

Monrovia High School Course Adoption Form

This template supports the submission of new courses for UC/CSU A–G approval through UC Doorways. Please complete all sections. Incomplete submissions cannot be uploaded for UC review.

Please visit [Writing A-G Courses](#) for samples and guidance.

A. COVER PAGE

<p>1. Course Title AP Chinese Language and Culture</p> <p>2. Transcript Title / Abbreviation AP Chinese LC S1 / AP Chinese LC S2</p> <p>3. Transcript Course Code / Number FF454 / FS454</p> <p>4. School MONROVIA HS</p> <p>5. District Monrovia Unified School District</p>	<p>10. Subject Area</p> <p><input type="checkbox"/> A – History / Social Science</p> <p><input type="checkbox"/> B – English</p> <p><input type="checkbox"/> C – Mathematics</p> <p><input type="checkbox"/> D – Laboratory Science</p> <p><input checked="" type="checkbox"/> E – Language Other Than English</p> <p><input type="checkbox"/> F – Visual & Performing Arts</p> <p><input type="checkbox"/> G – College-Preparatory Elective</p>
<p>6. City Monrovia, CA</p>	<p>11. Grade Level(s) 11, 12</p>
<p>7. Length of Course:</p> <p><input type="checkbox"/> One Semester</p> <p><input checked="" type="checkbox"/> Full Year</p>	<p>12. Learning Environment:</p> <p><input checked="" type="checkbox"/> Classroom-based</p> <p><input type="checkbox"/> Online/ Hybrid</p>
<p>8. School / District Website www.monroviaschools.net</p>	<p>13. Seeking “Honors” Distinction?</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>9. School Contact</p> <p>Name: Erika Ramirez-Morales</p> <p>Title/Position: Assistant Principal</p> <p>Phone: 626-471-2886</p> <p>Fax:</p> <p>E-mail: eramirez@monroviaschools.net</p>	<p>14. Unit Value</p> <p><input type="checkbox"/> 0.5 (half year or semester equivalent)</p> <p><input checked="" type="checkbox"/> 1.0 (one year equivalent)</p> <p><input type="checkbox"/> 2.0 (two year equivalent)</p> <p><input type="checkbox"/> Other: _____</p>
<p>15. Date of School Board Approval</p>	
<p>16. Was this course previously approved by UC?</p> <p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p> <p>If so, year removed from list?</p> <p>Under what course title?</p>	

17. Is this course modeled after an UC-approved course from another school?

- Yes
- No

If so, which school(s)? Arcadia High School

18. Pre-Requisites

Completion of Mandarin III or Mandarin IV (recommended B or better)

19. Co-Requisites

None

20. Course Overview (1–2 paragraphs): The Course Overview should describe the overarching content and goals of this course.

AP Chinese Language and Culture is a college-level course conducted primarily in Mandarin Chinese that develops proficiency in speaking, listening, reading, and writing while building cultural understanding of Chinese-speaking communities. Major themes include Families and Communities, Personal and Public Identities, Beauty and Aesthetics, Science and Technology, Contemporary Life, and Global Challenges. Students engage with authentic resources such as articles, films, audio recordings, and literary texts to explore cultural perspectives and practices. Skills emphasized include interpretive reading and listening, interpersonal communication, presentational speaking and writing, cultural analysis, critical thinking, and real-world problem-solving through discussions, projects, and cultural comparisons.

The course is college preparatory in rigor through its emphasis on advanced language structures, extensive use of authentic materials, analytical writing, formal presentations, and synthesis of multiple sources of information. Assessments mirror the expectations of the AP Chinese Language and Culture Exam and include interpretive, interpersonal, and presentational performance tasks such as essays, simulated conversations, and multimedia presentations. Students are expected to communicate primarily in Chinese, apply higher-order thinking skills, and demonstrate proficiency consistent with college-level language coursework and national ACTFL standards.

B. COURSE CONTENT

21. Course Objectives & Learning Outcomes

List 4–6 specific learning goals. (Outcomes should be academic, skill-based, and measurable.)

Students who complete this course will be able to:

1	Interpret spoken and written Mandarin Chinese by analyzing authentic audio, visual, and written texts to identify main ideas, supporting details, and cultural perspectives.
2	Engage in interpersonal communication by participating in spontaneous conversations and discussions in Mandarin Chinese using appropriate vocabulary, grammatical structures, and culturally appropriate language.
3	Deliver presentational communication by producing organized spoken and written responses, including essays, presentations, and cultural comparisons, for specific audiences and purposes.
4	Demonstrate cultural understanding by analyzing and comparing practices, products, and perspectives of Chinese-speaking communities with their own cultural experiences.
5	Apply advanced language skills by using accurate grammar, varied vocabulary, idiomatic expressions, and appropriate register in both handwritten and digital Chinese communication.
6	Synthesize information from multiple authentic sources to support ideas, solve problems, and express informed opinions in Mandarin Chinese.

