

Englewood Public School District
World Language, Mandarin
Grades 8 - 12/Chinese 1 – 5
July 2018

Notes to accompany curriculum

It is assumed that the teachers using this curriculum are “experts” on China and Chinese. In that sense, they should use the curriculum as a guide, but at the same time use their own judgement and experience to enhance and bring value to the student experience. No one individual can ever have the final say on what can or should be included.

Reference Materials

The following reference materials can and should be referred to when using this curriculum:

ACTFL Can-do Statements
ACTFL Proficiency Guidelines

NCSSFL-ACTFL Can Do Statements Proficiency Benchmarks
NCSSFL-ACTFL Intercultural Reflection Tool

New Jersey Student Learning Standard for World Language
New Jersey World Languages Standard Learning Progressions

Use of the Target Language in the Classroom (ACTFL)

Research indicates that effective language instruction must provide significant levels of meaningful communication* and interactive feedback in the target language in order for students to develop language and cultural proficiency. The pivotal role of target-language interaction in language learning is emphasized in the K-16 *Standards for Foreign Language Learning in the 21st Century*. ACTFL therefore recommends that language educators and their students use the target language as exclusively as possible (90% plus) at all levels of instruction during instructional time and, when feasible, beyond the classroom. In classrooms that feature maximum target-language use, instructors use a variety of strategies to facilitate comprehension and support meaning making. For example, they:

1. provide comprehensible input that is directed toward communicative goals;
2. make meaning clear through body language, gestures, and visual support;
3. conduct comprehension checks to ensure understanding;
4. negotiate meaning with students and encourage negotiation among students;
5. elicit talk that increases in fluency, accuracy, and complexity over time;
6. encourage self-expression and spontaneous use of language;

7. teach students strategies for requesting clarification and assistance when faced with comprehension difficulties; and
8. offer feedback to assist and improve students' ability to interact orally in the target language.

Key Vocabulary

The vocabulary listed is not meant to be either exhaustive or all necessary. Teachers will want to review it and decide which to include and what additional vocabulary to add. For reference, this curriculum also includes the 普及化等级词汇 vocabulary list from The Graded Chinese Syllabus, Characters and Words for the Application of Teaching Chinese to Speakers of Other Languages 汉语轨迹教育用音节汉字词汇等级划分 published in 2010 by Hanban. (See below.) Also included for reference is the vocabulary lists for the HSK 汉语水平考试 levels 1 to 4. (See below.)

Teachers will also need to decide which characters students should be required to be able to write and which they only need to be able to recognize.

Key Structures

It is not required that language structures be introduced in the order given. Particularly as students reach higher levels of proficiency, teachers may decide to introduce any given structure sooner or later. Beyond the most basic structures, this curriculum does not rely on the idea that certain structures are inherently more or less difficult than others. Instead, structures should be introduced where and when they make sense in terms of what students want/need to be able to express.

Teachers should note that students' ability to use more and more structures is essential to raising their proficiency level. It is much easier to learn additional vocabulary once structures are firmly grasped than the other way around.

Structures by Level

Chinese 1

Verb 不 Verb、是、不是、呢、还是 Qword、frequency、VOVO、一边……一边……、因为……所以……、好 Verb/难 Verb、adverbs、又……又……、吧、得 manner、不但……而且……、如果……就……、都不、不都、从……到、从早到晚、虽然……可是……

Chinese 2

以前、以后、先……再……、好是好，可是……、快……了、……的时候、第一，……；第二，……；最后，……、auxiliary verbs、一……就……、也好……也好……、先……然后……、对……的印象、过、长得、以下、以上、左右、差不多、不到、尤其是、比、没有、跟……一样、越来越……、除了……以外，也……、Verb 一下、把、这么、那么、不是……也不是……、太……了、更、比较、要是……就……、讨价还价、让、对……好、正在、越……越……、除了……以外，都……

Chinese 3

Qword 都 (e.g. 谁都喜欢)、一方面……另一方面……、为了、即使……也……、地、有的……有的……、着、Resultative complements、一会儿……一会儿……、最好、多 V、少 V、就、早就、……得不得了、才、要不然、Potential complements、Qword as indefinite (e.g. 想去哪儿就去哪儿)、还是……吧、Directional complements、上、下、前、后、里、外、左、右、在 location、多 approximately、差点儿、被、连……也……、不得不、不是……就是……、是……的、离、V 来 V 去、与其……不如……、之所以……是因为……、从来不……、没、的 relative clause

Chinese 4

一模一样、不仅仅、不如、不是……而是……、像……似的、却、对 sb.来说、是……而不是……、为的是、……之一、只好、只有……才……、在……的眼里、总的来说、……的同时、Unmarked passive、乱七八糟、或者……或者……、特别是、由于、由此、其实、只要……就……、各 V 各的、宁可不……也要……、换句话说、话里有话、除此以外、非……不可、不仅不……还……、从……起、以……为中心、到……为止、截然不同、根据、不怎么、宁可、无论……也……、自相矛盾、要么……要么……、除非

Chinese 5

不管……都……、人山人海、十全十美、因此、尽管……但是……、并、百闻不如一见、假如、况且、半途而废、反而、按照、难道、既然……就……、理所当然、甚至、画蛇添足、胡说八道、于是、井底之蛙、何况、失败是成功之母、宁愿……也不……、少之又少、可见、必不可少、成千上万、独一无二、不可思议、以及、其中、可

Technology Integration

Teachers should endeavor to consistently use a few of the tools mentioned in the curriculum in order to both engage students and give them additional opportunity to interact with the language outside of the classroom. At the same time, teachers must be conscious of digital equity to ensure that all students have access to the tools.

6th Grade

Unit 4, Handicrafts, can be changed to any Chinese handicrafts the teachers are comfortable teaching without impacting the curriculum.

7th Grade

Schedule Suggestions

Although the curriculum is divided neatly into 4 units, it is not recommended that each unit be done in its entirety at one time, but rather that the units be interspersed in order to maintain interest.

One possible approach would be:

Week	Unit	Topic
1	Chinese	Greetings, Numbers
2	Chinese	Self, Family
3	Chinese	Pinyin, Tones, Pronunciation
4	Chinese	Characters
5	Inventions	Chinese Inventions
6	Inventions	Project: Chinese Inventions
7	Chinese	Colors
8	Chinese	Pets/Animals
9	Culture	Chinese Zodiac
10	Chinese	Project: Introduce your family
11	Culture	Wushu
12	Culture	Tea
13	Holidays	Mid Autumn Festival
14	Holidays	Chinese New Year
15	Culture	Go and Chess

8th Grade

The curriculum assumes that 8th grade covers the same amount of content as 9th grade. Note that this allows 8th and 9th graders who are both taking Chinese 1 to then enter Chinese 2 together the following year.

If the decision is made to cover only half the content, simply shift the second half of the 8th grade curriculum to the first half of 9th grade, and shift the rest in a similar manner.

The 8th grade curriculum assumes that students have no background in Chinese, in other words it essentially ignores what was done in 6th and 7th grade in order to allow both for students forgetting what they learned and also for new students. Any knowledge that students do retain is a bonus and should make it easier for students.

12th grade

This is not an AP curriculum. If students plan to take the AP exam, the teacher may want to supplement the curriculum with those items that are specifically included in the AP exam. Four sample AP curricula from the College Board are attached.

Culture in Chinese 1 – 3

Included in each unit of Chinese 1 through Chinese 3 is a culture minute. These are matched to the theme of the unit, but can be introduced any time. Below this list is a number of other aspects of the culture you may want to include at some point.

Unit	Culture
Greetings	Calligraphy
About Myself	Chops, Four treasure of ths study
Food	Tea Culture , Dim Sum
Hobbies	Kites
Family	One-child policy
Date & Time	Chinese knots, paper cutting
School	Gaokao
Dating	Beijing Opera
Seasons	Yin Yang
Clothing	Ethnic Minorities
Commerce	Musical Instruments
Leisure	Martial Arts, Shaolin Temple
Chinese Festivals	Lunar Calendar
Health	Chinese Medicine
Restaurants	“Face”
Home	Traditional Courtyard Houses (Siheyuan)
Transportation	Alleys (Hutong)
Travel	Terracotta Warriors
	Chinese poetry
	Confucius

	Taoism
	Oracle Bone Characters
	Forbidden City
	Great Wall
	Chinese garden
	Lucky Symbols
	Filial piety
	Cultural Revolution
	Classical Chinese
	Dragon and Phoenix

Textbooks

The following textbooks may be used in conjunction with this curriculum, though this list is by no means exhaustive.

中文听说读写 Integrated Chinese, 3rd Edition, Levels 1 and 2, Parts I and II, Textbook and Workbook and Chinese Character book, Cheng & Tsui

奇妙中文 Discovering Chinese, Volumes 1-4, Better Chinese

远东少年中文 Far East Chinese for Youth, Levels 1-4, Textbook and Workbook, Far East Book Co.

新的中国 A New China, Princeton University Press

今日台湾 Taiwan Today

Textbook Title Abbreviations

Textbook chapters are listed under Resources. The abbreviations refer to the following books:

IC = Integrated Chinese 听说读写

FEYC = Far East Chinese for Youth 远东少年中文

DC = Discovering Chinese 奇妙中文

XdZG = A New China 新的中国

TT = Taiwan Today 今日台湾

Technology Integration

Teachers should endeavor to consistently use a few of the tools mentioned in the curriculum in order to both engage students and give them additional opportunity to interact with the language outside of the classroom. At the same time, teachers must be conscious of digital equity to ensure that all students have access to the tools.

Tools

Speaking

Voicethread <https://voicethread.com>

Lingt <https://www.lingt.com>

Flipgrid <https://flipgrid.com>

Listening

EdPuzzle <https://edpuzzle.com>

Playposit www.playposit.com/

Voicethread <https://voicethread.com>

Writing

Penzu.com <https://penzu.com>

Edublogs <https://edublogs.org>

Communicating

Email <https://mail.google.com/>

Chat <https://hangouts.google.com>

WeChat <http://www.wechat.com/en/>

Twitter <https://twitter.com>

Reinforcement

Quizlet.com <https://quizlet.com/>

Online Resources

Readings and Lessons

http://chinese.rutgers.edu/content_cs.htm

<https://www.duchinese.net/lessons>

http://www.bbc.co.uk/languages/chinese/real_chinese/

https://collections.uiowa.edu/chinese/topic_beginning.html

<https://www.memrise.com/courses/english/chinese-simplified/>

Chinese Character Practice and Review

<http://www.chinesetimeschool.com/en-us/forum/50/3835/posts/>

Typing Chinese

<https://www.purpleculture.net/online-chinese-input/>

<http://www.typingchinese.com/main.htm>

<http://pinpinchinese.com/how-to-use-pinyin-to-type-chinese/>

<http://pinyinjoe.com>

<https://play.google.com/store/apps/details?id=com.google.android.inputmethod.pinyin>

Typing Chinese Online

<http://www.typingchinese.com/main.htm>

<http://www.pinyininput.com/?lang=en>

http://www.archchinese.com/type_chinese.html

<https://www.purpleculture.net/online-chinese-input/>

iPad Tools

Dictionary

Pleco <http://www.pleco.com>

Hanping <https://play.google.com/store/apps/details?id=com.embermitre.hanping.app.pro>

General Chinese

Hello Chinese <http://www.hellochinese.cc>

Chinese Skill <http://www.chinese-skill.com/cs.html>

Lingo Deer <https://www.lingodeer.com/learn-chinese-online>

Ninchanese <https://ninchanese.com>

LingQ <https://www.lingq.com>

Clozemaster <https://www.clozemaster.com>

Vocabulary Review

Quizlet <https://quizlet.com/mobile>

Memrise <https://www.memrise.com>

Anki <https://ankiweb.net/about>

Tofu Learn <https://www.tofulearn.com>

Skritter <https://skritter.com>

Reading

Manga Mandarin <http://www.funnybean.com>

Speaking

Speechling <https://speechling.com/chinese>

Resources

The resources listed are current as of the writing of the curriculum, but will almost certainly change with time. URLs in particular change. Change in China is fast nowadays – an example being the recent relaxation in the one child policy – and teachers must be aware of the changes and adapt the curriculum as appropriate.

Online Textbooks – are many

MIT <https://ocw.mit.edu/resources/res-21g-003-learning-chinese-a-foundation-course-in-mandarin-spring-2011/online-textbook/>

Rutgers http://chinese.rutgers.edu/content_cs.htm

FSI <https://www.livelingua.com/project/fsi/Chinese/Mandarin/>

New Practical Chinese Reader <https://www.digmandarin.com/forum/thread/new-practical-chinese-reader-pdf>

Huayu World https://www.huayuworld.org/learningchinese/e_book

Zhongwen Red <http://www.zhongwenred.com>

Xuehanyu Online <http://www.xuehanyuonline.com>

Georgia Virtual <http://www.gavirtuallearning.org/Resources/WLResources/WLShared/SharedChineseI.aspx>

Learning Chinese

<http://www.daydayupchinese.com>

<http://www.guihuazhu.com>

<http://www.creativechinese.com>

<https://chinese.remembr.it/lessons>

<https://ci.ioe.ac.uk/secondary-materials/>

<http://www.chinesecom.eu/multimedia/en/>

<http://www.ctcfl.ox.ac.uk/Chinese/index.html>

http://readchinese.nflc.umd.edu/contents/readchinese_2_1_1.html

<https://www.duchinese.net/lessons>

http://www.bbc.co.uk/languages/chinese/real_chinese/

Teacher Resources

General <http://www.chineselearner.com>

By teachers <http://www.chineseteachers.com/Resources-to-learn-Chinese>

Presentations <http://china.mrdonn.org/powerpoints.html>

General Resources <http://china.mrdonn.org/videos-cartoons-documentaries.html>

Integrated Chinese Videos

https://www.amherst.edu/academiclife/departments/asian/resources/chinese_course_media_resources/integrated_chinese_3rd_edition_video

New Practical Chinese Reader Videos https://www.youtube.com/channel/UC3pGw6kat2Bkep6Wh_atAgw

Historical Photos <https://www.hpcbristol.net>

Asia for Educators <http://afe.easia.columbia.edu>

British Council teaching resources <https://schoolsonline.britishcouncil.org/classroom-resources/year-of-the-sheep/teacher-resources>

Asia Society <https://asiasociety.org/china-learning-initiatives>

Dictionaries

Yellowbridge <https://www.yellowbridge.com/chinese/dictionary.php>

Zhongwen.com <http://www.zhongwen.com>

Line <http://ce.linedict.com/dict.html#/cnen/home>

Supplemental Reading Materials

China Breeze <http://www.chinesebreeze.net> (Graded)

Mandarin Companion <http://mandarincompanion.com> (Graded)

The Lady in the Painting <https://www.amazon.com/Lady-Painting-Expanded-Claudia-Ross/dp/0300115490?tag=fluentu-20>

The Sky is Bright with Stars <https://www.amazon.com/Bright-Readings-Chinese-Culture-1-Intermediate/dp/0887278183?tag=fluentu-20>

Graded Chinese Reader (Advanced level) <https://www.amazon.com/Graded-Chinese-Reader-MP3-CD/dp/7802003741?tag=fluentu-20> (Graded)

我的中文小故事 www.yes-chinese.com

Clavis Sinica <http://clavisinica.com/voices.html>

University of Michigan <http://www-personal.umich.edu/%7edporter/sampler/sampler.html>

Reading Practice <http://www.ctcfl.ox.ac.uk/FDTL/one.shtml>

Vocabulary Lists

HSK <https://www.tofulearn.com/my/wordlists/public>, <http://www.chinesehideout.com/activity/dashboard.php>

IC <https://www.tofulearn.com/my/wordlists/public>, <http://www.chinesehideout.com/activity/dashboard.php>

NCPR <https://www.tofulearn.com/my/wordlists/public>, <http://www.chinesehideout.com/activity/dashboard.php>

CCTV

<http://english.cntv.cn/learnchinese/>

成长汉语 <http://english.cntv.cn/program/learnchinese/growingwithchinese/>, <http://cctv.cntv.cn/lm/learningchinese/01/index.shtml>

交际汉语 <http://english.cntv.cn/program/learnchinese/communicateinchinese/index.shtml>

Listening

Multimedia Role Play for Chinese <http://www.ctcfl.ox.ac.uk/mrpc/>

HSK Simulation <http://www.ctcfl.ox.ac.uk/Lang%20work/4th%20Assign/HSK1%20index.htm>,

<http://www.ctcfl.ox.ac.uk/Lang%20work/4th%20Assign/HSK2%20index.htm>

Vocabulary

<http://hua.umf.maine.edu/Chinese/welcome.html>

Games http://www.learningchocolate.com/?st_lang=zh-hans

Twitter – feeds can be a fun way to get information directly from Chinese people and from people just interested in China. You can even use it to have more advanced students tweet.

<https://twitter.com/VOAChinese>

<https://twitter.com/WorldofChinese>

Songs – can be a fun and productive way to learn Chinese and improve pronunciation (though not tones). Any song will do, though you want to choose songs where the pronunciation is clear and the word usage is standard.

