	2/11/2026	
Textbook/ Instructional Materials:	Tseng, M.-F., Wu, J., Chen, Y.-S., & Long, S. (2025). <i>Authentic Chinese</i> (Vol. 3, 1st ed.). Phoenix Tree Publishing Inc.	
Funding Source:	General Fund	
Board of Trustees Textbook Adoption Date:		

**EL DORADO UNION HIGH SCHOOL DISTRICT
EDUCATIONAL SERVICES**

Course Title: Advanced Mandarin

TABLE OF CONTENTS

<u>STATE CONTENT STANDARD #</u>	<u>CONTENT STANDARD/ UNIT TOPIC</u>	<u>PAGE</u>
Interpretive Communication WL.CM1.A	Demonstrate understanding of the main idea and supporting details in major time frames on most informal and formal topics of general public interest. Demonstrate understanding of authentic texts using paragraph-level discourse that is spoken, written, or signed.	4, 7, 10, 13, 16, 19
Interpersonal Communication WL.CM2.A	Participate in real-world, spoken, written, or signed conversations and discussions in major time frames on topics of general public interest. Use connected sentences and paragraph-level discourse in most informal and formal settings.	4, 7, 10, 13, 16, 19
Presentational Communication WL.CM3.A	Deliver presentations in culturally appropriate ways on topics of general public interest using paragraph-level discourse in major time frames through spoken, written, or signed language. Use the most suitable media and technologies to present and publish.	4, 7, 10, 13, 16, 19
Culturally Appropriate Interaction WL. CL1. I	Interact with understanding in a variety of familiar age-appropriate transactional situations and common daily and informal settings.	7, 10, 13, 16, 19
Cultural Products, Practices, and perspectives WL.CL2. A	Participate, use, describe, and discuss the relationships among target cultures' products, practices, and perspectives in culturally appropriate ways in most informal and formal settings.	7, 10, 13, 16, 19
Cultural Comparison WL.CL3.A	Describe and explain similarities and differences among products, practices, and perspectives of general public interest in the mainstream cultures of the United States, the students' own cultures, and the target cultures.	4, 7, 10, 13, 16, 19

EL DORADO UNION HIGH SCHOOL DISTRICT EDUCATIONAL SERVICES

Department: Foreign Language

Course Title: Advanced Mandarin

Course Number: _____

Unit Title: Families in Different Societies

Curriculum Lesson: Families and Communities (L4)

Content Area Standards (Please identify the source): List content standards students will master in this unit

Interpretive Communication (WL.CM1.A):

Comprehend information about parenting styles; understand and interpret discussion about after-school extracurricular activities

Interpersonal Communication (WL.CM2.A):

Exchange ideas about parenting styles in different families; engage in discussion about after-school extracurricular activities

Presentational Communication (WL.CM3.A):

Describe and compare parenting styles in different families; describe various after-school extracurricular activities in childhood and teenage years.

Cultural Comparison (WL.CL3.A):

Compare family structures and values in Chinese-speaking societies with those in the U.S. and students' own cultures.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students explore family structures, roles, traditions, and values in Chinese-speaking societies and compare them to their own culture. They interpret authentic texts and media, engage in conversations about family life, and present information using culturally appropriate language. By the end of the unit, students will be able to:

- Understand and interpret materials about families.
- Discuss and compare family roles and traditions.
- Present organized information on family life across cultures.
- Discuss *tiger moms* and childhood experiences.

Unit Summary (only for courses that will be submitted for A-G approval): 5-7 sentences summarizing the content and goals for this unit.