22. Course Units:

Unit 1	
Unit Title	Festivals and Cultural Traditions (AP Theme: Beauty and Aesthetics / Families and Communities)
Unit Summary:	Students explore traditional Chinese festivals and their cultural, historical, and social significance. They interpret authentic texts and audio about holiday customs and celebrations. Interpersonal activities focus on comparing traditions and expressing opinions appropriately. Presentational tasks include explaining symbolism and cultural values orally and in writing. Writing assignments emphasize descriptive language and narrative cohesion. This unit aligns with AP course criteria by integrating interpretive, interpersonal, and presentational communication while developing cultural understanding.
Unit Assignments:	Students will research a major Chinese festival and create a multimedia presentation explaining its history, customs, and

	<p>symbolism. They present it orally to the class and submit a written reflection comparing the festival to a similar tradition in their own culture. This assignment requires students to interpret authentic materials, engage in interpersonal discussion, and present organized information effectively. It develops cultural awareness, analytical thinking, and communication skills, addressing all three AP communication modes and aligning with course criteria.</p>
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Unit 2	
Unit Title	Social Change and Modern China (AP Theme: Contemporary Life)
Unit Summary:	<p>Students examine economic, social, and cultural transformations in modern China. Interpretive activities focus on reading and listening about urbanization, modernization, and lifestyle changes. Interpersonal discussions allow students to compare Chinese social changes with their own experiences. Presentational assignments include essays and oral presentations analyzing causes and effects of societal shifts. Writing tasks reinforce structured argumentation and cohesive language. This unit develops proficiency across all AP communication modes while promoting critical cultural analysis</p>
Unit Assignments:	<p>Students will select a contemporary social change in China and create a research-based report, including authentic sources and statistics. They present their analysis orally and write a reflective essay comparing the change to trends in their own country. This assignment aligns with AP course criteria by requiring interpretive comprehension, interpersonal communication through discussion and Q&A, and presentational skills. Students practice cultural analysis, persuasive communication, and logical organization.</p>

Unit 3	
Unit Title	Travel, Geography, and Regional Culture (AP Theme: Global Challenges / Contemporary Life)
Unit Summary:	<p>Students explore China's geographic diversity and regional cultures through travel topics. Learning focuses on interpreting travel narratives, schedules, and cultural descriptions. Interpersonal tasks simulate real-life communication such as planning trips and discussing experiences. Presentational assignments include travel recommendations and cultural comparisons. Writing reinforces descriptive and analytical skills. The unit develops interpretive, interpersonal, and presentational proficiency while enhancing intercultural awareness.</p>
Unit Assignments:	<p>Students will design a detailed cultural trip to a Chinese province,</p>

	including itinerary, local attractions, and cultural highlights. They present the trip plan orally and submit a written summary reflecting cultural insights. This assignment develops interpretive skills by analyzing authentic materials, interpersonal skills through class discussion, and presentational skills in oral and written formats. It aligns with AP criteria by integrating communication modes while promoting cultural understanding and practical application.
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Unit 4	
Unit Title	Health, Lifestyle, and Well-Being (AP Theme: Contemporary Life)
Unit Summary:	Students investigate health practices, lifestyle choices, and wellness perspectives in Chinese-speaking communities. Interpretive activities include analyzing articles on exercise, diet, and traditional and modern health approaches. Interpersonal tasks focus on discussing habits and giving advice. Presentational tasks require proposing healthy strategies and explaining reasoning. Writing emphasizes cause-and-effect relationships and persuasive language.
Unit Assignments:	Students will create a health guide recommending lifestyle habits for different age groups, drawing on authentic Chinese sources. They present their guide orally and submit a written report explaining the rationale for their choices and comparing practices with their own culture. This assignment engages interpretive comprehension, interpersonal discussion, and presentational skills. It emphasizes analytical reasoning, cultural understanding, and structured communication.

Unit 5	
Unit Title	Gender Roles and Social Equality (AP Theme: Personal and Public Identities)
Unit Summary:	Students examine gender roles, equity, and social expectations. Authentic readings introduce multiple perspectives on equality and societal norms. Interpersonal tasks include debates and discussion using persuasive language. Presentational assignments require constructing and defending arguments. Writing tasks emphasize structured essays with supporting evidence. This unit aligns with AP criteria by integrating interpretive, interpersonal, and presentational skills while encouraging critical thinking and cultural reflection.
Unit Assignments:	Students prepare a short presentation and essay analyzing gender equality in contemporary Chinese society. They participate in a class debate comparing social norms in China with those in their own country. This assignment requires interpretive understanding of

	authentic materials, interpersonal skills during debate, and presentational proficiency in both writing and speaking. It develops cultural awareness, persuasive communication, and critical analysis.
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Unit 6	
Unit Title	Environment and Sustainable Development (AP Theme: Global Challenges)
Unit Summary:	Students explore environmental issues and sustainability efforts. Interpretive activities include analyzing data and articles about pollution, conservation, and energy use. Interpersonal discussions focus on proposing solutions to environmental challenges. Presentational tasks require synthesizing research in oral and written formats. Writing emphasizes evidence-based argumentation. This unit develops AP communication skills while fostering analytical thinking and global awareness.
Unit Assignments:	Students will research an environmental issue in a Chinese-speaking region and propose a solution through a written report and oral presentation. They include comparisons to environmental practices in their own country. This assignment engages all three AP communication modes, develops critical thinking, and reinforces cultural and global understanding. It aligns with AP course criteria by emphasizing analytical reasoning, effective presentation, and interpretive comprehension.