Collection <http://www.singchinesesongs.com>

The Moon Represents My Heart https://www.youtube.com/watch?v=v6pnuOw_f58

对面的女孩儿看过来 <https://www.youtube.com/watch?v=6aosRlnxg9I>

对不起 <https://www.youtube.com/watch?v=2XTBwvi0h2E>

Superstar <https://www.youtube.com/watch?v=gr5fNKK2FaA&list=PLGyA3MW3ffCqRzu9u6HxcuJfdyOd5qRP>

小苹果 <https://www.youtube.com/watch?v=pGCTHAKsKxs>

TV Shows – can be a good way to show life in China and also practice listening skills.

家有儿女

<https://www.youtube.com/watch?v=PC3DmhI-3tU&list=PL01KXMn-Zv0ImMjoFJq-ReoQmbz8OPhsI>

爱情公寓 iPartment <https://www.youtube.com/watch?v=B5db4FmC43Y>

Romance of the Condor Heroes https://www.youtube.com/watch?v=izl_xhYsPIE&list=PLQvEffyL2fo_qREo3A8J5nr_FxfChm7O7

Movies – are a great way to learn about China.

English Title	Chinese Title	Year	About	Book	Link
Not One Less	一个都不能少	1999			http://www.imdb.com/title/tt0209189/
The Road Home	我的父亲母亲	1999			http://www.imdb.com/title/tt0235060/
Farewell My Concubine	霸王别姬	1993			http://www.imdb.com/title/tt0106332/
The Black Cannon Incident	黑炮事件	1986			http://www.imdb.com/title/tt0091190/
Blind Well	盲井	2003			http://www.imdb.com/title/tt0351299/
Eat Drink Man Woman	饮食男女	1994			http://www.imdb.com/title/tt0111797/

Spring in a Small Town	小城之春	1948			http://www.imdb.com/title/tt0189219/
Days of Being Wild	阿飞正传	1990			http://www.imdb.com/title/tt0101258/
The Wedding Banquet	喜宴	1993			http://www.imdb.com/title/tt0107156/
Raise the Red Lantern	大红灯笼高高挂	1991			http://www.imdb.com/title/tt0101640/
Red Sorghum	红高粱	1987			http://www.imdb.com/title/tt0093206/
Story of Qiu Ju	秋菊打官司	1992			http://www.imdb.com/title/tt0105197/
To Live	活着	1994			http://www.imdb.com/title/tt0110081/
King of Masks	变脸	1996			http://www.imdb.com/title/tt0115669/
Shower	洗澡	1999			http://www.imdb.com/title/tt0215369/
In the Heat of the Sun	阳光灿烂的日子	1994			http://www.imdb.com/title/tt0111786/
A Brighter Summer Day	牯岭街少年杀人事件	1991			http://www.imdb.com/title/tt0101985/
A City of Sadness	悲情城市	1989			http://www.imdb.com/title/tt0096908/
A Time to Live, a Time to Die	童年往事	1985			http://www.imdb.com/title/tt0090185/
Yellow Earth	黄土地	1984			http://www.imdb.com/title/tt0087433/
Hibiscus Town	芙蓉镇	1986			http://www.imdb.com/title/tt0087301/

Various Documentaries

Chinese New Year

Nian	9 minutes	https://www.youtube.com/watch?v=uHfHcJSNhYU
Nian	5 minutes	https://www.youtube.com/watch?v=0uJbp8d_d9c
Chinese New Year	5 minutes	https://www.youtube.com/watch?v=_u-R-aIq3_E

Chinese Travel and Culture Videos

<https://www.chinahighlights.com/video/>

A Bite of China

http://english.cntv.cn/special/a_bite_of_china/homepage/index.shtml

Famous Streets in China

http://english.cntv.cn/program/journeysintime/special/china_streets/index.shtml

Beijing Hutongs

<http://english.cntv.cn/program/cultureexpress/special/hutong/index.shtml>

On the Wings of Knowledge

<http://cctv.cntv.cn/lm/chinainsight/special/onwingsofknowledge/index.shtml>

Please Vote For Me

<https://www.youtube.com/watch?v=KD1QsX2hOnk>

Culture

中华文明之美 <https://www.youtube.com/watch?v=tYU3s4UcM4c&list=PLUM8x224JrX9UI0SJGgCQCgOHHm2d--1k>

Four Treasures of the Study Documentary <https://www.youtube.com/watch?v=fpd8R5YvIU4&list=PL9BcegyIUROnZK9ko09RLhvA-LqC4RDiu>

Hello China <https://www.youtube.com/watch?v=k-EuZn5JUvM&list=PLCFDD3F76245D00A9>

Reference Vocabulary Lists

普及化等级词汇 vocabulary list from The Graded Chinese Syllabus, Characters and Words for the Application of Teaching Chinese to Speakers of Other Languages 汉语轨迹教育用音节汉字词汇等级划分 published in 2010 by Hanban. This list includes some 900 characters and 2,245 words.

A

啊、爱、爱好、爱情、爱人、爱心、安静、安排、安全、安装、按、按照、

B

八、把、巧把、把握、爸爸、吧、白、白菜、白酒、白人、白色、白天、百、班、班长、板、办、办法、办公室、办理、半、半年本、半天、半夜、帮、帮忙、帮助、包、包子、保、保安、保持、保存、保护、保留、保险、保证、报、报到、报道、报告、报名、报纸、抱、杯、杯子、北边、北部、北方、北京、背、背后、被、本来、本领、本事本子、比、比方、比较、比例、比如、比如说、比赛、笔、笔记本、必然、必须、必要、边、变、变成、变化、变为、遍、标题、标准、表、表达、表面、表明、表示、表现、表演、别、别的、别人、并、并、并且、病、病人、播出、播放、不必、不错、不大、不但、不断、不对、不够、不过、不论、不太、不要、不用、辛卜、补充、不、不安、不得不、不管、不光、不好意思、不仅、不久、不满、不如、不少、不同、不行、不定、不会儿、布、步、部、部分、部门、部长、

C

才、才能、采取、采用、彩色、菜、菜单、参观、参加、草、草地、层、城市、程度、吃、吃饭、持续、冲、充满、重、重复、重新、出、出发、出国、出口、出口、出来、出门、出去、出生、出现、出院、出租、出租车、初、前缀、初初、初步、初级、初中、除了、处理、穿、传、传播、传来、传说、船、窗子、床、创新、创业、创造、创作、吹、春节、春天、曾经、茶、查、差、差不多、产量、产生、长、长城、长处、长期、常、常常、常见、常用、厂、场、场合、场所、唱、唱歌、超过、超级、超市、朝、车、车辆、车票、车上、车站、车主、称、称为、成、成功、成果、成绩、成就、成立、成熟、成为、成员、成长、承认、城、

D

等于、低、底下、地、地点、地方、地球、地区、地上、地铁、地铁站、地图、弟弟、第二、、点点头、电、电话、电脑、电视、电视机、电视剧、电视台、电台、电影、电影院、电子邮件、调、调查、掉、定、定期、东、东北、东边、东部、东方、东南、东西、冬天、懂、懂得、动、动力、动人、动物、动作、都、读、读书、读者、度、短、短处、短期、短信、段、断、队、队员、队长、对、对、对不起、对待、对方、对话、对面、对手、对象、对于、顿、多、多久、多么、多少、多数、

E

饿、儿子、而且、

F

发、发表、发出、发达、发动、发明、发生、发送、发现、发言、发展、法院白、反对、反复、反应、反正、饭、饭店、范围、方便、方便面、方法、方面、方式)、方向、防、防止、房间、房屋、房子、访问、放、放假、放下、放心、、放学、放在、飞、飞机、飞行、非常、非法、费色、费用、分巨、分、分别己、分开己、分配巨、色、分数巨、…分之…、分钟、份、丰富、风、风险、封、否定、否认、夫人、服务、服装、福、父母、父亲、负责、复印、复杂、

G

公开、公里、公路、公民、公平、公司、公务员、公用电话、高度、高级、高速、高速公路、高兴、高中、搞、搞好、告别、告诉、哥哥 } 哥、歌、歌迷、歌声、歌手、个、个人、个性、各、各地、各位、各种、各自、给、根本、根本、根据、更、更加、工厂、工程师、工夫、工具、工人、工、工资、工作、公布、公共、公共汽车、公交车、公斤、公园、功夫、功课、功能、共同、共有、够、姑娘、古、古代、故事、故乡、故意、顾客、挂、关、关机、关上、关系、关心、关于、关注、观察、观点、观看、观念、观众、管、管理、光、光明、广播、广场、广大、广告、昌、该、改、改变、改进、改造、概念、干、干杯、干净、赶、赶到、赶紧、赶快、敢、感到、感动、感觉

、感情、感受、感谢、干、干活儿、干吗、干什么、刚、刚才、刚刚、规定、规范、规模、贵、国、国际、国家、国内、国庆、国外、国王、果然、过、过程、过来、过年、过去、过去、

H

哈哈、还、还是、还有、孩子、海、海关、害怕、喊、汉语、汉字、行、好、好、好吃、好处、好多、好久、好看、好人、好事、好听、好玩儿、好像、号、好奇、喝、合、合法、合格、合理、合适、合作、矛口、不口平、河、黑、黑板、黑人、黑色、很、红、红茶、红酒、红色、后、后边、后果、后来、后面、后天、忽然、湖、互联网、互相、护士、护照、花、花、花、话题、坏、坏处、坏人、欢乐、欢迎、还、环、环保、环境、换、黄、黄色、回、回、回答、回到、回家、回来、回去、会、会、会谈、会议、会员、活、活动、火、火车、或、或者、

J

机场、机会、机票、机器、鸡、鸡蛋、积极、基本、基本上、基础、及时、级、…极了、急、集体、集中、几、计划、计算、计算机、记、记得、记录、记者、记住、纪录、纪念、技术、继续、寄、力口、力口工、力口决、力口弓虽、力口入、力口上、力口油、家、家（科学、家）、家具、家里、家人、家属、家庭、家乡、假、假如、价格、价钱、价值、架、架、假期、坚持、坚决、坚强、间、检查、京剧、京戏、经常、经过、经济、经理、经历、经验、经营、精彩、精神、精神、景色、警察、静、九、久、酒、酒店、旧、救、就、就是、就要、就业、举、举办、举手、举行、句、句子、具体、具有、剧场、据说、决定、决赛、决心、觉得、绝对、军队、军人、见过、见面、件、建、建成、建立、建设、建议、健康、将、将、将近、将来、讲、讲话、交、交费、交给、交警、交流、交通、交往、交易、教、角、角、角度、饺子、脚、叫、叫做、较、教练、教师、教室、教学、教学楼、教育、结实、接、接待、接到、接近、接受、接下来、接着、街、节、节假日、节目、节日、节约、结果、结合、结婚、结束、姐姐} 姐、解决、解开、介绍、借、斤、今后、今年、今天、金、金牌、仅、仅仅、尽量、紧、紧急、紧张、进、进步、进口、进口、进来、进去、进入、进行、进步、进展、近、近期、简单、简直、见、见到、见过、见面、件、建、建成、建立、建设、建议、健康、将、将、将近、将来、讲、讲话、交、交费、交给、交警、交流、交通、交往、交易、教、角、角度、饺子、脚、叫、叫做、较、教练、教师、教室、教学、教学楼、教育、结实、接、接待、接到、接近、接受、接下来、接着、街、节、节假日、节目、节日、节约、结果、结合、结婚、结束、姐姐} 姐、解决、解开、介绍、借、斤、今后、今年、今天、金、金牌、仅、仅仅、尽量、紧、紧急、紧张、进、进步、进口、进口、进来、进去、进入、进行、进步、进展、近、近期、

K

卡、开、开车、开发、开放、开会、开机、开始、开玩笑、开心、开学、开业、开展、看、看病、看到、看法、看见、看来、看上去、考、考察、考生、考试、考验、靠、科、科技、科学、科研、可爱、可靠、可能、可怕、可是、可以、渴、克、克服、刻、客观、客人、课、课本、课程、课堂、课文、肯定、空、空气、空调、空儿、口、哭、苦、快、块、快餐、快乐、快速、快要、筷子、困、困难、

L

拉、来、来自、来到、蓝、蓝色、篮球、浪费、劳动、老、老百姓、老板、老年、老人、老师、老是、老太太、老头儿、乐、乐观、了、类、类似、累、冷、离、离婚、离开、礼物、里、里边、里面、里头、理解、理论、理想、理由、力、力量、历史、立刻、利用、例如、例子、连、连忙、连续、连续剧、联合、联合国、联系、脸、练、练习、凉、凉快、量、两、亮、辆、了解、零、领、领导、领先、另外、另一方面、留、留下、留学、留学生、流、流利、流行、六、龙、楼、楼上、楼下、录、录音、路、路口、路上、路线、旅客、旅行、旅游、绿、绿茶、绿色、乱、落后、

M

妈妈、麻烦、马、马路、马上、吗、买、卖、满、满意、满足、慢、忙、毛、毛病、没、没关系、没什么、没事儿、没用、没有、媒体、每、美、美好、美术、美元、妹妹、门、门口、门票、们、迷、米、米饭、面、面包、面对、面积、面前、面条儿、民间、民主、民族、名、名称、名单、名字、明白、明年、明确、明天、明显、明星、命运、某、母亲、目标、目的、目前

N

拿、哪、哪里、哪儿、哪些、那、那边已、那会儿、那里、那么、那儿、那时候、那时、那些、那样、奶、奶奶、男、男孩儿、男朋友、男人、男生、男子、南、南边、南部、南方、难、难道、难度、难过、难受、脑、脑子、呢、内、内容、能、能够、能力、你、你们、年、年初、年代、年底、年级、年纪、年轻、念、鸟、您、牛、牛奶、农村、农民、农业、弄、努力、女、女儿、女孩儿、女朋友、女人、女生、女士、女子、暖和、

P

爬、爬山、怕、拍、排、排队、排名、排球、牌、牌子、派、判断、旁边、跑、配、配合、朋友、碰、碰到、碰见、批评、批准、皮、皮包、皮鞋、篇、便宜、漂亮、平、平安、平常、平等、平时、评价、瓶、瓶子、破、破坏、普遍、普及、普通、普通话、

Q

七、期、齐、其次、其实、其他、其中、奇怪、骑、骑车、起、起床、起飞、起来、气、气候、气温、汽车、千、千万、前、前边、前后、前进、前面、前天、前往、钱、钱包、强、强大、强调、强烈已、墙、桥、亲、亲切、亲人、亲自、青年、青少年、轻

、清楚、情感、情况、请、请假、请教、请进、请客、请求、请问、请坐、庆祝、秋天、求、球、球场、球队、球迷、球鞋、区、区别、取、取得、取消、去、去年、去世、全、全部、全场、全国、全家、全面、全年、全球、全身、全体、缺、缺点、缺少、确保、确定、确实、群、群众

R

然后、让、执、热爱、热烈、热情、人、人才、人工、人家、人口、人类、人们、人民、人民币、人生、人数、人物、人员、认可、认识、认为、认真、任、任何、任务、仍、仍然、日、日报、日常、日期、日子、容易、肉、如果、如何、入口、入门、

S

收听、收音机、手、手表、手机、手续、手指、首先、受、受到、受伤、书、书包、书店、书架、舒服、输、输入、熟、熟人、属、属于、数、束、树、树林、数量、数字、双、双方、水、水果、水平、睡、睡觉、睡着、项利、说、说话、说明、司机、思想、死、四、送、上午、上学、上周、少、少数、少年、设备、设计、设立、社会、谁、身份证、身上、身体、深、深刻、深入、什么、什么样、升、生、生、生病、生产、生存、生动、生活、生命、生气、生日、生意、生长、声明、声音、省、胜、胜利、失去、十、十分、石头、石油、时、时代、时候、时间、时刻、时期、实际、实际上、实力、实习、实现、实行、实验、实验室、实在、实在、食品、食物、使、使用、始终、世纪、世界、世界杯、市、市场、市长、事、事故、事件、事情、事、事实上、事业、试、试验、是、是不是、适合、适应、适用、

沙发、沙子、山、伤、伤心、商场、商店、商量、商品、商人、商业、上、上班、上边、上车、上次、上街、上课、上来、上面、上去、上升、上网、

T

头脑、突出、突然、图、图画、图书馆、土、团、团结、团体、推、推动、推广、推进、推开、腿、退、送到、送给、速度、算、虽然、随、随便、随时、岁、所、所以、所有、所长、他、他们、它、它们、她、她们、台、太、太太、太阳、态度、谈、谈话、谈判、汤、糖、讨论、套、特别、特点、特色、疼、提、提出、提到、提高、提前、提问、题、体会、体现、体验、体育、体育场、体育馆、天、天空、天气、天上、条、条件、调、调整、跳、跳高、跳舞、跳远、铁、铁路、听、听到、听见、听讲、听力、听说、听众、停、停车、停车场、停止、挺、挺好、通、通常、通过、通信、通知、同时、同事、同学、同样、同意、同志、痛、痛苦、头、退出、退休、托、托儿所、

W

碗、万、万一、网、网络、网球、网上、网友、网站、往、往往、忘、忘记、危害、危机、危险、为、围、伟大、卫生、卫星、为己、为了色、为什么、位、味道、温度、温暖、文化、文件、文明、文学、文章、文字、闻、问色、问路、问题合、我、我们、握手、屋子、无法、无论如、五、午饭、午睡、武器、武术、舞台、外、外边、外地、外国、外国人、外交、外面、外文、外语、完成、完美、完全、完善、完整、玩具、玩儿、晚、晚安、晚报、晚饭、晚会、晚上、