In this unit, students use the target language to develop interpretive, interpersonal, and presentational communication skills through the exploration of parenting styles and after-school extracurricular activities. Students interpret authentic spoken and written texts in the target language to comprehend how different families discuss parenting approaches and childhood or teenage activities. Through structured interpersonal tasks conducted in the target language, students exchange ideas and engage in discussions comparing parenting styles and extracurricular involvement across families. Students present information orally and in writing in the target language to describe and compare parenting styles as well as a variety of after-school activities experienced during childhood and adolescence. The unit emphasizes cultural comparison by examining family structures and values in Chinese-speaking societies in relation to those in the United States and students' own cultures. By the end of the unit, students demonstrate increased proficiency in the target language and deeper intercultural understanding through meaningful communication.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- **Authentic Resources:** Articles, videos, and interviews on family life to support interpretive skills (WL.CM1.A).
- **Task-Based Learning:** Letters, family charts, or “day in my home” videos to strengthen interpersonal and presentational communication (WL.CM2.A, WL.CM3.A).
- **Cultural Comparisons:** Venn diagrams or discussions to compare traditions and values, supporting cultural comparison and understanding (WL.CL2.A, WL.CL3.A).
- **Collaborative Projects:** Group skits on family celebrations to practice culturally appropriate interaction (WL.CL1.I).

Assignment Summary (only for courses that will be submitted for A-G approval): 5-7 sentences describing one key assignment/product that demonstrates students learning (e.g., essay, presentation)

In this unit, students will complete an oral presentation delivered entirely in the target language. Students describe and compare parenting styles and after-school extracurricular activities in their own families and in Chinese-speaking societies. The presentation incorporates information interpreted from authentic spoken or written sources used during the unit. Students are expected to use appropriate vocabulary, grammatical structures, and culturally relevant details to communicate their ideas clearly. This assignment demonstrates students' presentational speaking skills and their ability to make cultural comparisons. The oral presentation provides evidence of students' developing proficiency in the target language and intercultural understanding.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative:

- Comprehension exercises (exit tickets) on authentic texts and media (WL.CM1.A)
- Partner discussions about family roles and routines (WL.CM2.A)

Summative:

- Presentations comparing family structures and traditions (WL.CM3.A, WL.CL2.A, WL.CL3.A)
- Interpretive tasks on articles or videos about family life (WL.CM1.A)
- Reflective writing comparing students' families with Chinese-speaking societies (WL.CM2.A, WL.CL3.A)

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

According to the California Department of Education (2023), the World Languages Standards emphasize communication and cultural competence. To support students who fail to master unit Formative and Summative assessments, below are some intervention strategies:

Understanding New Concepts

- Prioritize essential learning, distinguishing it from less important material
- Provide cues, prompt, learning tools, and graphic organizers.
- Teach concepts and develop learning opportunities in a variety of ways
- Provide extended time for meaningful practice, review, and repetition.

Retaining and Retrieving Information

- Break instruction into small tasks.
- Use frequent repetition
- Use color coding, mnemonics, imagery, rhythm, and movement to reinforce learning
- Provide multiple and varied strategies for retrieval of information
- Support the design of student-generated tools

Working in groups

- Teach independence through bridging phrases, disagreeing agreeably, voice, tone, body language, and facial

expressions.

- Use a wide variety of grouping strategies
- Ensure support of a partner within the group
- Provide self-monitoring tools

Assessment

- Weigh assessment of knowledge and skills based on priorities set for essential learning
- Provide opportunities for pre-assessment
- Teach strategies for assessment
- Allow a variety of ways to demonstrate knowledge and skills

EL DORADO UNION HIGH SCHOOL DISTRICT EDUCATIONAL SERVICES

Department: Foreign Language

Course Title: Advanced Mandarin

Course Number: _____

Unit Title: The Influence of Language and Culture on Identity

Curriculum Unit: Job and Occupation (L6)

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Interpretive Communication (WL.CM1.A):

Comprehend dialogues about preferred jobs and personal traits; Identify information about dream jobs and explanations; Interpret the criteria for choosing an occupation.

Interpersonal Communication (WL.CM2.A):

Engage in spoken and written conversations to share and compare personal identities, values, and cultural influences.

Presentational Communication (WL.CM3.A):

Present information about self-image, personality, and cultural identity in culturally appropriate ways using various media; Describe the criteria for selecting an occupation and explain why.

Culturally Appropriate Interaction (WL.CL1.I):

Interact appropriately in social and cultural contexts to express personal roles and identity.

Cultural Products, Practices, and Perspectives (WL.CL2.A):

Describe and discuss how cultural products, practices, and perspectives reflect personal and group identities.

