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1 General Information

GREAT WALL CHINESE ACADEMY (GWCA) is §501(C)3 non-profit educational organization based in Highlands Ranch of Colorado. We teach Mandarin Chinese language and culture to students from preschool through high school and adults. We offer highly academic and comprehensive programs. We recruit highly qualified, committed and experienced staff working with students; The academy has Sunday Chinese school homed at Highlands Ranch High School in Douglas County Schools District (DCSD). As well the academy offers weekday

after-school Chinese programs in public schools across different school districts. We welcome students from all culture backgrounds to study in Great Wall Chinese Academy.

Great Wall Chinese Academy is an approved Google Education school since 2013. We utilize google cloud technologies from school management to academic programs and school activities.

School Contact Information

Phone: (720)-583-4922
 Mailbox: P.O. Box 631908, Highlands Ranch, CO 80163
 Website: www.greatwallchineseacademy.org
 Email: info@greatwallchineseacademy.org

Sunday School Calendar

- ✧ Follow DCSD Conventional Quarter Calendar.
- ✧ Start school in August and finish in May.
- ✧ Span total 30 school weeks in a school year.

Sunday School Hours

2:00PM – 4:00PM Chinese Language classes
 1:00PM & 4:00PM Cultural and Enrichment classes

2 Curriculum Overview

Great Wall Chinese Academy prepares students to demonstrate their level of Chinese proficiency by following the ACTFL's 5Cs goal areas (communication, cultures, connections, comparisons, and communities) as outlined in the CLASS' Standards for Chinese Language Learning for the 21st Century and the College Board's AP Chinese course content and skills across the three communicative modes (interpersonal, interpretive, and presentational).

Language Learning Standards

ACTFL - American Council on The Teaching of Foreign Languages

CLASS-The Chinese Language Association of Secondary-Elementary Schools
 全美中小学教师协会



Goal 1 Communication 语言交流

Communicate in Chinese

Standard 1.1 Interpersonal Communication 语言沟通

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange Opinions. 学生以交谈方式, 询问或提供讯息、交换意见、表达感情

Standard 1.2 Interpretive Communication 理解诠释

Students understand and interpret written (in characters and/or phonetic transcription) and Spoken language on a variety of topics. 学生明白和领会不同题材的书写(文字或拼音)与口语的表述

Standard 1.3 Presentational Communication 表达演示

Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. 学生能将不同主题的信息、想法及理念, 充分表达给听众或读者

Goal 2 Cultures 文化认知

Gain Knowledge and Understanding of the cultures of the Chinese-Speaking World

Standard 2.1 Practices of Culture 习俗了解

Students demonstrate an understanding of social patterns and the practice of conventions, and interact appropriately in Chinese Culture Setting. 学生能表达对华人社会习俗的了解与认识, 并且在环境中能应对得体.

Standard 2.2 Products of Culture 文化传承

Students demonstrate knowledge and understanding of significant components of the Chinese culture, such as traditions, art, history, literature, music. 学生能表达对中国文化, 诸如习俗、艺术、历史、文学、音乐等的知识和了解.

Goal 3 Connections 融会贯通

Connect with Other Disciplines and Acquire Information

Standard 3.1 Making Connection 触类旁通

Students reinforce and further their knowledge of other disciplines thru the study of Chinese. 由于学习中文, 而加强或扩展其它学科的知识领域.

Standard 3.2 Acquiring New Information 增广见闻

Students acquire information and recognize the distinctive

viewpoints that are only available through the Chinese language and culture. 学生能得到唯有学中文才能获得的特殊观点与体认.

Goal 4 Comparisons 多元比较

Develop Insight into the Nature of Language and Culture

Standard 4.1 Language Comparisons 语言对比

Students demonstrate understanding of the nature of language through comparisons of the Chinese language and their own. 学生比较中文与其母语, 而促进对语言本质的了解

Standard 4.2 Culture Comparison 文化对比

Students demonstrate understanding of the concept of culture through comparisons of Chinese culture and their own. 学生比较中国文化与其本国文化而达成对文化本质的了解

Goal 5 Communities 社区实用

Participate in Multilingual Communities at Home and Around the World

Standard 5.1 Language Beyond School 学以致用

Students use the Chinese language both within and beyond the school setting. 学生可以在校内或校外运用中文

Standard 5.2 Life-long Learning 学无止境

Students show evidence of becoming life-long learners by using Chinese for personal enjoyment and enrichment. 学生将中华语言文化溶入日常生活, 充实生活增进乐趣.

AP Chinese Course Content and Skills

By College Board

Interpretative Mode 理解诠释

Students interpret a broad range of written and oral texts. They develop reading proficiencies to identify and summarize main points and important details, and make appropriate inferences and predictions through exposure to highly contextualized written materials like advertisements, signs, and posters. They then progress through careful readings of more densely written texts excerpted or adapted from newspapers, magazine articles, contemporary literature, letters, and essays. Similarly, students develop their aural proficiencies through exposure to contextualized language excerpted or adapted from a wide variety of oral texts, ranging from the formal language heard in news

broadcasts and announcements made in public places to colloquial language found in movies and television dramas.