X

西、西北、西边、西部、西餐、西方、西南、西医、希望、习惯、洗、洗手间、洗衣机、洗澡、喜欢、系、下、下班、下边、下车、下次、下课、下来、下面、下去、下午、下周、夏天、先、先后、先进、先生、显得、显然、显示、现场、现代、现金、现实、现象、现在、线、相比、相当、相关、相互、相似、相同、相信、想到、想法、想起、向、项、项目、相机、像、消费、消失、消息、小、小孩儿、小姐、小朋友、小声、小时、小时候、小说、小心、小学、小学生、小组、校园、校长、笑、笑话、笑话儿、效果、鞋、写、写作、血、谢谢、心里、心情、心中、新、新年、新闻、信、信号、信任、信息、信心、信用卡、星期、星期日、星期天、星星、行、行动、行李、行人、行为、形成、形式、形象、形状、幸福、幸运、性、积极性、性格、姓、休假、休息、修、修改、需求、需要、宣传、选、选举、选手、学、学费、学期、学生、学习、学校、学院、雪、训练、

Y

压、压力、烟、研究、研制、颜色、眼、眼前、演、演唱会、演出、演员、羊、阳光、养、样子、要求、药、药片、药水、要、要是、爷爷、也、也许、页、夜、夜里、衣服、衣架、医生、队院、依据、依靠、一半、一部分、一定、一共、一会儿、一块儿、一路、一路平安、一路顺风、一切、一下儿、一下子、一样、一致、已经、以后、以来、以前、以上、以外、以为、以下、椅子、一般、一边、一点儿、一点点、一方面、一起、一生、一些、一直、亿、义务、艺术、意见、意思、意外、意义、因此、因为、许多、宣布、音乐、音乐会、银、银行、银行卡、印象、应当、应该、英文、英雄、英语、迎接、营养、影片、影视、影响、应用、永远、用、优点、优势、由、由于、邮局、邮票、油、游、游客、游戏、游泳、友好、有、有的、有的是、有空儿、有利、有名、有时候、有时、有效、有一点儿、有一些、有意思、有用、又、右、右边、与、雨、语言、语音、预报、预防、预计、元、员、服务员、员工、原来、原因、远、院、院长、院子、愿望、愿意、约、月、月份、月亮、越、越来越、运动、运输、

Z

杂志、再、再见、在、在家、咱、咱们、脏、早、早晨、早饭、早就、早已、造、造成、责任、怎么、怎么办、怎么样、怎样、增加、增长、展开、占、站、张、长、长大、掌握、招生、招手、着急、找、找到、昭、照顾、照片、照相、这、这边、这里、这么、这儿、这时候、这时、这些、这样、着、真、真的、真实、真正、争、争取、正常、正好、正确、正式、正是、正在、证、证件、证据、证明、政府、政治、之后、之间、之内、之前、之外、之下、之一、之中、支、支持、只、知道、知识、直、直播、直到、直接、值、值得、职工、职业、只、只好、总是、走、走过、走进、走开、走路、租、足够、足球、组、组成、组合、组织、嘴、最、最好、最后、最近、昨天、左、左边、左右、作家、作品、作为、作文、作业、作用、作者、坐、坐下、座、座位、做、做到、做法、只能、只是、只要、只有、纸、乎旨、指出、指导、至今、至少、志愿、志愿者、制定、制度、制造、制作、治、中、中餐、中国、中华民族、中级、中间、中年、中文、中午、中心、中学、中学生、中央、中医、终于、钟、种、种子、重、重大、重点、重视、重要、周、周年、周围、主持、主动、主人、主任、主席、主要、主意、主张、住、住房、住院、注意、祝、抓、抓住、专家、专门、专题、专业、转、转变、装、状况、状态、追、准、准备、准确、桌子、资格、资金、子女、自从、自动、自己、自觉、自然、自身、自行车、自由、自主、字、字典、子、总结、总理、

HSK Vocabulary Lists 汉语水平考试词汇 1 to 4

HSK 1

爱、八、爸爸、杯子、北京、本、不、不客气、菜、茶、吃、出租车、打电话、大、的、点、电脑、电视、电影、东西、都、读、对不起、多、多少、儿子、二、饭店、飞机、分钟、高兴、个、工作、狗、汉语、好、号、喝、和、很、后面、回、会、几、家、叫、今天、九、开、看、看见、块、来、老师、了、冷、里、六、妈妈、吗、买、猫、没关系、没有、米饭、名字、明天、哪、哪儿、那、呢、能、你、年、女儿、朋友、漂亮、苹果、七、前面、钱、请、去、热、人、认识、三、商店、上、上午、少、谁、什么、十、时候、是、书、水、水果、睡觉、说、四、岁、他、她、太、天气、听、同学、喂、我、我们、五、喜欢、下、下午、下雨、先生、现在、想、小、小姐、些、写、谢谢、星期、学生、学习、学校、一、一点儿、衣服、医生、医院、椅子、有、月、再见、在、怎么、怎么样、这、中国、中午、住、桌子、字、昨天、坐、做、

HSK 2

吧、白、百、帮助、报纸、比、别、宾馆、长、唱歌、出、穿、次、从、错、打篮球、大家、到、得、等、弟弟、第一、懂、对、对、房间、非常、服务员、高、告诉、哥哥、给、公共汽车、公司、贵、过、还、孩子、好吃、黑、红、火车站、机场、鸡蛋、件、教室、姐姐、介绍、进、近、就、觉得、咖啡、开始、考试、可能、可以、课、快、快乐、累、离、两、零、路、旅游、卖、慢、忙、每、妹妹、门、面条、男、您、牛奶、女、旁边、跑步、便宜、票、妻子、起床、千、铅笔、晴、去年、让、日、上班、身体、生病、生日、时间、事情、手表、手机、说话、送、虽然、但是、它、踢足球、题、跳舞、外、完、玩、晚上、往、为什么、问、问题、西瓜、希望、洗、小时、笑、新、姓、休息、雪、颜色、眼睛、羊肉、药、要、也、一起、一下、已经、意思、因为、所以、阴、游泳、右边、鱼、远、运动、再、早上、丈夫、找、着、真、正在、知道、准备、走、最、左边、

HSK 3

阿姨、啊、矮、爱好、安静、把、班、搬、办法、办公室、半、帮忙、包、饱、北方、被、鼻子、比较、比赛、笔记本、必须、变化、别人、冰箱、不但、而且、菜单、参加、草、层、差、超市、衬衫、成绩、城市、迟到、除了、船、春、词典、聪明、打扫、打算、带、担心、蛋糕、当然、地、灯、地方、地铁、地图、电梯、电子邮件、东、冬、动物、短、段、锻炼、多么、饿、耳朵、发、发烧、发现、方便、放、放心、分、附近、复习、干净、感冒、感兴趣、刚才、个子、根据、跟、更、公斤、公园、故事、刮风、关、关系、关心、关于、国家、过、过去、还是、害怕、黑板、后来、护照、花、花、画、坏、欢迎、还、环境、换、黄河、回答、会议、或者、几乎、机会、极、记得、季节、检查、简单、见面、健康、讲、教、角、脚、接、街道、节目、节日、结婚、结束、解决、借、经常、经过、经理、久、旧、句子、决定、可爱、渴、刻、客人、空调、口、哭、裤子、筷子、蓝、老、离开、礼物、历史、脸、练习、辆、聊天、了解、邻居、留学、楼、绿、马、马上、满意、帽子、米、面包、明白、拿、奶奶、南、难、难过、年级、年轻、鸟、努力、爬山、盘子、胖、皮鞋、啤酒、瓶子、其实、其他、奇怪、骑、起飞、起来、清楚、请假、秋、裙子、然后、热情、认为、认真、容易、如果、伞、上网、生气、声音、世界、试、瘦、叔叔、舒服、树、数学、刷牙、双、水平、司机、太阳、特别、疼、提高、体育、甜、条、同事、同意、头发、突然、图书馆、腿、完成、碗、万、忘记、为、为了、位、文化、西、习惯、洗手间、洗澡、夏、先、相信、香蕉、向、像、小心、校长、新闻、新鲜、信用卡、行李箱、熊猫、需要、选择、要求、爷爷、一般、一边、一定、一共、一会儿、一样、一直、以前、音乐、银行、饮料、应该、影响、用、游戏、有名、又、遇到、元、愿意、月亮、越、站、张、长、着急、照顾、照片、照相机、只、只、只有、才、中间、中文、终于、种、重要、周末、主要、注意、自己、自行车、总是、嘴、最后、最近、作业、

HSK 4

爱情、安排、安全、按时、按照、百分之、棒、包子、保护、保证、报名、抱、抱歉、倍、本来、笨、比如、毕业、遍、标准、表格、表示、表演、表扬、饼干、并且、博士、不得不、不管、不过、不仅、部分、擦、猜、材料、参观、餐厅、厕所、差不多、长城、长江、尝、场、超过、成功、成为、诚实、乘坐、吃惊、重新、抽烟、出差、出发、出生、出现、厨房、传真、窗户、词语、从来、粗心、存、错误、答案、打扮、打扰、打印、打招呼、打折、打针、大概、大使馆、大约、大夫、戴、当、当时、刀、导游、到处、到底、倒、道歉、得意、得、登机牌、等、低、底、地点、地球、地址、调查、掉、丢、动作、堵车、肚子、短信、对话、对面、对于、儿童、而、发生、发展、法律、翻译、烦恼、反对、方法、方面、方向、房东、放弃、放暑假、放松、份、丰富、否则、符合、父亲、付款、负责、复印、复杂、富、改变、干杯、赶、敢、感动、感觉、感情、感谢、干、刚、高速公路、胳膊、各、工资、公里、功夫、共同、购物、够、估计、鼓励、故意、顾客、挂、关键、观众、管理、光、广播、广告、逛、规定、国籍、国际、果汁、过程、海洋、害羞、寒假、汗、航班、好处、好像、号码、合格、合适、盒子、后悔、厚、互联网、互相、护士、怀疑、回忆、活动、活泼、火、获得、积极、积累、基础、激动、及时、即使、计划、记者、技术、既然、继续、寄、加班、加油站、家具、假、价格、坚持、减肥、减少、建议、将来、奖金、降低、降落、交、交流、交通、郊区、骄傲、饺子、教授、教育、接受、接着、节、节约、结果、解释、尽管、紧张、进行、禁止、京剧、经济、经历、经验、精彩、景色、警察、竞争、竟然、镜子、究竟、举、举办、举行、拒绝、距离、聚会、开玩笑、开心、看法、考虑、烤鸭、科学、棵、咳嗽、可怜、可是、可惜、客厅、肯定、空、空气、恐怕、苦、矿泉水、困、困难、垃圾桶、拉、辣、来不及、来得及、来自、懒、浪费、浪漫、老虎、冷静、礼拜天、礼貌、理发、理解、理想、力气、厉害、例如、俩、连、联系、凉快、零钱、另外、留、流利、流行、旅行、律师、乱、麻烦、马虎、满、毛、毛巾、美丽、梦、迷路、密码、免费、秒、民族、母亲、目的、耐心、难道、难受、内、内容、能力、年龄、弄、暖和、偶尔、排队、排列、判断、陪、批评、皮肤、脾气、篇、骗、乒乓球、平时、破、葡萄、普遍、普通话、其次、其中、气候、千万、签证、敲、桥、巧克力、亲戚、轻、轻松、情况、穷、区别、取、全部、缺点、缺少、却、确实、然而、热闹、任何、任务、扔、仍然、日记、入口、散步、森林、沙发、伤心、商量、稍微、勺子、社会、申请、深、甚至、生活、生命、生意、省、剩、失败、失望、师傅、十分、实际、实在、使、使用、世纪、是否、适合、适应、收、收入、收拾、首都、首先、受不了、受到、售货员、输、熟悉、数量、数字、帅、顺便、顺利、顺序、说明、硕士、死、速度、塑料袋、酸、随便、随着、孙子、所有、台、抬、态度、谈、弹钢琴、汤、糖、躺、趟、讨论、讨厌、特点、提、提供、提前、提醒、填空、条件、停、挺、通过、通知、同情、同时、推、推迟、脱、袜子、完全、网球、网站、往往、危险、卫生间、味道、温度、文章、污染、无、无聊、无论、误会、西红柿、吸引、咸

、现金、羡慕、相反、相同、香、详细、响、橡皮、消息、小吃、小伙子、小说、笑话、效果、心情、辛苦、信封、信息、信心、兴奋、行、醒、幸福、性别、性格、修理、许多、学期、压力、呀、牙膏、亚洲、严格、严重、研究、盐、眼镜、演出、演员、阳光、养成、样子、邀请、要是、钥匙、也许、叶子、页、一切、以、以为、艺术、意见、因此、引起、印象、赢、应聘、永远、勇敢、优点、优秀、幽默、尤其、由、由于、邮局、友好、友谊、有趣、于是、愉快、与、羽毛球、语法、语言、预习、原来、原谅、原因、约会、阅读、云、允许、杂志、咱们、暂时、脏、责任、增加、占线、招聘、照、真正、整理、正常、正好、正确、正式、证明、之、支持、知识、直接、值得、职业、植物、只好、只要、指、至少、质量、重、重点、重视、周围、主意、祝贺、著名、专门、专业、转、赚、准确、准时、仔细、自然、自信、总结、租、最好、尊重、左右、作家、作用、作者、座、座位、

AP® Chinese Language and Culture: Syllabus 1

Syllabus 1058783v1



Scoring Components	Page(s)
SC1 The course prepares students to demonstrate their level of Chinese proficiency across the interpretive communicative mode at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.	5
SC2 The course prepares students to demonstrate their level of Chinese proficiency across the interpersonal mode at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.	3
SC3 The course prepares students to demonstrate their level of Chinese proficiency across the presentational modes at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.	4–6
SC4 In addition to communication, the course addresses cultural competence.	2, 6
SC5 In addition to communication, the course addresses connections to other school disciplines.	4
SC6 In addition to communication, the course addresses comparisons between the target language and culture and those of the learners.	4–5
SC7 In addition to communication, the course addresses the use of the language within the broader communities beyond the traditional school environment.	3
SC8 The teacher uses Chinese almost exclusively in class and encourages students to do likewise.	8
SC9 Language instruction frequently integrates a range of Chinese cultural content that exposes students to perspectives broader than their immediate environment; for example, the fundamental aspects of daily life in all Chinese speaking communities, Chinese family and societal structures, and national and international issues.	7
SC10 Assessments are frequent.	8
SC11 Assessments are varied.	8
SC12 Prior to assigning an assessment task, teachers share with their students the grading criteria and rubrics against which their performances will be evaluated.	8
SC13 The teacher chooses from among both conventional print and audio materials designed for language learning and materials generally used by native Chinese speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products.	2, 9
SC14 Teachers scaffold students' experiences with texts generally used by Chinese speakers.	3
SC15 The course teaches students to develop communication strategies such as inferring meaning either through socio-cultural context or linguistic features.	3
SC16 The course teaches students to develop language learning strategies such as inferring meaning either through sociocultural context or linguistic features.	7
SC17 The teacher plans and implements structured cooperative learning activities to support ongoing and frequent interpersonal interaction.	2, 8
SC18 The teacher employs a range of instructional strategies to meet the diverse needs of his or her learners.	8
SC19 The course provides students with opportunities to develop Chinese handwriting skills.	2, 5
SC20 The course provides students with opportunities to develop word processing skills in Hanyu Pinyin or Bopomofo.	2

Course Overview

The main course objective for AP Chinese Language and Culture is to refine and further develop students' abilities with spoken and written communication in Chinese. We use the textbook *Beyond the Basics*, articles from Chinese newspapers, and multimedia resources such as CDs, DVDs, online materials, etc. **[SC13]**

The AP Chinese course also expands what students know about Chinese culture and provides them with an introduction to ancient Chinese literature. **[SC4]** Texts include *Gateway to the Chinese Classics* and *Chinese Breakthrough: Learning Chinese Through TV and Newspapers*, as well as articles from Chinese newspapers and teacher handouts.

SC13—The teacher chooses from among both conventional print and audio materials designed for language learning and materials generally used by native Chinese speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products.

Course Planner

Fall Semester

Week	Lesson Objectives (L = Lesson)	Content or Theme	Notes
1	Orientation	Introduction to course/ first-day packet — class-room management	Usually school starts on Thursday, so this is a short week.
2	L1 — Use target language to describe childhood.	Vocabulary, sentence pattern, and grammar	Quiz on L1 vocabulary
3	L1 — Support descriptions with details.	Text/translation, L1 exercise, and composition on childhood	Students write a composition every other week, alternating between hand writing and word processing. [SC19 & SC20] Test on L1
4	Supplementary materials 1. Read mid-autumn festival story. 2. Learn a song about this festival. 3. Newspaper clipping	Story about mid-autumn festival Optional: Learn a lyric song about this festival. Students cut out a Chinese advertisement and translate it into English.	Students are divided into small groups and search the Internet for information (in English) about the origins of the mid-autumn festival. [SC4 & SC17] They read a Chinese article about this festival.