Cultural Comparison (WL.CL3.A):

Compare how identity and social roles are expressed across target cultures, U.S. culture, and students' own cultures.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students explore how language and culture shape personal identity, self-image, and the roles individuals play in society. They interpret authentic texts and media that describe personal values, personality traits, and cultural influences. Students engage in conversations to share their own perspectives and compare how identity is expressed across cultures. They also present organized information using culturally appropriate language and media.

Unit Summary (only for courses that will be submitted for A-G approval): 5-7 sentences summarizing the content and goals for this unit.

In this unit, students use the target language to develop interpretive, interpersonal, and presentational communication skills through the exploration of personal identity, personality traits, and career aspirations. Students interpret dialogues and authentic texts to comprehend information about preferred jobs, dream occupations, and the criteria used to choose a career. Through spoken and written interpersonal activities conducted in the target language, students exchange ideas and compare personal values, identities, and cultural influences related to career choices. Students present information using various media to describe self-image, personality, and cultural identity in culturally appropriate ways. The unit also emphasizes explaining and justifying criteria for selecting an occupation, fostering higher-level language use. By the end of the unit, students demonstrate increased proficiency in the target language and deeper awareness of how culture influences identity and career decisions.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- **Authentic Resources:** Articles, videos, and interviews on personal identity, personality traits, and cultural influences to support interpretive skills (**WL.CM1.A**).
- **Task-Based Learning:** Personal reflections, identity charts, or short videos describing self-image to strengthen interpersonal and presentational communication (**WL.CM2.A, WL.CM3.A**).
- **Cultural Comparisons:** Venn diagrams, discussions, or written comparisons to analyze similarities and differences in self-expression across cultures, supporting cultural comparison and understanding (**WL.CL2.A, WL.CL3.A**).
- **Collaborative Projects:** Group presentations, skits, or digital portfolios on cultural practices and identity expression to practice culturally appropriate interaction (**WL.CL1.I**).
- **Role-Playing Activities:** Simulated social interactions to explore personal roles and cultural expectations, promoting interpersonal communication and cultural understanding (**WL.CM2.A, WL.CL1.I**).

Assignment Summary (only for courses that will be submitted for A-G approval): 5-7 sentences describing one key assignment/product that demonstrates students learning (e.g., essay, presentation)

For this key assignment, students write a formal cover letter in the target language assuming they are applying for a job. The letter requires students to present their self-image, personality traits, skills, and cultural identity in a culturally appropriate format. Students explain their interest in the position and describe the criteria that influenced their career choice, supporting their ideas with relevant details. This assignment demonstrates presentational writing skills and reinforces appropriate register, organization, and conventions used in professional communication. Students apply vocabulary and grammatical structures related to personal identity and occupations learned throughout the unit. The cover letter serves as an important performance-based assessment that prepares students for written communication tasks expected on the AP exam.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative:

- Comprehension exercises on authentic texts and media about identity and personality (**WL.CM1.A**)
- Partner discussions about self-image, personality traits, and cultural influences (**WL.CM2.A**)
- Vocabulary and sentence quizzes related to personality, roles, and cultural expressions

Summative:

- Presentations comparing self-expression, personality, and cultural influences across societies (**WL.CM3.A, WL.CL2.A, WL.CL3.A**)
- Interpretive tasks on articles, videos, or media about personal identity and cultural practices (**WL.CM1.A**)
- Reflective writing comparing students' own identities and roles with those in Chinese-speaking societies (**WL.CM2.A, WL.CL3.A**)

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

According to the California Department of Education (2023), the World Languages Standards emphasize communication and cultural competence. To support students who fail to master unit Formative and Summative assessments, below are some intervention strategies:

Understanding New Concepts

- Prioritize essential learning, distinguishing it from less important material/
- Provide cues, prompt, learning tools, and graphic organizers.
- Teach concepts and develop learning opportunities in a variety of ways
- Provide extended time for meaningful practice, review, and repetition.