Unit 7	
Unit Title	Economics, Technology, and Modern Society (AP Theme: Science and Technology / Contemporary Life)
Unit Summary:	Students examine personal finance, technology, and their impact on daily life. Interpretive activities include analyzing authentic texts on wealth management and digital trends. Interpersonal tasks focus on discussing economic and technological decisions. Presentational assignments require analyzing trends and presenting recommendations. Writing emphasizes structured, analytical, and persuasive communication. This unit aligns with AP criteria by integrating all three communication modes in real-world contexts.
Unit Assignments:	Students will analyze how technology affects personal finance or daily life in China, creating a case study with authentic data. They present their findings orally and submit a written analysis, including comparisons with their own experiences. This assignment develops interpretive, interpersonal, and presentational skills, analytical reasoning, and cultural understanding.

Unit 8	
Unit Title	Globalization, Cultural Exchange, and Future Careers (AP Theme: Global Challenges / Personal and Public Identities)
Unit Summary:	Students explore globalization, cross-cultural exchange, and career preparation. Interpretive activities include authentic materials on international collaboration and workplace expectations. Interpersonal tasks simulate professional communication such as interviews and networking. Presentational assignments require research-based presentations and analyses. Writing emphasizes formal communication and reflective reasoning. This unit develops AP proficiency across all modes while preparing students for advanced academic and real-world applications.
Unit Assignments:	Students will research a career field in a Chinese-speaking country and create an oral presentation and written report comparing professional practices with their own country. This assignment integrates interpretive, interpersonal, and presentational modes, develops cultural understanding, professional communication, and analytical thinking.

23. Texts & Supplemental Instructional Materials

- Provide the course materials that students use and analyze throughout the course. When appropriate, please incorporate these materials into the course's unit descriptions in the Course Content section.
- Some subject areas and disciplines require courses to include specific course materials. Please refer to the A-G [subject area course criteria](#) for more information.

Textbooks / Literary Texts / Manuals / Periodicals

<input checked="" type="checkbox"/> Textbook <input type="checkbox"/> Literary Text <input type="checkbox"/> Manual <input type="checkbox"/> Periodical <input type="checkbox"/> Other	Title: Integrated Chinese Textbook Vol 4 (English and Chinese Edition)
	Author(s): Yuehua Lui, Tao-Chung Yao, Nyan-Ping Bi
	Publisher: Cheng
	Edition/ Year: 2018
	Website/ URL: https://www.cheng-tsui.com/about-us
Primary textbook?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Read in entirety?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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<input type="checkbox"/> Textbook <input type="checkbox"/> Literary Text <input type="checkbox"/> Manual <input type="checkbox"/> Periodical <input checked="" type="checkbox"/> Other	Title: Integrated Chinese 4 Char WKBK/S&T 4E
	Author(s): Yuehua Lui, Tao-Chung Yao, Nyan-Ping Bi
	Publisher: Cheng
	Edition/ Year: 2018
	Website/ URL: https://www.cheng-tsui.com/about-us
Primary textbook?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Read in entirety?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

<input type="checkbox"/> Textbook <input type="checkbox"/> Literary Text <input type="checkbox"/> Manual <input type="checkbox"/> Periodical <input checked="" type="checkbox"/> Other	Title: AP Chinese Language and Culture Premium, Fourth Edition: Prep Book with 2 Practice Tests + Comprehensive Review + Online Audio
	Author(s): Yan Shen M.A. and Joanne Shang
	Publisher: Barrons Educational Services
	Edition/ Year: 2023
	Website/ URL:
Primary textbook?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Read in entirety?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

C. HONORS COURSES ONLY

Please refer to instructions

24. Indicate how this honors course is different from the standard course.

AP Chinese Language and Culture is different from a standard Mandarin course because it is designed as a college-level Advanced Placement course with significantly greater depth, rigor, and performance expectations. Students are expected to communicate primarily in Mandarin Chinese and demonstrate advanced proficiency in interpretive, interpersonal, and presentational communication. The course requires students to analyze authentic Chinese-language materials, including articles, audio recordings, videos, literary selections, cultural texts, and data-based sources, rather than relying only on textbook-based language practice.

In addition, students complete more complex academic tasks such as analytical essays, cultural comparisons, formal oral presentations, simulated conversations, research-based projects, and synthesis of multiple sources. Assessments are aligned to the AP Chinese Language and Culture Exam and require students to demonstrate language accuracy, cultural understanding, critical thinking, and the ability to communicate for real-world and academic purposes. Compared to a standard course, this AP course places greater emphasis on independent preparation, authentic source analysis, advanced grammar and vocabulary, cultural interpretation, and college-level communication skills.