SC4—In addition to communication, the course addresses cultural competence.

SC19—The course provides students with opportunities to develop Chinese handwriting skills.

SC20—The course provides students with opportunities to develop word processing skills in Hanyu Pinyin or Bopomofo.

SC17—The teacher plans and implements structured cooperative learning activities to support ongoing and frequent interpersonal interaction.

Week	Lesson Objectives	Content or Theme	Notes
5	L2 — Describe people and express an opinion.	Vocabulary, sentence pattern, and grammar	Interview a Chinese native speaker and describe this person. [SC2, SC7 & SC15]
6	L2 — Support description with details.	Text/translation, L2 exercise, and composition	Composition — students describe a person.
7	Supplementary materials 1. SAT® Subject Test™ in Chinese with Listening study strategies and exercises 2. Newspaper clipping	Students cut out an advertisement from a local Chinese newspaper, translate it into English, and compare both English and Chinese. [SC14 & SC15]	Students do the SAT Subject Test sample questions and create sample test questions of their own based on the SAT Subject Test in Chinese in the same format.
8	L4 — Describe what people do. SAT Subject Test in Chinese with Listening review		Vocabulary and sentence making Oral presentation
9	L4 — Describe and compare	Advantages and disadvantages of different jobs; the kind of job students like best	Composition
10	L5 — Explain and develop problem-solving ability.	Vocabulary, sentence pattern, and grammar	Quiz on L5 Vocabulary
11	L5 — Explain and develop problem-solving ability.	Text/translations, L5 exercise	Test on L5
12	L6 — Instruct and explain the procedures.	Vocabulary, sentence pattern, and grammar	Students get a recipe from the Internet and use Chinese to give oral instructions for making the dish.

SC2—The course prepares students to demonstrate their level of Chinese proficiency across the interpersonal mode at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.

SC7— In addition to communication, the course addresses the use of the language within the broader communities beyond the traditional school environment.

SC15—The course teaches students to develop communication strategies such as inferring meaning either through socio-cultural context or linguistic features.

SC14—Teachers scaffold students' experiences with texts generally used by Chinese speakers.

13	L6 — Use target language to demonstrate an understanding of a certain Chinese dish or dietary custom.	Compare dietary cultures; oral presentation on the influence of one culture on another [SC6]	Student video project — how to cook a Chinese dish, including ingredients, preparation, and procedures [SC3 & SC5]	SC6—In addition to communication, the course addresses comparisons between the target language and culture and those of the learners.
14	L3 — Describe popular products and commercials.	Students are divided into groups to make a commercial for a certain product.	Students give an oral presentation in class using visual displays, such as a poster or PowerPoint slides. [SC3]	SC3—The course prepares students to demonstrate their level of Chinese proficiency across the presentational modes at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.

Week	Lesson Objectives	Content or Theme	Notes
15	L3 — Persuade people to purchase a better product.	Watch a video of a Super Bowl commercial and write critiques.	Composition — students describe the best commercial they have watched and how it persuaded them to buy the product.
16	L7 — Describe an abstract concept in music.	Vocabulary, sentence pattern, and grammar	L7 Vocabulary quiz
17	L7 — Talk about the music students enjoy.	Show-and-tell — students' favorite musical pieces [SC5]	Composition — students choose one of these: <ul style="list-style-type: none"> • My favorite music • Why a country needs a national anthem
18	L1–L7 review	Semester final exam review	

SC5—In addition to communication, the course addresses connections to other school disciplines.

Spring Semester

Week	Lesson Objectives	Content or Theme	Notes
1	L8 — Express abstract concepts and support with opinions.	Vocabulary, sentence pattern	Students write their own opinions about a criminal case. Assign culture project.
2	L8 — Express abstract concepts and support with opinions.	Jury in a court scenario	Students may have a debate or discuss a court case.
3	Supplementary — newspaper clipping	Students cut out five headlines from a local Chinese newspaper.	1. Read five news headlines to comprehend the meanings through whatever dictionaries or online resources. Then translate them into English (include two domestic, two international, and one other, and compare both English and Chinese). [SC1 & SC6] 2. Give oral presentation on the headlines in Chinese. [SC3]
4	L9 — Express abstract concepts on love.	1. Make valentine heart (origami). 2. Make an invitation card and add handwritten descriptions in the card. [SC19]	Write a valentine note to a friend and to a family member.

SC1—The course prepares students to demonstrate their level of Chinese proficiency across the interpretive communicative mode at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.

SC6—In addition to communication, the course addresses comparisons between the target language and culture and those of the learners.

SC3—The course prepares students to demonstrate their level of Chinese proficiency across the presentational modes at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.

SC19—The course provides students with opportunities to develop Chinese handwriting skills.

Week	Lesson Objectives	Content or Theme	Notes
5	Culture project: (Culture Week) Express abstract concepts, discuss culture issues, and support opinions.	Celebrate the Chinese New Year. We have had a China Night to celebrate the new year with many cultural performances and plays — each class prepares a program to present. [SC4]	Students were given culture-project information in the first week of the second semester. They present their projects this week. [SC3]
6	L9 — Discuss the topic of love.	Sentence pattern and text/translation	L9 Quiz
7	Supplementary — newspaper clipping	Students cut out five headlines from a local Chinese newspaper.	1. Translate five headlines into English (include two domestic, two international, and one other). 2. Give oral presentation on the headlines in Chinese. [SC3]
8	L11 — Culture	Vocabulary, sentence pattern	Assign speech contest project before spring break
9	L11 — Culture	1.Text/translation 2. Speech revision	First draft of speech due Tuesday after spring break
10	L15 — Speech preparation	Students are grouped and practice their parts.	Final copy of speech due Memorize speech.
11	L10 — Express abstract concept of poverty.	Vocabulary, sentence pattern, and grammar	L11 Quiz

SC4—In addition to communication, the course addresses cultural competence.

SC3—The course prepares students to demonstrate their level of Chinese proficiency across the presentational modes at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.

12	L10 — Discuss the issue of poverty.	1. Text/translation 2. Group discussion and oral presentation on a poverty scenario	Composition — how to solve the problem of poverty [SC9]	<p>SC9—Language instruction frequently integrates a range of Chinese cultural content that exposes students to perspectives broader than their immediate environment; for example, the fundamental aspects of daily life in all Chinese speaking communities, Chinese family and societal structures, and national and international issues.</p>
13	L12 — Express abstract concept of happiness.	Vocabulary, sentence pattern, and grammar	Speech contest	
14	L12 — Express opinions on what happiness means.	Text/translation		
15	L13 — Discuss election/political issue.	Vocabulary, sentence pattern, and grammar		
16	L13 — Discuss/debate election/political issue.	Oral discussion of the election/political issue		
17	L14 — Express abstract concept: movies.	1. Vocabulary, sentences, and grammar 2. Watch video of <i>Raise the Red Lantern</i> by Zhang Yimou.		
18	L14 — Talk about a favorite movie and support opinions.	1. Text/translation 2. Discuss the roles of women in the movie; compare and contrast roles now and then. [SC16]		<p>SC16—The course teaches students to develop language learning strategies such as inferring meaning either through sociocultural context or linguistic features.</p>
19	L8–15 review	Review for semester final exam and AP Chinese Language and Culture Exam.		

Teaching Strategies [SC18]

The curriculum focuses on oral fluency and formal writing skills. Besides teacher lectures, many group activities are used, including pair-sharing, group discussion, student presentations, peer critiques, video projects, cultural projects, Web searches, skits, debates, and writing composition. Students are prepared to take the SAT Subject Test in Chinese with Listening in the fall and the AP Chinese and Language Culture Exam in the spring. [SC17]

Throughout the course, students keep dialogue journals in which they (and I) frequently share reflections on their language development. I use these journal entries to provide ongoing feedback and instruction on both communication and language-learning strategies.

We have a cooking project after the lesson about food (lesson 6). Students form groups to videotape creative skits that demonstrate the cooking procedures for certain dishes. This project — which is a major grade in the course — is described in detail in the Student Activities section at the end of this syllabus.

At the end of the spring semester, each student is required to deliver a formal speech, which is planned according to our last lesson (lesson 15). The local chapter of the Global Federation of Chinese Business Women annually sponsors a speech contest for the Houston Chinese community in April. Each student prepares a speech, even if he or she will not attend the contest. We hold our own contest in the classroom and select the best student from each class. These students receive awards and are encouraged to attend the community contest. We also have had special prizes for students who overcame stage fright.

We have also made field trips to a museum exhibit of Chinese arts and crafts.

Lab Component

Most of the listening and speaking exercises I use are blended into the instruction. The course is conducted entirely in Chinese. [SC8] Instead of using the school's mobile language laboratory, I use portable CD/cassette players, as well as oral presentations and small-group discussions. Oral proficiency tests are given about every six weeks. [SC10]

Student Evaluation [SC10, SC11 & SC12]

Each semester is made up of three grading cycles. Each cycle includes major grades and daily grades. For each of the major grades, I prepare a rubric or checklist and share it with the students ahead of time.

Major grades (at least three) account for 50 percent of the overall grade for each cycle. Major grades include chapter tests (multiple choice, fill-in-the-blank, sentence making, and translation in both Chinese and English), a cultural project, compositions (twice a week), a formal speech presentation, and classroom participation.

Daily grades (at least six) account for the other 50 percent of the overall grade.

SC18—The teacher employs a range of instructional strategies to meet the diverse needs of his or her learners.

SC17—The teacher plans and implements structured cooperative learning activities to support ongoing and frequent interpersonal interaction.

SC8—The teacher uses Chinese almost exclusively in class and encourages students to do likewise.

SC10—Assessments are frequent.

SC11—Assessments are varied.

SC12—Prior to assigning an assessment task, teachers share with their students the grading criteria and rubrics against which their performances will be evaluated.

Daily grades include quizzes, homework and binder organization, and newspaper report and summary.

The overall semester grade breaks down this way:

Grade for first cycle: 25 percent

Grade for second cycle: 25 percent

Grade for third cycle: 25 percent

Final exam: 25 percent

Teacher Resources [SC13]

Textbooks

Bai, Jianhua, et al. *Beyond the Basics: Communicative Chinese for Intermediate and Advanced Learners*. Boston: Cheng & Tsui, 1996.

I also use current articles from a local Chinese newspaper.

Resource Books

Faurot, Jeannette L. *Gateway to the Chinese Classics: A Practical Guide to Literary Chinese*. San Francisco: China Books & Periodicals, 1995.

Fenn, Henry C. *A Sketch of Chinese History*. New Haven: Institute of Far Eastern Languages, Yale University, 1952.

Ho, Yong. *China — An Illustrated History*. New York: Hippocrene Books, 2000.

Jin, Hong Gang, De Bao Xu, and John Berninghausen. *Chinese Breakthrough: Learning Chinese Through TV and Newspapers*. Boston: Cheng & Tsui, 1999.

Stepanchuk, Carol, and Charles Wong. *Mooncakes and Hungry Ghosts: Festivals of China*. San Francisco: China Books & Periodicals, 1991.

Tan, Amy. *The Joy Luck Club*. New York: Putnam, 1990.

Tan, Amy. *The Kitchen God's Wife*. New York: Putnam, 1991.

Wang, Yi. *Common Knowledge About Chinese Culture*. Hong Kong: Hong Kong China Travel Press, 2004.

Periodical

Learn Yu Wen (North American monthly journal). <http://www.learnyuwen.com/>.

Films

Crouching Tiger, Hidden Dragon. Directed by Ang Lee. 2000. Culver City, Calif.: Sony Pictures, 2000. DVD.

Hero. Directed by Zhang Yimou. 2002. New York: Miramax, 2004. DVD.

The Joy Luck Club. Directed by Wayne Wang. 1993. Burbank, Calif.: Buena Vista Home Entertainment, 2002. DVD.

Raise the Red Lantern. Directed by Zhang Yimou. 1991. Century City, Calif.: MGM, 2000. DVD.

SC13—The teacher chooses from among both conventional print and audio materials designed for language learning and materials generally used by native Chinese speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products.

Web Sites

www.yam.com.tw
www.sina.com.tw
www.sina.com.cn
www.ttv.com.tw
www.cts.com.tw
www.zhongwen.com

Student Activities

Here are two activities I do with students and the language learning standards each activity satisfies.

Targeted Standards

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Cultures
- 2.2 Products of Cultures
- 3.1 Making Connections
- 3.2 Broaden the Sources of Information
- 4.1 Language Comparison
- 4.2 Cultural Comparison
- 5.1 School and Community
- 5.2 Lifelong Learning

Culture Project**Description**

Students research a topic in Chinese culture and make a presentation to the class during Chinese New Year. They also submit a written report with a visual display, such as props, posters, or multimedia objects. Possible topics include food, festivals, clothing, children's toys, architecture, tea, martial arts, painting, calligraphy, feng shui, and so on.

Reflection

- 1.1 Students work together in small groups and interact in Chinese to decide their topics.
- 1.2 Students comprehend the information they gathered.
- 1.3 Students present their culture study in class.
- 2.1 Students learn about a cultural topic and its influence on Chinese civilization or ideology.
- 2.2 Students create PowerPoint presentations, make posters, or use props to demonstrate what they have learned. They dress in Chinese costumes when presenting the project, and they receive red envelopes from the teacher with candy, coupons, and sometimes real money inside.

3.1 Students search for cultural information on Chinese Web sites.

Cooking Project

Description

After we study lesson 6 about food, students form small groups, and each group picks one out of eight common Chinese cooking methods. The groups demonstrate the steps for making certain dishes in creative skits that are videotaped and shown to the whole class. Not only do students learn how to write the recipes and prepare them, but they also must record the cooking process. Students critique their classmates' projects as a participation grade. This project stimulates creativity and enhances relationships — and students get to enjoy the dishes they have made.

Reflection

Students work together in groups and decide which dishes to study and to cook.

1.2 Students comprehend the recipes they get from cookbooks or Internet sources.

1.3 Students present the cooking procedures in a play, which is videotaped.

2.1 Students learn about a Chinese cooking method and how it is related to a certain culture or geographical area.

2.2 Students cook an authentic Chinese meal and explain the preparation and cooking procedures.

3.1 Students use the Internet or library books to search for Chinese recipes.

AP[®] Chinese Language and Culture: Syllabus 2

Syllabus 1058800v1



Scoring Components	Page(s)
SC1 The course prepares students to demonstrate their level of Chinese proficiency across the interpretive communicative mode at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.	2
SC2 The course prepares students to demonstrate their level of Chinese proficiency across the interpersonal mode at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.	2
SC3 The course prepares students to demonstrate their level of Chinese proficiency across the presentational modes at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.	2, 12
SC4 In addition to communication, the course addresses cultural competence.	12
SC5 In addition to communication, the course addresses connections to other school disciplines.	6, 8
SC6 In addition to communication, the course addresses comparisons between the target language and culture and those of the learners.	10
SC7 In addition to communication, the course addresses the use of the language within the broader communities beyond the traditional school environment.	9
SC8 The teacher uses Chinese almost exclusively in class and encourages students to do likewise.	2
SC9 Language instruction frequently integrates a range of Chinese cultural content that exposes students to perspectives broader than their immediate environment; for example, the fundamental aspects of daily life in all Chinese speaking communities, Chinese family and societal structures, and national and international issues.	9
SC10 Assessments are frequent.	12
SC11 Assessments are varied.	12
SC12 Prior to assigning an assessment task, teachers share with their students the grading criteria and rubrics against which their performances will be evaluated.	12
SC13 The teacher chooses from among both conventional print and audio materials designed for language learning and materials generally used by native Chinese speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products.	2, 11
SC14 Teachers scaffold students' experiences with texts generally used by Chinese speakers.	9
SC15 The course teaches students to develop communication strategies such as inferring meaning either through socio-cultural context or linguistic features.	8
SC16 The course teaches students to develop language learning strategies such as inferring meaning either through sociocultural context or linguistic features.	8
SC17 The teacher plans and implements structured cooperative learning activities to support ongoing and frequent interpersonal interaction.	8, 11
SC18 The teacher employs a range of instructional strategies to meet the diverse needs of his or her learners.	8
SC19 The course provides students with opportunities to develop Chinese handwriting skills.	12
SC20 The course provides students with opportunities to develop word processing skills in Hanyu Pinyin or Bopomofo.	12

Course Overview

AP Chinese Language and Culture is intended for qualified students who are interested in completing studies comparable in content and difficulty to a full-year course at the second-year college level. The course is taught entirely in Chinese. **[SC8]** The primary goal of AP Chinese is to enable students to master conventions of communication through the exploration of topics reflecting multiple aspects of Chinese society and culture, the use of various authentic multimedia and literary materials in different linguistic registers, advanced-level Chinese language structures, and expressive styles. Students in the course have the following objectives, which align with the goals of the Standards for Chinese Language Learning to promote the “five Cs” in the Chinese language classroom:

- To continue to develop communicative competence in Chinese in the interpretive, interpersonal, and presentational modes.
- To enhance their cultural competence by having a deeper and wider understanding of the products, practices, and perspectives of Chinese culture. To be able to use the knowledge gained through course materials to develop critical thinking skills in order to make connections and comparisons with other content areas of learning.
- To be able to use the Chinese language to communicate more effectively both in the school setting and in real-life situations.