Retaining and Retrieving Information

- Break instruction into small tasks.
- Use frequent repetition
- Use color coding, mnemonics, imagery, rhythm, and movement to reinforce learning
- Provide multiple and varied strategies for retrieval of information
- Support the design of student-generated tools

Working in groups

- Teach independence through bridging phrases, disagreeing agreeably, voice, tone, body language, and facial expressions.
- Use a wide variety of grouping strategies
- Ensure support of a partner within the group
- Provide self-monitoring tools

Assessment

- Weigh assessment of knowledge and skills based on priorities set for essential learning
- Provide opportunities for pre-assessment
- Teach strategies for assessment
- Allow a variety of ways to demonstrate knowledge and skills

**EL DORADO UNION HIGH SCHOOL DISTRICT
EDUCATIONAL SERVICES**

Department: Foreign Language

Course Title: Advanced Mandarin

Course Number: _____

Unit Title: Influences of Beauty and Art

Curriculum Unit: At a Host Family (L1)

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Interpretive Communication (WL.CM1.A):

Comprehend dialogues on gift-giving; understand dos and don'ts about gift-giving rituals; identify information about furniture placement and decorations; interpret descriptions and comments on bedrooms.

Interpersonal Communication (WL.CM2.A):

Engage in spoken and written conversations to share and compare perspectives on gift giving or receiving rituals.

Presentational Communication (WL.CM3.A):

Present information about aesthetic practices, artworks, and cultural concepts of beauty using organized, culturally appropriate language.

Cultural Comparison (WL.CL3.A):

Compare concepts of beauty, artistic expression, and aesthetics in Chinese-speaking societies, the U.S., and students' own cultures.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students explore how beauty and art influence culture and individual perception. They examine aesthetic traditions, artworks, and cultural practices in Chinese-speaking societies and compare them to their own experiences and values. Students interpret authentic texts and media, engage in conversations about beauty and art, and present organized information using culturally appropriate language.

Unit Summary (only for courses that will be submitted for A-G approval): 5-7 sentences summarizing the content and goals for this unit.

In this unit, students use the target language to develop interpretive, interpersonal, and presentational communication skills through the exploration of gift-giving practices, home aesthetics, and concepts of beauty. Students interpret dialogues and authentic texts to comprehend cultural norms, dos and don'ts related to gift-giving rituals, and descriptions of furniture placement, decorations, and bedrooms. Through spoken and written interpersonal tasks conducted in the target language, students exchange ideas and compare perspectives on giving and receiving gifts across cultures. Students present information using organized and culturally appropriate language to describe aesthetic practices, artworks, and cultural concepts of beauty. The unit emphasizes understanding how cultural values influence everyday practices and personal spaces. By the end of the unit, students demonstrate increased proficiency in the target language and greater intercultural awareness.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Museum and Gallery Exploration: Students analyze images or virtual tours of Chinese and global art exhibitions to support interpretive skills (**WL.CM1.A**).

Creative Production: Students create their own artwork, fashion designs, or digital collages reflecting their personal concept of beauty, strengthening interpersonal and presentational communication (**WL.CM2.A, WL.CM3.A**).

Debate or Critique: Students participate in a guided debate or art critique, defending their viewpoints on what constitutes beauty, promoting deeper interpersonal communication and critical thinking (**WL.CM2.A, WL.CL1.I**).

Assignment Summary (only for courses that will be submitted for A-G approval): 5-7 sentences describing one key assignment/product that demonstrates students learning (e.g., essay, presentation)

For this key assignment, students complete a presentational performance task using the target language. Students create a multimedia presentation explaining gift-giving rituals, including appropriate behaviors and cultural dos and don'ts. The presentation also includes descriptions of home aesthetics, such as furniture placement, decorations, or bedroom design, drawing from unit texts and class discussions. Students use culturally appropriate language to present aesthetic practices, artworks, and cultural concepts of beauty. This assignment demonstrates students' ability to synthesize interpretive learning into a cohesive presentational product. The task provides evidence of students' developing proficiency in the target language and their understanding of how culture shapes everyday practices and aesthetic values.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative:

- Comprehension exercises on authentic texts and media about beauty and art (**WL.CM1.A**)
- Partner discussions about aesthetic preferences and cultural perspectives (**WL.CM2.A**)
- Vocabulary and sentence quizzes