Interpersonal Mode 语言沟通

The interpersonal mode involves spontaneous two-way interaction, such as conversing face-to-face or exchanging written correspondence. Teachers conduct class primarily in Chinese to facilitate students' development of communicative strategies for initiating and sustaining conversation. Students are provided with significant opportunities to engage in class activities in which an active negotiation of meaning is required. Students also develop capacities to respond in culturally appropriate ways to questions on familiar topics, to understand conversations among native Chinese speakers, and to comprehend and compose e-mail or personal letters as part of back-and-forth communication with other Chinese speakers.

Presentational Mode 表达演示

Students develop speaking proficiencies to be able to create a level-appropriate speech or report, produce a newscast or video, and narrate personal experiences and current events in a coherent fashion with comprehensible pronunciation and intonation. They also develop the ability to write and speak in a variety of settings, types of discourse, styles, and registers. Students express themselves in writing on topics they have researched. They use a variety of written discourse styles, including descriptive, narrative, expository, and persuasive. Employing the organization, vocabulary, and structures appropriate to the purpose of their writing, students make themselves understood to an audience of readers with whom they will not have the opportunity to exchange further information and ideas.

3 Programs

3.1 Chinese Language 中文课程

- ◇ 幼儿汉语 Preschool Chinese
- ◇ 双语中文 Bilingual Chinese
- ◇ 浸没中文 Immersion Chinese
- ◇ 初中中文 Middle School Chinese
- ◇ 高中中文 High School Chinese
- ◇ 大学预考 AP/SAT Chinese
- ◇ 水平考试 Chinese Proficiency Test HSK
- ◇ 高考复习 Princeton Review Courses
- ◇ 成人汉语 Practical Chinese for adults

3.2 Culture and Enrichment 文化课程

- ◇ 中国功夫 Chinese Martial Arts
- ◇ 民族舞蹈 Chinese Folk Dance
- ◇ 中国书法 Chinese Calligraphy
- ◇ 少儿绘画 Young at Art
- ◇ 素描写生 Chinese Sketching
- ◇ 中国扯铃 Chinese Yoyo
- ◇ 中国折纸 Chinese Origami
- ◇ 少儿提琴 Children Violin

3.3 Extracurricular Activities 课外活动

- ◇ 社区服务 Community Services
- ◇ 荣誉协会 National Chinese Honor Society

3.4 After School Programs 课后中文

The academy offers after school program that provides a unique opportunity for day school students to learn Mandarin Chinese language and culture in after-school hours. Courses focus on basic Chinese vocabulary and simple conversations. Students improve their Chinese language skills through learning Chinese poems, short stories and songs, and explore Chinese cultures during class activities. The program provides fun and rich learning experience for students.

4 Course Descriptions

4.1 Preschool Chinese 学前中文

The program is specially designed for young children to learn Chinese. Students learn basic Chinese skills via songs, poems, picture readings, activities, and Chinese handcrafts. Course materials are closely related to children's everyday life. The Pinyin class teaches Chinese phonics and pronunciations. Children enjoy learning Chinese with loving and caring teachers in a fun classroom environment.

The age groups include PK (3yrs and plus), Kindergarten (5yrs and plus) and Pinyin (6yrs and plus)

Textbook:

Ma Li Ping Chinese, Stanford Chinese School
Chinese Pinyin, Ji Nan University, China

4.2 Immersion Chinese 浸没中文

The immersion track program is designed for students to learn in immersion class environment. It focuses on recognizing Chinese characters through short stories, classic and folk poems and stories. After cumulating certain numbers of characters, students will be able to read and write fluently and naturally. Cultural content is integrated with the language content. The textbooks have well designed media as supplementary materials to help students in reading, writing and listening at home. Upon completion of 1-8 courses, students will master 1500 plus commonly used Chinese characters.

Age groups include elementary and middle school students.

Textbook:

Ma Li Ping 马力平, Stanford Chinese School

Mei Zhou Hua Yu 美洲华语, MZHY Editors Group Inc.

4.3 Bilingual Chinese 双语中文

The bilingual track program is designed for students to learn in bilingual class environment. It focuses on a communicative approach and teaches basic Chinese in listening, speaking, reading and writing. The curriculum builds students with Chinese language and culture skills through fun and relevant context and empowers students with knowledge and confidence to explore Chinese language and culture.

Age groups include elementary, middle and high school students

Textbook:

Mei Zhou Hua Yu 美洲华语, MZHY Editors Group Inc.

New Practical Chinese Reader vol.1-2,

Beijing Language and Culture University Press

4.4 High School Chinese 高中中文

The high school Chinese program focuses on objectives to continue build up and develop the student's ability to communicate using Chinese through the study of language structure, language function, and related cultural knowledge. Students obtain more intense trainings in listening, speaking, reading and writing. Students expand and deepen their understandings of lexical items and sentence patterns;

learn more vocabulary items and grammatical points; and explore more cultural differences between China and West. The students will master the communicative function and obtain a firm grasp of Chinese language structure.