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

[SC1, SC2 & SC3]

The primary textbook is *A New Text for a Modern China* by Irene Liu and its accompanying supplementary workbook by Shining Zou and Feng Lan. This textbook contains 19 lessons under five major topics; each topic focuses on the rapidly changing attitudes and values of modern China. Other resources, such as short literary pieces, newspaper articles, and films, are also used to encourage students to understand and interpret different forms of spoken and written language on a variety of topics in Chinese. **[SC13]**

SC8—The teacher uses Chinese almost exclusively in class and encourages students to do likewise.

SC1—The course prepares students to demonstrate their level of Chinese proficiency across the interpretive communicative mode at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.

SC2—The course prepares students to demonstrate their level of Chinese proficiency across the interpersonal mode at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.

SC3—The course prepares students to demonstrate their level of Chinese proficiency across the presentational modes at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.

SC13—The teacher chooses from among both conventional print and audio materials designed for language learning and materials generally used by native Chinese speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products.

Course Planner

This weekly calendar is based on the school's trimester system.

Fall Term

Class	Assignment/Quiz
Week 1	
9/12 Housekeeping matters for the class Overview of the course requirements 9/13 Unit I—Population and Housing Introduction (人口住房) 9/15 Introduction (人口住房) 9/17 Language lab	Give assignment #1 Assignment #1 due
Week 2	
9/19 Introduction (人口住房) 9/20 1.1 The Population Explosion (人口大爆炸) 9/22 No class—house trips 9/24 1.1 The Population Explosion (人口大爆炸)	Quiz #1 Give assignment #2
Week 3	
9/26 Language lab 9/27 1.1 The Population Explosion (人口大爆炸) 9/29 1.2 Housing (住宅) 10/1 1.2 Housing (住宅)	Assignment #2 due Quiz #2 Give assignment #3
Week 4	
10/3 1.2 Housing (住宅) 10/4 Language lab 10/6 Supplementary material and Unit I review 10/8 No class—SAT administration	Quiz #3 Assignment #3 due
Week 5	
10/10 Unit I TEST 10/11 Unit II—Education and Employment Introduction (教育就业) 10/13 Introduction (教育就业) 10/15 Language lab	Give assignment #4 Quiz #4

Week 6	
10/17 2.1 Vocational Student (我是职业高中生) 10/18 2.1 Vocational Student (我是职业高中生) 10/20 Language lab 10/22 Parents' Weekend—short class	Assignment #4 Due Give assignment #5
Week 7	
10/24 No class—Parents' Weekend 10/25 2.1 Vocational Student (我是职业高中生) 10/27 2.2 From Dropping Out to Taking the Graduate Exam (从“退学风”到“考研热”) 10/29 Language lab	Quiz #5 Assignment #5 Due Give assignment #6
Week 8	
10/31 2.2 From Dropping Out to Taking the Graduate Exam (从“退学风”到“考研热”) 11/1 2.2 From Dropping Out to Taking the Graduate Exam (从“退学风”到“考研热”) 11/3 2.3 The Social Impact of the New Attitude (“读书无用论”的新冲击) 11/5 2.3 The Social Impact of the New Attitude (“读书无用论”的新冲击)	Quiz #6 Assignment #6 due Give assignment #7
Week 9	
11/7 2.3 The Social Impact of the New Attitude (“读书无用论”的新冲击) 11/8 Language lab 11/10 Supplementary reading and Unit II review 11/12 Unit II TEST	Quiz #7 Assignment #7 due
Week 10	
11/14 Unit III—Lovers and Marriages Introduction (恋爱婚姻) 11/15 Introduction (恋爱婚姻) 11/17 Introduction (恋爱婚姻) 11/19 Language lab/project presentations	Work on final project Quiz #8/project due
THANKSGIVING BREAK	

WINTER TERM

Class	Assignment/Quiz
Week 1	
11/29 3.1 An Advertisement of a Marriage Proposal and Its Respondents (一则征婚启示和应征者) 12/1 3.1 An Advertisement of a Marriage Proposal and Its Respondents (一则征婚启示和应征者) 12/3 Language lab	Give assignment #8
Week 2	
12/5 3.1 An Advertisement of a Marriage Proposal and Its Respondents (一则征婚启示和应征者) 12/6 3.2 Romance Between Elderly People (黄昏之恋) 12/8 3.2 Romance Between Elderly People (黄昏之恋) 12/10 Language lab	Assignment #8 due Quiz #9 Give assignment #9
Week 3	
12/12 3.2 Romance Between Elderly People (黄昏之恋) 12/13 3.2 Romance Between Elderly People (黄昏之恋) 12/15 Film: <i>To Live</i> (活着) 12/17 Film: <i>To Live</i> (活着)	Assignment #9 due Quiz #10
CHRISTMAS BREAK	
Week 4	
1/9 3.3 Change in the Concept of Marriage (中国婚姻观念变化的新现象：公证婚前财产) 1/10 3.3 Change in the Concept of Marriage (中国婚姻观念变化的新现象：公证婚前财产) 1/11 3.3 Change in the Concept of Marriage (中国婚姻观念变化的新现象：公证婚前财产) 1/12 Language lab	Give assignment #10 Quiz #11 Assignment #10 due
Week 5	
1/16 No class—Martin Luther King Jr. Day 1/17 Supplementary material and Unit III review 1/19 Unit III TEST 1/21 Film: <i>Eat Drink Man Woman</i> (饮食男女)	

Week 6	
1/23 Film: <i>Eat Drink Man Woman</i> (饮食男女) 1/24 Unit IV: Family, Women, and Children Introduction[SC5] (家庭妇女 儿童) 1/26 Introduction (家庭妇女 儿童) 1/28 No class—SAT administration	Give assignment #11
Week 7	
1/30 Introduction (家庭妇女 儿童) 1/31 Language lab 2/1 4.1 Arguing with My Wife over Disco (我和老伴的拳舞之争) 2/2 4.1 Arguing with My Wife over Disco (我和老伴的拳舞之争)	Quiz #12 Assignment #11 due Give assignment #12
Week 8	
2/6 Winter recess 2/7 4.1 Arguing with My Wife over Disco (我和老伴的拳舞之争) 2/9 Language lab 2/11 4.2 The Wife's Coming and Going in the Labor Market (妻子下岗又上岗)	Quiz #13 Assignment #12 due Give assignment #13
Week 9	
2/13 4.2 The Wife's Coming and Going in the Labor Market (妻子下岗又上岗) 2/14 4.2 The Wife's Coming and Going in the Labor Market (妻子下岗又上岗) 2/16 Language lab 2/18 4.3 Single Child Family: Beibei's Years (独生子女家庭：贝贝进行曲)	Quiz #14 Assignment #13 due Give assignment #14
Week 10	
2/20 4.3 Single Child Family: Beibei's Years (独生子女家庭：贝贝进行曲) 2/21 4.3 Single Child Family: Beibei's Years (独生子女家庭：贝贝进行曲) 2/23 Language lab 2/25 Unit IV review and essay writing	Quiz #15 Assignment #14 due
Week 11	
2/27 Unit IV TEST 2/28 Film: <i>The Invisible Net</i> 3/2 Film: <i>The Invisible Net</i> 3/4 Project presentation	Work on project Project due
SPRING BREAK	

SC5—In addition to communication, the course addresses connections to other school disciplines.

SPRING TERM

Class	Assignment/Quiz
Week 1	
3/27 Unit V—Phases of Economic Development Introduction (经济发展的动态)	Give assignment #15
3/28 Introduction (经济发展的动态)	
3/30 Language lab	Quiz #16
4/1 Introduction (经济发展的动态)	Assignment #15 due
Week 2	
4/3 5.1 Personal Investment (个人投资)	Give assignment #16
4/4 5.1 Personal Investment (个人投资)	
4/6 Language lab	
4/8 5.1 Personal Investment (个人投资)	Quiz #17
	Assignment #16 due
Week 3	
4/10 5.2 Bankruptcy in China (企业破产在中国)	Give assignment #17
4/11 5.2 Bankruptcy in China (企业破产在中国)	
4/13 Language lab	
4/15 5.2 Bankruptcy in China (企业破产在中国)	Quiz #18
	Assignment #17 due
Week 4	
4/17 5.3 Bird's-Eye View of Consumption in Cities (都市消费面面观)	Give assignment #18
4/18 5.3 Bird's-Eye View of Consumption in Cities (都市消费面面观)	
4/20 Language lab	
4/22 5.3 Bird's-Eye View of Consumption in Cities (都市消费面面观)	Quiz #19
	Assignment #18 due
Week 5	
4/24 Unit V review and essay writing	
4/25 Unit V TEST	Start AP Exam review
4/27	AP Exam review
4/29	AP Exam review
Week 6	
5/1 AP Exam review	
5/2 AP Exam review	
5/3 AP Exam review	
5/4 AP Exam review	
Week 7 (AP Exam review)	
5/8 AP Exam review	
5/9 AP Exam review	
?? AP Exam	
5/13 Literature selection: "Moonlight in the Lily Pond" 荷塘月色 (朱自清)	

Week 8	
5/15 Literature selection: 荷塘月色 (朱自清) 5/16 Literature selection: 荷塘月色 (朱自清) 5/18 Literature selection: 荷塘月色 (朱自清) 5/20 Newspaper article/short TV play	Give assignment #19 Assignment #19 due
Week 9	
5/22 Literature selection: “The New Year’s Sacrifice” 祝福 (鲁迅) [SC5] 5/23 Literature selection: 祝福 (鲁迅) 5/25 Literature selection: 祝福 (鲁迅) 5/27 Literature selection: 祝福 (鲁迅)	Give assignment #20 Assignment #20 due
Week 10	
5/29 Newspaper article/short TV play 5/30 Film/work on final project 6/1 Film/work on final project 6/2 Newspaper article/short TV play 6/5 Final project presentations	Quiz #20 Projects due

SC5—In addition to communication, the course addresses connections to other school disciplines.

SC18—The teacher employs a range of instructional strategies to meet the diverse needs of his or her learners.

SC16—The course teaches students to develop language learning strategies such as inferring meaning either through sociocultural context or linguistic features.

SC17—The teacher plans and implements structured cooperative learning activities to support ongoing and frequent interpersonal interaction.

SC15—The course teaches students to develop communication strategies such as inferring meaning either through socio-cultural context or linguistic features.

Teaching Strategies [SC18]

This course is organized around the five thematic units of the textbook *A New Text for a Modern China*. Supplementary authentic materials such as short readings, newspaper articles, films, and short TV plays are all related to the themes. Each unit includes (1) vocabulary preview and prereading activities; (2) grammar explanation and review; (3) exercises (vocabulary, grammar, essay, language lab work, etc.); (4) discussion of the reading; (5) interpretive print communication; and (6) written presentational communication. [SC16]

Vocabulary preview and prereading activities: Each lesson in the textbook contains a list of vocabulary words. Students are required to study the list before the introduction of a new text. Very often I give a homework assignment in which students prepare to explain a few words, using sample sentences, to the class. I also give students some general comprehension questions to answer while reading for the next day’s class. These are usually general background questions related to the topic or general comprehension questions on the introduction piece of the unit. I use these questions to start a class discussion, which can take place in small groups [SC17] first and then as a whole class. If the reading is from a source other than the textbook (newspaper, magazine article, etc.), we develop a vocabulary list together as students discuss the reading. [SC15]

Grammar explanation and review: Our textbook has a grammar explanation section with excellent sample sentences that illustrate the structure and syntax of the Chinese language. Students can study independently and bring questions to class as we start our discussion of the reading. We spend a considerable amount of class time on more complicated new structures at the initial stage of each lesson so that students are better able to comprehend the reading and better equipped to discuss it.

Exercises: Students do many different types of exercises to enhance their performance of all three modes of communication. There are cloze exercises in the textbook and workbook for filling in blanks, multiple-choice questions, and sentence-making exercises for vocabulary practice and reinforcement. Students are required to use the language lab for listening and speaking practice on the texts and related news reports for each class. They also do speed-reading exercises constantly and write on a weekly basis. Students keep a journal; they write on a subject they choose or on assigned topics, depending on the theme of the week. All these exercises will help students prepare for the AP Exam.

Discussion of the reading: At this point, most students feel comfortable speaking on the topic in class if they have seriously followed up with all the preparation exercises. All students are expected to participate actively in class discussion because this is the best way to improve their oral expression and overall communicative competence.

Interpretive print communication and written presentational communication: At the beginning of each class, we do a speed-reading comprehension exercise for 8–10 minutes on topics related to the thematic unit. This constant exercise provides an excellent opportunity for students to expand their vocabulary and improve their overall reading comprehension. In addition, we often do in-class writing practice (paragraph writing or one-page essays). Sometimes, after a class discussion, or after watching a segment of a movie, students are given guided questions to answer. Other times they are directed to write a short summary on the movie or video clip, or simply on the main reading in class. **[SC14]** This exercise trains students to use their newly learned vocabulary words and expressions in their writing and reinforces their mastery of the language used when discussing a particular topic.

Frequently throughout the year, I make use of the local Chinese Cultural Center. Because the course is based on themes relevant to the lives of modern Chinese, the center's members are eager to share their views and experiences with my students. Their involvement sometimes takes the form of informal discussions with the class; other times it includes more formalized one-on-one interviews on specific topics.

[SC7 & SC9]

Student Activities

Course activities take place in a variety of formats that emphasize different Chinese language skills. In-class activities include reading and writing exercises, aural-oral practices in both the language lab and the classroom, dialogue presentations, role-plays, debates, character quizzes, lesson quizzes, video clips/movie segments, and more. Out-of-class activities include preview and review activities, weekly homework assignments, language lab assignments, independent term projects, and journal writing. The journals, in particular, serve as a means for students to reflect on their language learning. I encourage them to focus on the various ways that they have successfully acquired new vocabulary, structures, and proficiencies.

SC14—Teachers scaffold students' experiences with texts generally used by Chinese speakers.

SC7— In addition to communication, the course addresses the use of the language within the broader communities beyond the traditional school environment.

SC9—Language instruction frequently integrates a range of Chinese cultural content that exposes students to perspectives broader than their immediate environment; for example, the fundamental aspects of daily life in all Chinese speaking communities, Chinese family and societal structures, and national and international issues.

A Sample Lesson Plan: “Love and Marriage”**Resources**

- *A New Text for a Modern China*—Unit 3: Introduction (Love/Marriage)
- *Supplementary Workbook for a New Text for a Modern China* (pp. 80–89)
- Film segment

Materials

Chalkboard

Worksheets

Audio/video equipment (language lab)

Class time needed: Four or five class periods

Objectives

The students will:

- learn new vocabulary and expressions related to the theme of love and marriage;
- identify different values from Chinese culture and other cultures (student’s own culture);
- master stock phrases and apply them in both spoken and written expressions in context appropriately; and
- discuss the topic of love and marriage orally and write a short essay related to the theme.

Targeted Standards

1.1 Interpersonal Communication

1.2 Interpretive Communication

1.3 Presentational Communication

2.1 Practices of Cultures

2.2 Products of Cultures

3.1 Making Connections

3.2 Acquiring Information

4.2 Cultural Comparisons

Reflection [SC6]

1.1 Students engage in conversations, provide and obtain information, and exchange opinions in Chinese on the topic of love and marriage.

1.2 Students understand and interpret written and spoken presentations on the topic of love and marriage.

1.3 Students present their ideas and opinions in both spoken and written Chinese.

2.1 Students demonstrate an understanding of traditional practices of Chinese marriage and perspectives on the Chinese cultural aspects of love and marriage.

SC6—In addition to communication, the course addresses comparisons between the target language and culture and those of the learners.

2.2 Students demonstrate an understanding of the relationship between cultural products associated with Chinese traditional marriage and perspectives of love and marriage in Chinese societies.

3.1 Students acquire knowledge of historical aspects of Chinese society through reading and reflecting on the traditional values of love and marriage in a feudalistic society.

3.2 Students research and read about old values and viewpoints in a traditional Chinese society.

4.2 Students demonstrate an understanding of the different concepts and values in different societies through comparisons of Chinese society with their own.

Teaching Procedure

Day 1: Vocabulary preview and prereading activities

A vocabulary preview activity is assigned before class, so the students will be ready to participate from the beginning. The process is described in Teaching Strategies, above; prereading questions for Unit 3, Introduction, are at the end of this lesson plan.

Day 2: Grammar explanation and review

The second day starts with questions students may have after reading the grammar explanation section. I usually distribute a sheet with the language points from the text before class. Some of the points are explained in detail in the book, but others are not, so this gives students a chance to look those up from the context of their text and bring questions to class. In class, we do different types of exercises for a more focused practice before we move on to an in-depth discussion of the reading. The exercises can be “make sentences using the new structures/usage,” “sentence translation exercise,” “fill in blanks or complete sentences,” “write a paragraph using several new structures given,” etc. These exercises provide more focused practice on new grammatical structures and usage so that students feel more prepared when they start talking about the reading.