Summative:

- **Oral Presentation:** "Beauty and Art Around Me" presentation, describing personal views on beauty or a favorite artwork, including reasons and follow-up Q&A (**WL.CM3.A, WL.CL2.A**)
- **Written Essay:** "What Beauty Means to Me" essay, using paragraph-level discourse to explain personal perceptions and cultural influences (**WL.CM2.A, WL.CL3.A**)
- **Performance-Based Assessment:** Role-play of a conversation discussing artistic preferences or cultural aesthetics, including asking and answering questions about cultural practices (**WL.CM2.A, WL.CL1.I**)

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

According to the California Department of Education (2023), the World Languages Standards emphasize communication and cultural competence. To support students who fail to master unit Formative and Summative assessments, below are some intervention strategies:

Understanding New Concepts

- Prioritize essential learning, distinguishing it from less important material/
- Provide cues, prompt, learning tools, and graphic organizers.
- Teach concepts and develop learning opportunities in a variety of ways
- Provide extended time for meaningful practice, review, and repetition.

Retaining and Retrieving Information

- Break instruction into small tasks.
- Use frequent repetition
- Use color coding, mnemonics, imagery, rhythm, and movement to reinforce learning
- Provide multiple and varied strategies for retrieval of information

- Support the design of student-generated tools

Working in groups

- Teach independence through bridging phrases, disagreeing agreeably, voice, tone, body language, and facial expressions.
- Use a wide variety of grouping strategies
- Ensure support of a partner within the group
- Provide self-monitoring tools

Assessment

- Weigh assessment of knowledge and skills based on priorities set for essential learning
- Provide opportunities for pre-assessment
- Teach strategies for assessment
- Allow a variety of ways to demonstrate knowledge and skills

EL DORADO UNION HIGH SCHOOL DISTRICT EDUCATIONAL SERVICES

Department: Foreign Language

Course Title: Advanced Mandarin

Course Number: _____

Unit Title: How Science and Technology Affect Our Lives

Curriculum Unit: Takeout and Express Delivery Services (L3)

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Interpretive Communication (WL.CM1.A): Demonstrate understanding of the main idea and supporting details in authentic spoken and written texts related to takeout services, express delivery, and evolving technology.

Interpersonal Communication (WL.CM2.A): Participate in real-world spoken and written conversations to order takeout, discuss online services, and exchange opinions about express delivery and technology.

Presentational Communication (WL.CM3.A): Deliver culturally appropriate presentations describing express delivery services, their impact on daily life, and future technological developments.

Culturally Appropriate Interaction (WL.CL1.I): Interact appropriately in transactional situations such as ordering food, making online appointments, and requesting delivery services.

Cultural Products, Practices, and Perspectives (WL.CL2.A): Describe and discuss delivery platforms, consumer practices, and cultural perspectives related to convenience and technology in target cultures.

Cultural Comparison (WL.CL3.A): Compare express delivery services and technology use in the United States, China, and students' own cultures.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

In this unit, students explore takeout and express delivery services as examples of modern technology and daily-life convenience. Students learn vocabulary and structures related to ordering food, scheduling services online, and describing delivery systems. They interpret authentic dialogues, articles, and multimedia sources to understand how express delivery services function and how they affect people's lifestyles. Through interpersonal activities, students engage in dialogues to order takeout, discuss various services that can be booked online, and share opinions about convenience and technology. Students analyze and compare express delivery services in the United States and China, focusing on cultural practices and consumer expectations. By the end of the unit, students are able to describe current delivery technologies and express opinions about future developments and their societal impact.

Unit Summary (only for courses that will be submitted for A-G approval): 5-7 sentences summarizing the content and goals for this unit.