AP/SAT II Chinese is taught as a part of high school program. It prepares students for AP and SAT II Chinese exams. The class aims to equip students both linguistically and culturally, and prepare them through intense drills to speak, read and converse in Chinese. The textbook *Harvest* is used that features premium on communication through cultural understanding and real-world use of the Chinese language, as well as the discussion on differences and similarities between cultural practices and perspectives in a real-life context.

Age groups include high school students.

Textbook:

New Practical Chinese Reader vol.3-5,

Beijing Language and Culture University Press

Harvest for AP Chinese,

Beijing Language and Culture University Press

4.5 Chinese for Adults 成人中文

The program focuses on oral communication while teaches listening, speaking, reading and basic writing. Course contents include basic and daily Chinese such as exchanging greetings, asking for directions, requesting services, ordering food, seeking help, etc. The program helps students build up fundamental skills using Chinese language.

Textbook:

New Practical Chinese Reader vol.1-2,

Beijing Language and Culture University Press

4.6 Chinese Martial Arts 功夫

The class teaches a variety of martial art forms. It helps our students achieve their personal best by building their bodies and minds through martial arts training. The forms include but not limited to traditional Kung Fu, contemporary Wu Shu, Chuan, kicks and sparring.



4.7 Chinese Folk Dance 民族舞蹈

Students learn Chinese dances and build up basic dance skills. The class teaches a variety of dance forms including traditional and folk dances. The class helps students develop their passions to Chinese dances. Students perform in school and community events year-round that give students unique opportunities to explore Chinese culture.



4.8 Young Art & Sketching 儿童绘画

The class teaches drawing and sketching. The drawing theme includes animals, flowers, and plants in different colors. The sketching group emphasizes the basics in observation to pencil light and shade. It is an amazing class for students to do their artwork using their own imagination.



4.9 Children Violin 少儿提琴

The class teaches basic skills of playing violin. Students will learn both Suzuki and Chinese folk music. The instructor gives both group and individual instructions in classroom. Students perform in school and community events year-round that give students a unique opportunity to explore on a bigger stage.



4.10 Chinese Yoyo 扯铃

The class teaches basic yoyo tricks and forms a team for performances. Students perform in school and community events year-round that give students unique opportunities to explore and share Chinese cultures.



4.11 Chinese Origami 中国折纸

Students experience the amazing art forms by working with papers in the class. The class teaches students to build-up basic paper folding skills and put together beautiful presentation of animals, figures, flowers in papers.



5 Records and Assessments

Students Records

- ◇ Weekly students' progress record including attendance hours, classroom performance, and homework records
- ◇ Quarterly student progress record with summarized academic records and teacher comments

Unit Assessments

GWCA teachers of all leveled classes prepare weekly quiz and unit tests explicitly linked to the content and skills that comprise the learning goals of each unit of study. Teachers identify formative and summative assessment tasks throughout the unit learning activities as means of enabling students to achieve success on each successive assessment.

Chinese Proficiency Test for Youth (YCT)

YCT is a standardized international Chinese proficiency test directed at examining primary and secondary school students' capability in applying Chinese language in their studies, daily lives and work; The test is comprised of YCT level 1 through 4. The test is administrated by the Chinese National Office for Teaching Chinese as a Foreign Language.

GWCA has adapted YCT as a mean to assess elementary classes students' knowledge and language skills in Chinese.

Chinese Proficiency Test (HSK)

HSK is an international standardized exam that tests and rates Chinese language proficiency. It assesses abilities in using the Chinese language in daily, academic and professional lives. HSK consists of six levels, namely the HSK level I through VI. The test is administrated by the Chinese National Office for Teaching Chinese as a Foreign Language.

GWCA has adapted HSK as a mean to assess high school students' knowledge and language skills in Chinese.

AP Chinese and SAT II Chinese Exams

The academy prepares students for AP and SAT II Chinese exams through high school Chinese program. Students who want to take the exams will register through day schools for AP Chinese exam and College Board for SAT II Chinese exam.

6 Teachers

- ✧ GWCA recruit teachers from local communities.
- ✧ GWCA welcome teachers from diversified culture backgrounds with highly academic credentials in Chinese language and culture areas and professionals as teachers from diversified industry fields.
- ✧ GWCA provide teachers with curriculum guidelines, and designated textbooks of each leveled class.
- ✧ GWCA provide teachers opportunities for improvement through on-going trainings at Sunday

school's teacher group meetings and professional trainings for Chinese teachers provided by CCLTC (Colorado Chinese Language Teachers' Consortium) and STARTALK programs provided by local schools and universities

- ✧ Teachers prepare weekly lesson plans; and publish quarterly lesson schedule to students and parents and year-end classroom reports to school community

7 Membership

- ✧ Chinese Language Association of Secondary-Elementary Schools (CLASS) | www.classk12.org
- ✧ Chinese School Association in the United States (CSAUS) | www.csaus.org
- ✧ Colorado Chinese Language Teacher Consortium (CCLTC) | <http://www/ccltc.org>