Day 3: Language lab and discussion of the reading

On the third day, we take the students to the language lab to watch a movie segment related to the theme of love and marriage. Alternatively, students can listen to an Internet news report on the topic. **[SC13]** After students have a chance to listen to the material a few times and take notes, I divide them into pairs and assign each pair a particular question for discussion; for example, I tell them to assume the roles of characters in the film, using a Chinese cultural standpoint, or I tell one to be a newspaper reporter interviewing the other. After spending 15–20 minutes on this role-play exercise, we have a whole-class discussion on the language lab material and then relate it to our main reading. The movie segment/news report can use 15–20 minutes; pair work, 15–20 minutes; and whole-class discussion, 15–20 minutes, depending on the students. **[SC17]** After all these preparation activities, we get into a discussion of the main reading. At that point, most students feel more comfortable discussing and comparing love and marriage in both Chinese and American cultures through coopera-

SC13—The teacher chooses from among both conventional print and audio materials designed for language learning and materials generally used by native Chinese speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products.

SC17—The teacher plans and implements structured cooperative learning activities to support ongoing and frequent interpersonal interaction.

tive learning activities. Specifically, students will explore cultural products, cultural practices, and perspectives of marriage representing two cultures. **[SC4]** Students are usually assigned to write a reflection journal or prepare for a debate exercise for the next class. **[SC3]**

SC4—In addition to communication, the course addresses cultural competence.

Day 4: Discussion of the reading/reading comprehension/writing practice

On the fourth day, we usually start with a speed-reading exercise (8–10 minutes) on a related topic, followed by a more in-depth discussion of our main reading of the lesson. This can be a whole-class discussion or a debate—either choice is an excellent opportunity for students to clearly articulate their feelings on the topic of love and marriage. At this point, students are well prepared, and the discussion usually goes very nicely. After the discussion, I usually ask them to start on an assigned essay, which they finish later as homework. If time allows, students can also be given an open-ended question to answer in paragraph format for some in-class practice in written presentational communication. Writing assignments in a variety of formats can be written by hand or typed depending on instructional purposes and requirements. **[SC19 & SC20]**

SC3—The course prepares students to demonstrate their level of Chinese proficiency across the presentational modes at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.

SC19—The course provides students with opportunities to develop Chinese handwriting skills.

Evaluation/Assessment of the Sample Lesson

The assessment is ongoing through the daily assignments and a weekly assignment that includes vocabulary and grammar exercises, practice in interpreting written texts, and a writing in a reflection journal. At the conclusion of the thematic unit, there is a summative unit test that includes sections on spoken presentational and/or interpersonal communication as well as interpretive audio communication done in the language lab (30 percent of the test score). There are also written sections (70 percent of the test score) on vocabulary, grammar, interpretive print communication, and presentational and/or interpersonal spoken communication. Students will be fully informed of grading criteria and rubrics prior to assignments, exams, and other types of assessments.

SC20—The course provides students with opportunities to develop word processing skills in Hanyu Pinyin or Bopomofo.

Prereading Questions

1. 在中国的封建社会里，人们可以自由恋爱吗？为什么？
2. 现代中国人和现代美国人的婚姻观念有什么不同吗？说说为什么？
3. 无论在中国还是在美国，老年人和青年人的婚姻观念一不一样？

SC10—Assessments are frequent.

Lab Component

Students must spend half an hour per day (or 2 1/2 hours a week) in the language lab using the audio/video materials provided for the class. There is also a 45-minute movie session in the language resource room each week, followed by a 15-minute class discussion.

SC11—Assessments are varied.

Student Evaluation [SC10, SC11 & SC12]

Final grades are based on the following:

In-class performance: 15 percent
Homework assignments: 30 percent
Quizzes: 20 percent

SC12—Prior to assigning an assessment task, teachers share with their students the grading criteria and rubrics against which their performances will be evaluated.

Unit tests: 20 percent
Term project: 15 percent

Students are expected to preview the vocabulary section of the material and read the grammar notes before class. Active involvement in class discussion is expected of all participants, so students should come to class prepared to take part.

Homework is assigned on a weekly basis. It usually includes interpretive audio communication and spoken interpersonal and presentational communication practice in the language lab, vocabulary-building practice, and grammar exercises, as well as activities that focus on interpretive print communication and spoken presentational communication. Writing assignments and compositions should be at least 250 characters in length or longer, unless specified otherwise. If students choose to type, all final copies should be double spaced. Vocabulary and reading comprehension quizzes usually include dictation of characters, fill-in blanks or multiple-choice questions, sentence completions, and short readings with comprehension questions. Thematic unit tests are designed to assess students' overall mastery of the unit and include sections on vocabulary, grammar, reading comprehension, and writing.

Term projects provide many opportunities for students to work independently and to write and speak Chinese in different formats. Each term students choose a project of interest and go through the process of doing research, organizing information, and making final presentations in oral and written form at the end of the term. Specific guidelines for the project are given at the beginning of the term. My grading scale reflects the Modern Languages Division policy at our school.

HH (High Honors): 90–100
H (Honors): 80–89
HP (High Pass): 70–79
P (Pass): 60–69
U (Unsatisfactory = fail): 50–59

Teacher Resources

Textbooks

Liu, Irene, and Liu Ziaoqi. *A New Text for a Modern China*. Boston: Cheng & Tsui, 1998.

Zou, Shining, and Feng Lan. *Supplementary Workbook for a New Text for a Modern China*. Boston: Cheng & Tsui, 2001.

Resource Books

Cheung, Hung-nin Samuel. *A Practical Chinese Grammar*. Hong Kong: Chinese University of Hong Kong, 1994.

朱子仪. 2002. 汉语阅读速成 (中级篇). 北京语言文化大学出版社: 北京, 中国.

Lantolf, James P. "Introducing Sociocultural Theory." In *Sociocultural Theory and Second Language Learning*, edited by James P. Lantolf. Oxford: Oxford University Press, 2000.

National Standards in Foreign Language Education Project. *Standards for Foreign Language Learning in the 21st Century*. Lawrence, Kan.: Allen Press, 1999.

Qian, Li-qun, ed. *Chinese Famous Literary Works*. Sichuan, China: Sichuan Art Publication Company, 2001.

Teng, Shou-hsin, and Yuehua Liu. *Short Chinese TV Plays*. Boston: Cheng & Tsui, 1992.

Vygotsky, L. S. *Mind in Society*. Cambridge, Mass.: Harvard University Press, 1978.

Wertsch, James V. *Mind as Action*. Oxford: Oxford University Press, 1998.

Wertsch, James V., F. A. Hagstrom, and P. Tulviste. "A Sociocultural Approach to Agency." In *Context for Learning: Sociocultural Dynamics in Children's Development*, edited by Ellice A. Forman, Norris Minick, and C. Addison Stone. New York: Oxford University Press, 1997.

Web Sites

Chinese Magazines
www.cnd.org/HXWZ/

Learn Chinese Online
http://usc.edu/dept/ealc/chinese/newweb/recourse_page.htm

Online Chinese Tools
www.mandarintools.com

Listen to Chinese Idiom Stories Online
www.wellesley.edu/Chinese/Chinese_Fables/title/title_page.html

Interactive Language-Learning Software
www.clavisinica.com/info.html

Listen to Chinese Online
www.voanews.com/chinese/index.cfm (Voice of America: Chinese News Page)
www.abc.net.au/ra/mand/ (Radio Australia: Chinese News Page)

Chinese Films

At Middle Age (人到中年). Directed by Qiming Wang and Sun Yu. 1982, China. VCD:
www.cnave.com or www.baidu.com.

Eat Drink Man Woman (饮食男女). Directed by Ang Lee. 1994, Taiwan. Burbank, Calif.: Buena Vista Home Entertainment, 1999. DVD.

Family (家). Directed by Chen Xihe and Ye Ming. 1957, China. VCD: www.cnave.com or www.baidu.com. VHS: video@naihui.com.

Girl from Hunan (湖南来的女孩儿). Directed by Xie Fei and U Lan. 1986, China. New York: New Yorker Video, 2000. VHS.

New Year Sacrifice (祝福). Directed by Sang Hu. 1956, China. San Diego, Calif.: Knight Mediacom International, 2004. DVD.

Shower (洗澡). Directed by Zhang Yang. 1999, China. Culver City, Calif.: Columbia/Tristar Studios, 2000. DVD.

To Live (活着). Directed by Zhang Yimou. 1994, China. Century City, Calif.: MGM, 2003. DVD.

AP[®] Chinese Language and Culture: Syllabus 3

Syllabus 1058817v1



Scoring Components	Page(s)
SC1 The course prepares students to demonstrate their level of Chinese proficiency across the interpretive communicative mode at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.	3
SC2 The course prepares students to demonstrate their level of Chinese proficiency across the interpersonal mode at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.	3
SC3 The course prepares students to demonstrate their level of Chinese proficiency across the presentational modes at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.	3–5
SC4 In addition to communication, the course addresses cultural competence.	4, 6
SC5 In addition to communication, the course addresses connections to other school disciplines.	2, 6
SC6 In addition to communication, the course addresses comparisons between the target language and culture and those of the learners.	3, 5–6
SC7 In addition to communication, the course addresses the use of the language within the broader communities beyond the traditional school environment.	5
SC8 The teacher uses Chinese almost exclusively in class and encourages students to do likewise.	2
SC9 Language instruction frequently integrates a range of Chinese cultural content that exposes students to perspectives broader than their immediate environment; for example, the fundamental aspects of daily life in all Chinese speaking communities, Chinese family and societal structures, and national and international issues.	4
SC10 Assessments are frequent.	3
SC11 Assessments are varied.	3
SC12 Prior to assigning an assessment task, teachers share with their students the grading criteria and rubrics against which their performances will be evaluated.	2
SC13 The teacher chooses from among both conventional print and audio materials designed for language learning and materials generally used by native Chinese speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products.	2
SC14 Teachers scaffold students' experiences with texts generally used by Chinese speakers.	3
SC15 The course teaches students to develop communication strategies such as inferring meaning either through socio-cultural context or linguistic features.	5
SC16 The course teaches students to develop language learning strategies such as inferring meaning either through sociocultural context or linguistic features.	7
SC17 The teacher plans and implements structured cooperative learning activities to support ongoing and frequent interpersonal interaction.	7
SC18 The teacher employs a range of instructional strategies to meet the diverse needs of his or her learners.	9
SC19 The course provides students with opportunities to develop Chinese handwriting skills.	3, 5
SC20 The course provides students with opportunities to develop word processing skills in Hanyu Pinyin or Bopomofo.	3, 5

Materials used in this class [SC13]

1. Yao, Tao-chung, Nyan-ping Bi, Liangyen Ge, and Yaohua Shi. *Integrated Chinese*, Traditional and Simplified Character Edition, Level 2. Boston: Cheng & Tsui, 2006.
2. *Integrated Chinese Workbook*, Traditional and Simplified Character Edition, Level 2. Boston: Cheng & Tsui, 2006.
3. *Integrated Chinese Character Workbook*, Traditional and Simplified Character Edition, Level 2. Boston: Cheng & Tsui, 2006.
4. Chinese movies, videos, and DVDs/VCDs.
5. Supplementary authentic materials from newspapers, magazines, flyers, advertisements, *realia*, articles, and so on
6. Supplementary Web site materials
 - a) Chinese language-learning Web sites
 - b) <http://eastasia.hawaii.edu/yao/icusers/Default.htm>
7. Books on Chinese history, poetry, and the arts

Selected instructional materials cover a wide array of topics that connect with different disciplines and subjects, as indicated in the following course planner. [SC5]

During each eight-day cycle, there are six 45-minute class meetings. The instructor conducts the class overwhelmingly, if not exclusively, in Chinese. Students are required to speak Chinese as much as possible. [SC8]

* Indicates communication-strategies training focus of the cycle.

The instructor will share grading rubrics with students before they begin a chapter quiz, test, or open book portion of the exam projects. [SC12]

SC13—The teacher chooses from among both conventional print and audio materials designed for language learning and materials generally used by native Chinese speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products.

SC5—In addition to communication, the course addresses connections to other school disciplines.

SC8—The teacher uses Chinese almost exclusively in class and encourages students to do likewise.

SC12—Prior to assigning an assessment task, teachers share with their students the grading criteria and rubrics against which their performances will be evaluated.

Date	Content and Theme	Supplementary Materials	Instructional Activities and Assessments [SC10 & SC11]	SC10—Assessments are frequent.	SC11—Assessments are varied.	SC14—Teachers scaffold students’ experiences with texts generally used by Chinese speakers.	SC1—The course prepares students to demonstrate their level of Chinese proficiency across the interpretive communicative mode at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.	SC2—The course prepares students to demonstrate their level of Chinese proficiency across the interpersonal mode at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.	SC3—The course prepares students to demonstrate their level of Chinese proficiency across the presentational modes at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.	SC19—The course provides students with opportunities to develop Chinese handwriting skills.	SC20—The course provides students with opportunities to develop word processing skills in Hanyu Pinyin or Bopomofo.	SC6—In addition to communication, the course addresses comparisons between the target language and culture and those of the learners.
9/5–9/14	Lesson 1 “School Opens” Chinese Social Etiquette *Review Chinese radicals and communication strategies in face-to-face conversations, such as clarifying (e.g., rephrasing, paraphrasing, restating); “time-buying”; self-correcting; showing with body language; etc. [SC14]	A Chart for Chinese Radicals “Six Types of Greetings from All Over the World” and “Polite Expressions in Communication in Chinese”	Daily quiz Chapter quiz practice (go to computer lab and complete all the sample items in AP Chinese at http://apcentral.collegeboard.com/apc/public/repository/52436_APChinese-Unlocked.pdf) Project #1: “Write a short essay to compare and contrast different types of greetings and polite expressions from different parts of the world; briefly discuss cultural perspectives that inform those basic cultural practices and get ready to do a three-minute presentation on the topic. (Your essay needs to be handwritten.) There will be a two-minute Q&A session after your presentation between the teacher and you and your classmates.” [SC1, SC2, SC3, SC6, SC19 & SC20]									

9/14–9/26	Lesson 2 “Dorm” Zhuang Zi and the Chinese views of nature	<p>Stories of Zhuang Zi;</p> <p>Web materials on Chinese “feng shui” (geomancy)</p>	<p>Daily quiz</p> <p>Chapter quiz: speaking presentation on “The Advantages and Disadvantages of Either Living on Campus or off Campus” [SC3]</p> <p>Research project #2: “Learn something about Zhuang Zi and Chinese feng shui, then write a short essay reflecting on the practice of feng shui and the Chinese views about nature and compare them with views about nature in Western civilizations, then prepare a three-minute presentation on your findings and comparison. There will be a two-minute Q&A session after your presentation between the teacher and you and your classmates. (You need to use word processing for your essay.)” [SC4 & SC9]</p>	<p>SC3—The course prepares students to demonstrate their level of Chinese proficiency across the presentational modes at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.</p> <p>SC4—In addition to communication, the course addresses cultural competence.</p> <p>SC9—Language instruction frequently integrates a range of Chinese cultural content that exposes students to perspectives broader than their immediate environment; for example, the fundamental aspects of daily life in all Chinese speaking communities, Chinese family and societal structures, and national and international issues.</p>
-----------	--	---	---	---

<p>9/27–10/6 (Mid-Autumn Moon Festival)</p>	<p>L12 “Chinese Holidays” How the Chinese people celebrate holidays, what they do, and why</p> <p>*Note-taking skills in interpretive listening mode and note-using strategies in presentational speaking</p>	<p>DVDs, VCDs, and Web-based resources</p>	<p>Daily quiz</p> <p>Chapter quiz grade in class: 15- minute writing on a computer, narrating a complete story as suggested by a group of four or five pictures to a friend (the writing takes place in the computer lab). [SC15 & SC20]</p> <p>Project #3 on major Chinese holidays: “Your project is to choose a holiday (choose from: Spring Festival, Lantern Festival, Qingming Festival, Dragon Boat Festival, and Mid- Autumn Festival) and do research on its ‘when,’ ‘how,’ ‘what,’ and ‘why.’ Find six pictures and make a poster-board display. Hand-write (preferably with a Chinese writing brush) captions below each picture. [SC19 & SC20] You need to go to Chinatown, a Chinese restaurant, or other places outside the school to interview an elderly person of Chinese background on how he or she celebrated the festival of your choice as a child in China. [SC7] Practice note-taking strategies during the interview and turn in your notes as part of your project portfolio. It would be great if you could get permission from the person to record your conversation. Using the poster board, you have three minutes to present your findings about the holiday to the class in Chinese and report on what your interviewee said about this festival. In your presentation, [SC3] you need to compare this festival to a similar one in your own culture or the Western culture. [SC6] You can glance at your notes during your presentation.</p> <p>There will be a two-minute Q&A session after your presentation between the teacher and you and your classmates.”</p>	<p>SC15—The course teaches students to develop communication strategies such as inferring meaning either through socio-cultural context or linguistic features.</p> <p>SC20—The course provides students with opportunities to develop word processing skills in Hanyu Pinyin or Bopomofo.</p> <p>SC19—The course provides students with opportunities to develop Chinese handwriting skills.</p> <p>SC7—In addition to communication, the course addresses the use of the language within the broader communities beyond the traditional school environment.</p> <p>SC3—The course prepares students to demonstrate their level of Chinese proficiency across the presentational modes at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.</p> <p>SC6—In addition to communication, the course addresses comparisons between the target language and culture and those of the learners.</p>
---	---	--	---	--