In this unit, students use the target language to develop interpretive, interpersonal, and presentational communication skills through the study of takeout and express delivery services. Students interpret authentic spoken and written texts to understand how delivery services operate, their impact on daily life, and the role of evolving technology. Through real-world interpersonal tasks, students engage in dialogues to order takeout and discuss online appointment-based services. Students present information describing express delivery services and explaining their benefits and challenges. The unit emphasizes cultural comparisons between delivery practices in the United States, China, and students' own cultures. By the end of the unit, students demonstrate increased proficiency in the target language and deeper understanding of how technology shapes modern lifestyles.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Instructional strategies include the use of authentic texts, audio recordings, videos, and digital platforms related to takeout and express delivery services. Teachers model transactional language and guide students through structured dialogues and role-play activities to support interpersonal communication. Pair and group discussions allow students to practice exchanging ideas and opinions using connected sentences and paragraph-level discourse. Graphic organizers and guided note-taking support interpretive comprehension of complex texts. Presentational tasks integrate technology and multimedia tools to align with anchor standards and support culturally appropriate communication. These strategies ensure students actively use the target language in meaningful, real-world contexts.

Assignment Summary (only for courses that will be submitted for A-G approval): 5-7 sentences describing one key assignment/product that demonstrates students learning (e.g., essay, presentation)

For this key assignment, students complete a presentational task using the target language focused on express delivery services. Students create an oral or multimedia presentation describing how takeout and express delivery services function and their impact on daily life. The presentation includes a cultural comparison of express delivery services in the United States and China. Students explain advantages, challenges, and future developments in delivery technology while expressing personal opinions. This assignment demonstrates students' ability to synthesize interpretive learning into organized presentational language. The task provides evidence of students' developing proficiency and cultural understanding.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative Assessments:

- Listening and reading comprehension checks based on authentic dialogues and texts
- Role-play activities simulating ordering takeout and booking services
- Exit tickets and short written reflections on technology and convenience
- Peer feedback during discussions and presentations

Summative Assessments:

- Presentational performance task (oral or multimedia presentation)
- Interpersonal dialogue assessment focused on ordering and service discussions
- Interpretive assessment analyzing an authentic text about delivery services
- Unit vocabulary and structures assessment

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

According to the California Department of Education (2023), the World Languages Standards emphasize communication and cultural competence. To support students who fail to master unit Formative and Summative assessments, below are some intervention strategies:

Understanding New Concepts

- Prioritize essential learning, distinguishing it from less important material/
- Provide cues, prompt, learning tools, and graphic organizers.
- Teach concepts and develop learning opportunities in a variety of ways
- Provide extended time for meaningful practice, review, and repetition.

Retaining and Retrieving Information

- Break instruction into small tasks.
- Use frequent repetition
- Use color coding, mnemonics, imagery, rhythm, and movement to reinforce learning
- Provide multiple and varied strategies for retrieval of information

- Support the design of student-generated tools

Working in groups

- Teach independence through bridging phrases, disagreeing agreeably, voice, tone, body language, and facial expressions.
- Use a wide variety of grouping strategies
- Ensure support of a partner within the group
- Provide self-monitoring tools

Assessment

- Weigh assessment of knowledge and skills based on priorities set for essential learning
- Provide opportunities for pre-assessment
- Teach strategies for assessment
- Allow a variety of ways to demonstrate knowledge and skills

EL DORADO UNION HIGH SCHOOL DISTRICT EDUCATIONAL SERVICES

Department: Foreign Language

Course Title: Advanced Mandarin

Course Number: _____

Unit Title: Factors That Impact the Quality of Life

Curriculum Unit: See a Doctor (L2) and Chinese Festivals (L5)

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Interpretive Communication (WL.CM1.A): Demonstrate understanding of the main idea and supporting details in authentic spoken and written dialogues related to medical visits, treatments, and cultural celebrations.

Interpersonal Communication (WL.CM2.A): Participate in spoken and written conversations in real-world contexts such as doctor–patient interactions and discussions about medical experiences and cultural traditions.

Presentational Communication (WL.CM3.A): Deliver culturally appropriate presentations describing medical experiences and cultural customs using paragraph-level discourse.

Culturally Appropriate Interaction (WL.CL1.I): Interact appropriately in transactional situations such as seeking medical care and discussing health-related concerns.

Cultural Products, Practices, and Perspectives (WL.CL2.A): Describe and discuss relationships among medical practices, festivals, and cultural perspectives in Chinese-speaking communities.

Cultural Comparison (WL.CL3.A): Compare Western and traditional Chinese medical practices as well as past and present celebrations of the Lunar New Year in Chinese-speaking cultures, the United States, and students' own cultures.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

In this unit, students explore health care practices and cultural traditions in Chinese-speaking societies. Students learn vocabulary and language structures related to medical symptoms, treatments, and doctor–patient interactions. They interpret authentic dialogues and texts describing visits to the doctor and experiences receiving Western and traditional Chinese medical treatments. Students engage in interpersonal conversations simulating medical appointments and discussing personal or hypothetical health care experiences. The unit also introduces significant Chinese festivals, with a focus on Lunar New Year customs, celebrations, and their cultural meanings. Students analyze how celebrations have changed over time and compare traditional and modern practices. By the end of the unit, students are able to communicate about health-related topics and cultural traditions with increased confidence and cultural understanding.

Unit Summary (only for courses that will be submitted for A-G approval): 5-7 sentences summarizing the content and goals for this unit.

In this unit, students use the target language to develop interpretive, interpersonal, and presentational communication skills through the study of medical care and cultural traditions. Students interpret authentic dialogues between doctors and patients to understand medical treatments and health-related experiences. Through real-world interpersonal tasks, students engage in doctor–patient role plays and discuss experiences with Western and traditional Chinese medical practices. Students present information describing medical treatments and comparing health care approaches across cultures. The unit also explores major Chinese festivals, particularly Lunar New Year, and examines how customs and celebrations have changed over time. By the end of the unit, students demonstrate increased proficiency in the target language and deeper awareness of cultural perspectives on health and tradition.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Instructional strategies include the use of authentic audio recordings, dialogues, videos, and cultural texts related to medical care and festivals. Teachers model functional language for medical interactions and guide students through structured role plays to support interpersonal communication. Think-pair-share activities and guided discussions allow students to compare medical experiences and cultural traditions. Visual organizers and comprehension tasks support interpretive skills when analyzing authentic materials. Presentational assignments incorporate multimedia tools to help students organize and deliver culturally appropriate information. These strategies support the development of communication skills aligned with the anchor standards.

Assignment Summary (only for courses that will be submitted for A-G approval): 5-7 sentences describing one key assignment/product that demonstrates students learning (e.g., essay, presentation)

For this key assignment, students complete a presentational performance task in the target language focused on health care and cultural traditions. Students create an oral or multimedia presentation describing an experience receiving Western or traditional Chinese medical treatment. The presentation includes explanations of symptoms, treatments, and personal reflections. Students also describe Lunar New Year customs and explain how celebrations have changed from the past to the present. This assignment demonstrates students' ability to synthesize interpretive learning into organized presentational language. The task provides evidence of students' developing language proficiency and cultural understanding.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative Assessments:

- Listening and reading comprehension checks based on doctor–patient dialogues
- Role-play assessments simulating medical visits
- Exit tickets and short reflections on medical practices and cultural customs

Summative Assessments:

- Presentational performance task (oral or multimedia presentation)
- Interpersonal speaking assessment focused on medical dialogues
- Interpretive assessment analyzing an authentic text about medical treatments or festivals
- Unit assessment on key vocabulary, structures, and cultural concepts

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

According to the California Department of Education (2023), the World Languages Standards emphasize communication and cultural competence. To support students who fail to master unit Formative and Summative assessments, below are some intervention strategies:

Understanding New Concepts

- Prioritize essential learning, distinguishing it from less important material/
- Provide cues, prompt, learning tools, and graphic organizers.
- Teach concepts and develop learning opportunities in a variety of ways
- Provide extended time for meaningful practice, review, and repetition.