10/10–10/19	<p>L3 “At a Restaurant” Chinese food, comparison of dietary cultures and table manners from different cultures</p> <p>*Interpretive-strategies training — ability to identify main ideas and supporting details</p>	<p>Authentic material: an article by Shu Ting (a famous contemporary Chinese woman poet) entitled “Speaking Chinese and Eating Chinese Food” in <i>Mingbao Monthly</i></p>	<p>Daily quiz</p> <p>Chapter quiz: “You need to do a two-minute oral presentation to the whole class on your chosen topic. There will also be a one-to two-minute Q&A session after your presentation between the teacher and you and your classmates.”</p> <p>Project #4: “Write an essay on one of the following questions: ‘Why do you think poet Shu Ting writes that speaking Chinese and eating Chinese food are the spiritual home for the Chinese people in foreign lands?’ or ‘How are the Chinese perspectives reflected in the Chinese practice of cooking, dietary customs, and table manners?’ Both essays need to address the similarities and differences of Chinese food, dietary customs, and table manners with those of students’ own culture or Western cultures. (Use word processing for your essay.)”</p> <p>[SC4, SC5 & SC6]</p>	<p>SC4—In addition to communication, the course addresses cultural competence.</p> <p>SC5—In addition to communication, the course addresses connections to other school disciplines.</p> <p>SC6—In addition to communication, the course addresses comparisons between the target language and culture and those of the learners.</p>
-------------	---	--	---	--

10/20–11/1	<p>L4 “Shopping,” Bargaining Skills; power and glamour of brand names</p> <p>*Interpretive-strategies training—ability to infer and interpret the author’s intent [SC16]</p>	<p>Authentic material: newspaper article from “Wenhui Bao” entitled “Rather Take One Bite of a Fresh Peach Than Eat Two Baskets of Rotten Apricots” by Xu Zhenchuan</p>	<p>Daily quiz</p> <p>First half of the cycle: Chapter quiz debate on “Brand name or non-brand-name products?” The class is divided into two camps—for or against brand names. Each side needs to have an in-class brainstorm session to discuss in Chinese how to present their views in a two-minute opening remark (presented by the whole group) and how to prove the other side is wrong.</p> <p>Second half of the cycle: Begin group (two students per group) video project #1 on how to cook a Chinese dish of your choice. “Find a partner and discuss what kind of dish you want to cook for the whole class; go to a market that sells Chinese ingredients or preferably a Chinese market so you can speak Chinese with the employees there. You need to try your best to communicate in Chinese only with your partner in the whole process of finding a recipe, shopping for ingredients, preparing for, and actually cooking the dish. [SC17]</p> <p>Videotape the whole process and, at the end of the video, there should be step-by-step instructions with an actual demonstration in Chinese on how to make the dish. (You will show the video to the class and provide a handwritten recipe in Chinese characters for classmates who want it (a two-minute Q&A session). Most important of all, don’t forget to bring the actual dish you cooked to share with the whole class.”</p>	<p>SC16—The course teaches students to develop language learning strategies such as inferring meaning either through sociocultural context or linguistic features.</p> <p>SC17—The teacher plans and implements structured cooperative learning activities to support ongoing and frequent interpersonal interaction.</p>
------------	---	---	---	---

11/2–11/14	L9 “Traveling” Review on giving and receiving directions, using authentic maps from cities in China.	<p>Movie clips (in Chinese) on tourist attractions in China.</p> <p>Maps of the world and China, and authentic print and Web-based travel information. Authentic visa application forms from Chinese Embassy, post office, and banks; travel itinerary in Chinese characters and travel-related contracts between travelers and travel agents.</p>	<p>Daily quiz</p> <p>Complete group video project begun during the previous cycle and have ready to present on 11/13.</p> <p>“Don’t forget to bring your video and the dish you cooked.”</p>
------------	--	--	--

11/15– 11/29	<p>L10 “In the Post Office”</p> <p>Skills needed to survive an immersion experience in China, formal receipts, and public signs</p>	<p>Movie/DVD/VCD about famous Chinese Philosophers—Lao Zi, Kong Zi (Confucius), Zhuang Zi—and their philosophical ideas</p> <p>Print- and Web-based materials on Chinese philosophy, geography, tourist attractions in China, real ads from local Chinese travel agencies</p>	<p>Daily quiz</p> <p>Chapter quiz: In-class reading comprehension for authentic material (a formal invitation to a movie premiere);</p> <p>End-of-semester integrated performance and activity-based group project (open-book portion of the exam worth 50 percent of the fall semester exam grade): Philosophical China. “Imagine that you are enrolled in a yearlong Chinese history and civilization course at your school. The course generates so much interest in China, especially in the philosophical ideas of ancient China, that your instructor decides to organize a two-week summer trip to China called Philosophical China. Your instructor asks each group of two students to work together to come up with a proposed itinerary. You need to speak Chinese as much as possible in completing the whole project. Each student needs to interview a native Chinese speaker and find out which historical sites in which cities you need to visit in order to have a good understanding of the three major schools of Chinese thought—Confucianism, Taoism, and Buddhism. Each student should call or, even better, go in person to a different Chinese travel agency and explain in Chinese what you would like to see in China and get suggestions and quotes from a professional travel agent. After each individual in the group interviews the native speaker and visits a Chinese-speaking travel agent, the two of you should compare and discuss the advantages and disadvantages of each proposed itinerary, including price quotes and feasibility, and then design an improved itinerary. You need to each make a three-minute presentation on your proposed itinerary with the visual aid of a poster-board display or a PowerPoint slide show you have created.</p> <p>[SC18]</p>	<p>SC18—The teacher employs a range of instructional strategies to meet the diverse needs of his or her learners.</p>
-----------------	---	---	--	---

11/30–12/11	L11 “A Letter” Difference between spoken versus formal and semiformal written language	<p>CDs on Chinese classical poetry.</p> <p>Selected well-known Chinese poems such as Wang Zhi-huan’s “Ascend the Heron Tower” (Deng Guanque Lou), Li Bai’s “Question and Answer in the Mountain” (Shan zhong wenda), Han Shan’s “No Title” (Wuti), Wang Wei’s “Birds-Singing Stream” (Niao Ming Jian), and Shen Xiu and Hui Neng’s poems on the topics of “Puti Shu” (Pi-pal) and “Ming Jing Tai” (Bring Mirror Stand) are taught in their original to demonstrate the fundamental ideas of Confucianism, Taoism, and Buddhism.</p>	<p>“Continue to work on your group project on philosophical China and videotape the final presentation of the itinerary. Work together in creating written explanations (typed on computer) of your reasons for selecting the historical sites and cities on your itinerary. On the day of the semester exam, you need to turn in a project portfolio with both of your names on it, including a video of the presentation, a poster-board display or PowerPoint slide show (or both), a written explanation of the rationale behind your itinerary in relation to the famous Chinese philosophers, your interview questions and the notes you took during the actual interview of a native speaker of Chinese (if you had permission to record the conversation with your interviewee, include an audiotape), and information and related <i>realia</i> in Chinese you received from the Chinese-speaking travel agencies or from Web sites.”</p>
12/12–1/9	Review for course exam and more review of Chinese radicals and communication strategies such as circumlocution, using cohesive devices (set phrases) to sustain a connected discourse of paragraph length in presentational speaking and writing	<p>Selected parts from video <i>The Heart of the Dragon: Remembering, Believing, and Creating</i></p>	<p>First half of the cycle (12/12 to 12/14): Review for course exam</p> <p>Second half of the cycle, project #5: “Write an imaginary interview with one of the Chinese philosophers we have studied. Ask interesting questions and ‘put words into the philosopher’s mouth’ according to your research and your understanding of his or her life and worldview. Adopt and develop a persona for yourself in relation to the interviewee. There should be at least 10 exchanges between you and the philosopher of your choice. Videotape your interview. You can ask one of your classmates to play the part of the philosopher or the interviewer. We will view the video together and have a Q&A session after each video.”</p>

1/10–1/22	<p>L5 “Selecting a Major”</p> <p>Parents’ expectations for college and careers versus students’ own personal interests</p> <p>*presentational speaking strategies to maintain and re-engage audience attention</p>	<p>A Book entitled <i>Shiqing Huayi</i> edited by Huang Yufeng on Chinese painting and poetry Enrichment activities after the winter break; brief introduction about “the four excellences” in Chinese painting—excellence in painting, calligraphy, poetry, and stamps</p>	<p>Daily quiz</p> <p>Chapter quiz: Two-minute speaking presentation on the college major students would like to choose. “Talk about why you choose this major and discuss the profession’s advantages and disadvantages. Also, let us know what your parents and relatives think about your choice of major. A two-minute Q&A session will follow your presentation.”</p> <p>Project #6: “A multimedia creation based on your understanding and interpretation of one of the poems we have studied in cycle 8. Feel free to use any types of media (artistic, technological, or both) and try your best to be creative and imaginative in your work to capture the spirit of this Chinese poem. You have to write the poem on the painting (preferably using a ‘Maobi’ (Chinese writing brush) and attach a sheet with at least five sentences in Chinese characters and the rest in English, telling something about the poem that moves you to make your selection. You also need to explain how your artwork embodies the philosophical views and the magical possibilities the poet created through words. (At least two double-spaced pages). Don’t forget to put your own red stamp mark on your painting. Give yourself a Chinese studio name. You will have an opportunity to share your painting and paper with your classmates and have a Q&A session.”</p>
-----------	--	---	---

1/23–2/1	<p>L 16 “Health and Health Insurance”</p> <p>China’s rapid economic development and the social problem of the increasingly widening gap between the haves and the have-nots in China and the United States</p> <p>*presentational strategies on how to effectively convey information and elaborate</p>		<p>Daily quiz</p> <p>Chapter quiz, grade in class: 15- minute writing on a computer, narrating a complete story as suggested by a group of four or five pictures (the writing takes place in the computer lab). Chapter two-minute presentational speaking quiz: “Compare and contrast the common social problems of the rich and the poor in China and the United States. Your presentation will be followed by a Q&A session.”</p>
2/2–2/13	<p>L 8 “Influence of TV and Movies” Mass media and their relationship with violence and crime in today’s society</p>	<p>PowerPoint slide show of Chinese “four character idioms (chengyu)”</p>	<p>Daily quiz</p> <p>Chapter quiz: Presentation and group discussion on the positive and negative influences of mass media. What role does mass media play in the present national situation of violence and crime in America?</p> <p>Test group (two per group) project #2. “Discuss with each other and choose two of the well-known Chinese four character idioms (‘chengyu’), write a skit for each chengyu, and rehearse and perform your skits (preferably with costumes and props) for the whole class.” (Each group needs to choose different chengyu for the project).</p>
2/14–2/27	<p>L17 “Education” Celebrate Spring Festival with Chinese exchange students and teachers</p>	<p>Learn one or two Chinese songs (karaoke songs, such as “The Girl on the Other Side Looks at Me ...” (Duimian de nuhai kan guolai ...))</p>	<p>Daily quiz</p> <p>Chapter, karaoke song quiz Project #7: “Reflect on what you know about the Chinese education system and prepare a 10-question interview to a Chinese exchange student or teacher. In your questions, you should talk about your views of the advantages and disadvantages of the American school system. Your interview should focus on what the Chinese interviewee thinks are the strengths and weaknesses of Chinese education and American education. If you can get permission from your interviewee, videotape the interview and take good notes. (Turn in your questions as well as the answers.)”</p>

2/28–3/9	<p>L14 “Family” Generation gap</p> <p>*Interpretive-strategies training—ability to identify the author’s perspectives and cultural perspectives</p>	<p>Authentic material from <i>Mingbao</i> entitled “If I were ... How many people suffer a lot because of ‘love’? How many people use ‘love’ to make others ‘eat bitter’?”</p>	<p>Daily quiz</p> <p>Chapter quiz, grade a two-minute presentation: “Summarize for the class what you found out in your interview with the exchange student or teacher.”</p> <p>Chapter-quiz group discussion topic: “Do you agree or disagree with the author of our supplementary reading for this cycle, ‘If I were ...’? How could we best deal with this kind of family situation (unreasonably high expectations from parents)?”</p>
3/12–3/22	<p>L15 “Gender Equality”</p> <p>*Communication strategies such as summarizing, using cohesive devices (set phrases) to sustain a connected and cohesive discourse of paragraph length in presentational speaking and writing</p>	<p>Movie viewing: <i>Raise the Red Lantern</i> (Dahong Denglong Gaogao Gua)</p>	<p>Daily quiz</p> <p>Chapter quiz, grade in class: 15-minute writing on a computer, narrating a complete story as suggested by a group of four or five pictures to a friend (the writing takes place in the computer lab).</p> <p>Chapter quiz: In-class two-minute oral presentation on making suggestions. “As a consultant in the field of gender equality, you are asked by a nonprofit, nongovernmental organization to make the organization more aware of the needs of women employees and to make different aspects of the organization gender equal.”</p>
3/23–4/11 (with 3/26–4/2 for Spring Break)	<p>L13 “Talking About Sports”</p>	<p>Web-based materials about 2008 Olympic Games in Beijing and 2010 World Expo in Shanghai</p>	<p>Daily quiz</p> <p>Chapter quiz: “Prepare a two-minute presentation on the relationship between leadership training and character building and team and individual sports. A two-minute Q&A session will follow your presentation.”</p> <p>Project # 8 (writing): “Make a suggestion and then explain and support your opinion. Each host country can add a new sport to the summer Olympic Games. Imagine that in its most recent press conference, the Chinese Olympic Organization Committee has just asked citizens to write to them to suggest a new sport to be included in the 2008 Olympic Games. Write a formal letter to suggest this new sport and explain your reasons for the suggestion.”</p>

<p>4/12– 4/23</p>	<p>L20 “Environmental Protection” 2008 Summer Olympic Games and China’s environmental issues</p> <p>Is it possible to keep the balance of economic development and environmental protection?</p>	<p>Daily quiz</p> <p>Two-minute oral presentation chapter quiz on persuading and convincing: “What should Beijing do environmentally speaking right now to ensure good air quality for the 2008 Olympic Games? A two-minute Q&A session will follow your presentation.”</p> <p>End-of-semester integrated performance and activity-based group project (open-book portion of the exam worth 50 percent of the spring semester exam grade): Opening ceremony for the 2008 Olympic Games in Beijing or the 2010 World Expo in Shanghai. “Imagine that you and your partner have been appointed co-directors for the opening ceremony for either of the two international events. Discuss with your co-director (in Chinese) in class, as well as outside of class, which aspects of Chinese cultures and traditions from its 5,000-year history to showcase to the whole world. Select five to eight Chinese contributions to world civilizations that are most representative of the spirit and essence of the Chinese people and their culture. Explain why you chose those items over countless others and how you will present them artistically to the whole world. Create a presentation board or multimedia presentation to illustrate your “masterpiece.” You and your partner have 10 minutes to present your ideas to the Organization Committee, which consists of your fellow classmates and your instructor. They will ask probing questions about your selections, so be prepared for the Q&A session at the end.”</p>
-----------------------	--	--

4/24–5/3	AP Exam general review	Grammar review sheets, listening comprehension tapes and CDs from other intermediate-level textbooks	<p>Note graded in class and in the computer-lab review activities:</p> <ul style="list-style-type: none"> • Redo all the sample items in AP Chinese at http://apcentral.collegeboard.com/apc/public/repository/52436_APChinese-Unlocked.pdf and record all the answers as digital files; critique and make suggestions for the class. • Use released SAT Subject Test in Chinese to practice multiple-choice type of questions. • Assign a 15-minute writing exercise narrating a complete story as suggested by a group of four pictures to a friend. • Using 30-minute letter-writing sessions, give students seven minutes to read a short e-mail and ask them to type a response. • Play a short telephone message twice and ask students to take notes (remind them to focus on the main ideas the first time and then try their best to note the important details the second time) and then write the message, including important details, in five minutes. • Record a conversation with the instructor with six exchanges (each answer from students needs to be made within 20 seconds); give students a topic on an aspect of Chinese culture in English; give them four minutes to prepare (encourage them to make an outline) and two minutes to record their answers on the computer. Create digital files of all the practice rounds. <p>Talk about test-taking strategies:</p> <ul style="list-style-type: none"> • Go over multiple-choice drills and the digital files of free-response practice rounds for the whole class, and give critiques and suggestions. • Ask what students would do differently if they were to do them the second time. • Ask students to share their “second time around” answers. • If time permits, do another round of practice.
----------	------------------------	--	--

5/4–5/15 AP Exam on 5/9 Wed. at noon	<p>Before the exam: Practice AP mock exam on the computer in the computer lab in a simulated situation. Take the exam.</p> <p>After exam: Reflection on how students performed and feedback</p>	<p>Before the exam: Further review of culturally appropriate idiomatic expressions, standards for punctuation, review of different types of communication strategies marked with *</p> <p>After the exam: Chinese movie viewing</p> <p>Community service trip to downtown Chinese community center to work with new immigrant children</p>	<p>Before-the-exam activities: Discuss test-taking strategies with the whole class and ask students to share effective strategies.</p> <p>If time permits, do another round of practice and a critique/suggestion session in the lab.</p> <p>After the exam: Continue to work on the end-of-semester integrated performance and activity-based group project.</p>
5/16– 5/25	Course review and wrap-up		<p>End-of-semester integrated performance and activity-based group project: “Make a 10- minute presentation of your final product to the class followed by a three-minute Q&A session for the group.</p> <p>For 5 points of extra credit for the spring semester course grade before the exam, choose one of the following options:</p> <p>a) Write a short essay showing how some of your ideas about Chinese language and culture have changed as a result of taking this course and share your ideas with the class in an oral presentation.</p> <p>b) Write a candid assessment of the course, discussing, for example, which lessons, exercises, activities, readings, and projects (individual as well as group) have worked well, which haven’t, and why; which aspects of the course could be improved and how; etc. Share your assessment with the class in an oral presentation.”</p>
5/29– 5/31	Review for the spring semester exam.		