Retaining and Retrieving Information

- Break instruction into small tasks.
- Use frequent repetition
- Use color coding, mnemonics, imagery, rhythm, and movement to reinforce learning
- Provide multiple and varied strategies for retrieval of information
- Support the design of student-generated tools

Working in groups

- Teach independence through bridging phrases, disagreeing agreeably, voice, tone, body language, and facial expressions.
- Use a wide variety of grouping strategies
- Ensure support of a partner within the group
- Provide self-monitoring tools

Assessment

- Weigh assessment of knowledge and skills based on priorities set for essential learning
- Provide opportunities for pre-assessment
- Teach strategies for assessment
- Allow a variety of ways to demonstrate knowledge and skills

EL DORADO UNION HIGH SCHOOL DISTRICT EDUCATIONAL SERVICES

Department: Foreign Language

Course Title: Advanced Mandarin

Course Number: _____

Unit Title: Environmental, Political, and Societal Challenges

Curriculum Unit: Food and Hunger (L7)

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Interpretive Communication (WL.CM1.A): Demonstrate understanding of the main idea and supporting details in authentic spoken and written texts related to food waste, sustainability, and hunger.

Interpersonal Communication (WL.CM2.A): Participate in spoken and written conversations to discuss food waste and share strategies for saving food at home or school.

Presentational Communication (WL.CM3.A): Deliver culturally appropriate presentations proposing actions to reduce food waste and help address hunger.

Culturally Appropriate Interaction (WL.CL1.I): Interact with understanding in age-appropriate discussions related to food use, sustainability, and social responsibility.

Cultural Products, Practices, and Perspectives (WL.CL2.A): Describe and discuss relationships among food-related practices, cultural values, and perspectives on waste and resource use.

Cultural Comparison (WL.CL3.A): Compare attitudes and practices related to food waste and hunger in the United States, the target cultures, and students' own cultures.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

In this unit, students explore the issue of food waste and its impact on society and the environment. Students learn vocabulary and structures related to food consumption, waste reduction, and hunger. They interpret authentic texts and media sources to understand causes of food waste and practical ways to reduce it at home and at school. Through interpersonal discussions, students exchange ideas about responsible food practices and community actions to save food. Students also examine social issues related to hunger and poverty. By the end of the unit, students are able to propose and describe concrete actions to reduce food waste and support those experiencing food insecurity.

Unit Summary (only for courses that will be submitted for A-G approval): 5-7 sentences summarizing the content and goals for this unit.

In this unit, students use the target language to develop interpretive, interpersonal, and presentational communication skills through the study of food waste and sustainability. Students interpret authentic spoken and written texts to understand causes of food waste and ways to reduce it. Through interpersonal communication, students discuss food-saving practices at home and at school and share ideas for responsible consumption. Students present proposals or action plans that address food waste and support people experiencing hunger. The unit emphasizes cultural perspectives on food use and social responsibility. By the end of the unit, students demonstrate increased proficiency in the target language and greater awareness of global issues related to food waste.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

Instructional strategies include the use of authentic articles, videos, infographics, and public awareness materials related to food waste and hunger. Teachers facilitate guided discussions and collaborative activities to support interpersonal communication. Graphic organizers and note-taking strategies support students' interpretive comprehension of informational texts. Project-based learning encourages students to develop and present action plans using the target language. Technology and multimedia tools are integrated to support presentational tasks. These strategies ensure meaningful language use while addressing real-world issues.

Assignment Summary (only for courses that will be submitted for A-G approval): 5-7 sentences describing one key assignment/product that demonstrates students learning (e.g., essay, presentation)

For this key assignment, students complete a presentational performance task using the target language. Students write a letter/essay proposing ways to reduce food waste at home or at school. The presentation includes explanations of the problem of food waste and a proposed action to help address hunger or support people in need. Students organize their ideas clearly and use culturally appropriate language. This assignment demonstrates students' ability to synthesize information from interpretive sources into a coherent proposal. The task provides evidence of students' developing language proficiency and cultural awareness.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative Assessments:

- Listening and reading comprehension checks based on authentic texts
- Small-group discussions and think-pair-share activities
- Exit tickets and short written reflections on food-saving practices

Summative Assessments:

- Presentational project (oral or multimedia proposal)
- Interpersonal discussion assessment on food waste and solutions
- Interpretive assessment analyzing an authentic informational text
- Unit assessment on key vocabulary, structures, and cultural concepts

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

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- Teach strategies for assessment
- Allow a variety of ways to demonstrate knowledge and skills