AP[®] Chinese Language and Culture: Syllabus 4

Syllabus 1058834v1



Scoring Components	Page(s)
SC1 The course prepares students to demonstrate their level of Chinese proficiency across the interpretive communicative mode at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.	2
SC2 The course prepares students to demonstrate their level of Chinese proficiency across the interpersonal mode at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.	2, 7
SC3 The course prepares students to demonstrate their level of Chinese proficiency across the presentational modes at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.	2, 5
SC4 In addition to communication, the course addresses cultural competence.	2, 5
SC5 In addition to communication, the course addresses connections to other school disciplines.	5
SC6 In addition to communication, the course addresses comparisons between the target language and culture and those of the learners.	5
SC7 In addition to communication, the course addresses the use of the language within the broader communities beyond the traditional school environment.	5
SC8 The teacher uses Chinese almost exclusively in class and encourages students to do likewise.	3
SC9 Language instruction frequently integrates a range of Chinese cultural content that exposes students to perspectives broader than their immediate environment; for example, the fundamental aspects of daily life in all Chinese speaking communities, Chinese family and societal structures, and national and international issues.	4
SC10 Assessments are frequent.	3
SC11 Assessments are varied.	3
SC12 Prior to assigning an assessment task, teachers share with their students the grading criteria and rubrics against which their performances will be evaluated.	16
SC13 The teacher chooses from among both conventional print and audio materials designed for language learning and materials generally used by native Chinese speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products.	3
SC14 Teachers scaffold students' experiences with texts generally used by Chinese speakers.	3
SC15 The course teaches students to develop communication strategies such as inferring meaning either through socio-cultural context or linguistic features.	5, 7
SC16 The course teaches students to develop language learning strategies such as inferring meaning either through sociocultural context or linguistic features.	3, 7
SC17 The teacher plans and implements structured cooperative learning activities to support ongoing and frequent interpersonal interaction.	5, 15
SC18 The course teacher employs a range of instructional strategies to meet the diverse needs of his or her learners.	15
SC19 The course provides students with opportunities to develop Chinese handwriting skills.	3, 5
SC20 The course provides students with opportunities to develop word processing skills in Hanyu Pinyin or Bopomofo.	3

AP Chinese Language and Culture is a full-year course that covers the equivalent of a second-year (and/or fourth-semester) college Chinese course. It includes aural/oral skills, reading comprehension, grammar, and composition. The AP Chinese course is designed to provide students with varied opportunities to further develop their proficiencies across the three communicative modes—interpersonal (speaking, listening, reading, and writing skills), interpretive (listening and reading skills), and presentational (speaking and writing skills)—and the five goal areas (communication, cultures, connections, comparisons, and communities) as outlined in the *Standards for Foreign Language Learning in for the 21st Century*. **[SC1, SC2 & SC3]**

Developing appreciation and awareness of the Chinese cultures is an integral theme throughout the AP Chinese course. The course engages students in an exploration of both contemporary and historical Chinese culture. Course content reflects intellectual interests shared by the students and the teacher (cultural celebrations, beliefs and attitudes, interests and career, teen life/self and global community, famous people, social issues and current events, art and music appreciation, literature and poetry, geography/climate/political divisions, etc.). **[SC4]**

SC1—The course prepares students to demonstrate their level of Chinese proficiency across the interpretive communicative mode at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.

SC2—The course prepares students to demonstrate their level of Chinese proficiency across the interpersonal mode at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.

SC3—The course prepares students to demonstrate their level of Chinese proficiency across the presentational modes at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.

SC4—In addition to communication, the course addresses cultural competence.

Instructional materials include signs, advertisements, emails, posters, video clips, films, news broadcasts, announcements made in public places of the Chinese-speaking communities, and written texts excerpted or adapted from newspapers, magazine articles, contemporary literature, letters, and reports. **[SC13]** As some of these authentic materials may be somewhat beyond the linguistic grasp of the students, their engagement with these materials is scaffolded when necessary to better provide access to the comprehension of the materials. **[SC14]** The teacher’s delivery of the course (almost exclusively in Chinese) is similarly scaffolded. **[SC8]** Students are also encouraged to use Chinese as they seek clarifications through the use of communication and language-learning strategies that are running elements of the course and are taught as appropriate within the context of lessons.

Throughout the course, assessments are frequent, varied, and explicitly linked to the content and skills that make up the learning goals of each unit of study. **[SC10 & SC11]** The course provides students with maximum exposure to authentic culture and language. Students apply their growing cultural knowledge to communicative tasks in real-life contexts and develop the ability to write and speak in a variety of discourse styles, using both keyboarding and handwriting skills, to an audience of readers and listeners. **[SC19 & SC20]** Students also gain necessary knowledge of the Chinese language, including vocabulary, idiomatic expressions, and grammatical structures. **[SC16]** (Source: *AP Chinese Language and Culture Course Description*)

SC13—The teacher chooses from among both conventional print and audio materials designed for language learning and materials generally used by native Chinese speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products.

SC14—Teachers scaffold students’ experiences with texts generally used by Chinese speakers.

SC8—The teacher uses Chinese almost exclusively in class and encourages students to do likewise.

SC10—Assessments are frequent.

SC11—Assessments are varied.

SC19—The course provides students with opportunities to develop Chinese handwriting skills.

SC20—The course provides students with opportunities to develop word processing skills in Hanyu Pinyin or Bopomofo.

SC16—The course teaches students to develop language learning strategies such as inferring meaning either through sociocultural context or linguistic features.

COURSE OUTLINE AND TIME ALLOCATIONS

The topics of study listed below are taught consistently throughout the school year. They are interwoven into the fabric of the course. **[SC9]**

1. Cultural celebrations	20 days
2. Teenage life/self and global community	20 days
3. Interests and careers	20 days
4. Famous people	20 days
5. Beliefs and attitudes	20 days
6. Social issues and current events	20 days
7. Art and music appreciation	20 days
8. Literature and poetry	20 days
9. Geography and climate.....	20 days
Total days	180 days

SC9—Language instruction frequently integrates a range of Chinese cultural content that exposes students to perspectives broader than their immediate environment; for example, the fundamental aspects of daily life in all Chinese speaking communities, Chinese family and societal structures, and national and international issues.

Unit 1 CULTURAL CELEBRATIONS

FOCUS/GOAL: The objective of this thematic unit is to learn about Chinese culture, values, and customs through festivals and celebrations. Students study the role and importance of various social activities within the contemporary Chinese society about cultural celebration and practice. The focus is placed on the perspectives held by the culture that influence the celebration. Students exercise their language skills (speaking, listening, reading, and writing) through the three modes of communication.

STATE CORE CONTENT STANDARDS	INSTRUCTIONAL OBJECTIVES	ACTIVITIES/ RESOURCES	ASSESSMENT/ EVALUATIONS
Content standards for AP Chinese	Students will demonstrate the ability to:		
<p>7.1 Communication A. 1, 3, 4, 5, 6, 7 B. 1, 2, 3, 4, 5, 6 C. 1, 2, 3, 4</p> <p>7.2 Culture A. 1, 3, 4, 5, 6, 7 B. 1, 2, 3, 4, 5, 6 C. 1, 2, 3, 4</p>	<ul style="list-style-type: none"> Initiate and maintain conversations about the celebration of traditional Chinese festivals. Discuss the meaning of perspectives, products, and practices of the major cultural celebrations. Summarize writings about the historical and cultural roots of the cultural celebrations. [SC3 & SC5] Compare, contrast, and report on Chinese cultural traditions and celebrations. Examine how the cultural celebration is manifested in different cultures, including their own. [SC6] 	<ul style="list-style-type: none"> Selected folktales, legends, short stories, poems, and songs about cultural celebrations, practices, and perspectives [SC4] Vocabulary drawn from literary materials Sentence writing with new vocabulary using word processing Make a Venn diagram showing the similarities and differences between Moon Festival and Thanksgiving. [SC7] Paired discussions [SC17] Class discussions 	<ul style="list-style-type: none"> Vocabulary tests Handwritten essays [SC19] Class participation through debates Class discussions on selected readings [SC15] Teacher-prepared questions on Chinese festivals Oral reports on reading material [SC3]

SC3—The course prepares students to demonstrate their level of Chinese proficiency across the presentational modes at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.

SC5—In addition to communication, the course addresses connections to other school disciplines.

SC6—In addition to communication, the course addresses comparisons between the target language and culture and those of the learners.

SC4—In addition to communication, the course addresses cultural competence.

SC7— In addition to communication, the course addresses the use of the language within the broader communities beyond the traditional school environment.

SC17—The teacher plans and implements structured cooperative learning activities to support ongoing and frequent interpersonal interaction.

SC15—The course teaches students to develop communication strategies such as inferring meaning either through socio-cultural context or linguistic features.

SC19—The course provides students with opportunities to develop Chinese handwriting skills.

Suggested topics for the theme of Chinese Cultural Celebrations:

- Chinese lunar calendar and zodiac animal signs
 - o Legend and folktales of the 12 zodiac animals
 - o What is “laba”
 - o The myth of dragon
- Spring Festival: Why is it celebrated? How is it celebrated? The mood and the significance
 - o Pre- and post-festival activities
 - o Family reunion/New Year’s Eve dinner/cultural practice of “shou sui,” giving and receiving the red envelope “hong bao”
 - o Celebration in Chinatown/lion and dragon dance
 - o Story of Nian monster
 - o Invention of gunpowder and firecrackers
 - o Calligraphy of Chun-lian
 - o Colors and their significance (red for the Spring Festival)
- Lantern Festival: Why is it celebrated? How is it celebrated? The mood and the significance
 - o Shape and size of the lanterns
 - o Festival food “Yuan Xiao”
- Qingming Festival: Why is it celebrated? How is it celebrated? The mood and the significance
 - o Ancestor respect in Chinese life
 - o Compare Qingming with Easter
 - o The 24 solar sections of the year (er-shi-si ge jieqi)
- Dragon Boat Festival: Why is it celebrated? How is it celebrated? The mood and the significance
 - o Story of Duanwu Jie
 - o Compare Dragon Boat Festival with Memorial Day
 - o How Chinese people prepare for the hot summer
- Mid-Autumn Festival: Why is it celebrated? How is it celebrated? The mood and the significance
 - o Legends and folktales of Zhong Qiu jie
 - o Symbolic meaning of the roundness of the moon
 - o Compare Mid-Autumn Festival with Thanksgiving

Unit 2 TEENAGE LIFE/SELF AND GLOBAL COMMUNITY

FOCUS/GOAL: Throughout this thematic unit, students experience cultural and social activities common to a student of similar age in China (such as holiday celebrations, school life, popular music, and pastimes). Students are engaged in a real-life context to discuss what life is like today as a teenager, sharing similarities and differences with their parents’ experiences. Students exercise their language skills (speaking, listening, reading, and writing) through the three modes of communication.

STATE CORE CONTENT STANDARDS	INSTRUCTIONAL OBJECTIVES	ACTIVITIES/ RESOURCES	ASSESSMENT/ EVALUATIONS
Content standards for AP Chinese	Students will demonstrate the ability to:		
7.1 Communication A. 1, 3, 4, 5, 6, 7 B. 1, 2, 3, 4, 5, 6 C. 1, 2, 3, 4 7.2 Culture A. 1, 3, 4, 5, 6, 7 B. 1, 2, 3, 4, 5, 6 C. 1, 2, 3, 4	<ul style="list-style-type: none"> Tell a personal story incorporating description and details. State personal preferences and feelings with explanations. Research and summarize the teenage life of famous people through written interviews, autobiographies, or biographies, and describe social or cultural activities that are different from theirs. [SC15] Discuss what attitudes students have in common toward their school work, working during the school year, driving, etc. 	<ul style="list-style-type: none"> Paired discussions Class discussions Selected readings of famous people Vocabulary drawn from literary text Exchange e-mail messages about teenagers in China and the U.S. [SC2 & SC16] Create a scrapbook sharing photos, magazine pictures of teenage life. 	<ul style="list-style-type: none"> Class participation through group discussions Class discussions on selected readings Teacher-prepared questions on teenage life Vocabulary tests Essays, word processed Oral reports on the teenage life of famous people

SC15—The course teaches students to develop communication strategies such as inferring meaning either through socio-cultural context or linguistic features.

SC2—The course prepares students to demonstrate their level of Chinese proficiency across the interpersonal mode at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.

SC16—The course teaches students to develop language learning strategies such as inferring meaning either through sociocultural context or linguistic features.

Suggested topics for the theme of Teenage Life/Self and Global Community:

- Traditional Chinese family
- Changes in the Chinese family
- Greetings/how to greet people in a culturally appropriate way
- Chinese view of education
- Daily life in China today
- The community we live in
- School life
- After-school activities
- Compare the college entrance exam in China with the college application process in the United States
- Fashion versus school's dress code
- Communication via technological devices
- Dating among teenagers
- Entertainment and leisure activities
- Social issues
- Current events

Unit 3 INTERESTS AND CAREERS

FOCUS/GOAL: The focus of this thematic unit is pursuing personal interests and planning for the future in terms of career, study, and travel. Students express their own thoughts to describe and narrate their daily schedule, school coursework, weekend activities, part-time jobs, social life, family values, and future plans. Students exercise their language skills (speaking, listening, reading, and writing) through the three modes of communication.

STATE CORE CONTENT STANDARDS	INSTRUCTIONAL OBJECTIVES	ACTIVITIES/ RESOURCES	ASSESSMENT/ EVALUATIONS
Content standards for AP Chinese	Students will demonstrate the ability to:		
7.1 Communication A. 1, 3, 4, 5, 6, 7 B. 1, 2, 3, 4, 5, 6 C. 1, 2, 3, 4 7.2 Culture A. 1, 3, 4, 5, 6, 7 B. 1, 2, 3, 4, 5, 6 C. 1, 2, 3, 4	<ul style="list-style-type: none"> Discuss plans for college choice, indicating what type of courses to take and how they will prepare the students for the future. Defend personal preferences, feelings, and opinions on career options with complete explanations. Comprehend and summarize the main idea and supporting ideas and make inferences in selected authentic written materials about various businesses and professions. Identify activities in which to participate to investigate or prepare for future careers. Provide community service through such activities as tutoring, translating, interpreting, and assisting speakers of other languages. 	<ul style="list-style-type: none"> Selected readings on career options Design commercial advertisement for a job fair. Vocabulary drawn from literary materials Sentence writing with new vocabulary Role-play a job interview. Listen to a guest speaker; discuss how he or she uses languages on the job. Paired discussions Class discussions 	<ul style="list-style-type: none"> Vocabulary tests Essays, handwritten Class participation through debates Class discussions on selected readings Teacher-prepared questions on career options Oral reports on career options: explain which ones interest or don't interest you and why Write a letter applying for an internship (state qualifications, career goals, knowledge of Chinese language, and cross-cultural understanding)

Suggested topics for the theme of Interests and Careers:

- Hobbies and interests of Chinese teenagers
- Personal experience and interests
- Personal preferences—foods, sports, weather, clothing, shopping, etc.
- What you would like to be 10 years from now
- How you prepare yourself for college
- Determining your plan for the future
- Job markets now and then
- Professions and their job descriptions
- Looking for a part-time, after-school job
- Career choices
- Get ready for a job interview

Unit 4 FAMOUS PEOPLE

FOCUS/GOAL: The focus of this thematic unit is to examine the role and significance of the contributions of Chinese culture in today's world. Students study major Chinese contributions and historical figures and discuss what makes a person famous. Besides the basic personal facts, students learn categories of fame, such as science, the arts, entertainment, literature, inventors, etc. Further discussion could include the advantages and disadvantages of being famous and students' opinions about the desirability of being famous some day. Students exercise their language skills (speaking, listening, reading, and writing) through the three modes of communication.

STATE CORE CONTENT STANDARDS	INSTRUCTIONAL OBJECTIVES	ACTIVITIES/ RESOURCES	ASSESSMENT/ EVALUATIONS
Content standards for AP Chinese	Students will demonstrate the ability to:		
<p>7.1 Communication A. 1, 3, 4, 5, 6, 7 B. 1, 2, 3, 4, 5, 6 C. 1, 2, 3, 4</p> <p>7.2 Culture A. 1, 3, 4, 5, 6, 7 B. 1, 2, 3, 4, 5, 6 C. 1, 2, 3, 4</p>	<ul style="list-style-type: none"> Read and make inferences in selected authentic written materials about well-known persons in China and find out why they are significant in the Chinese culture and/or world. Access online sources to read biographical summaries of famous people in the news. Debate the positive and negative aspects of fame. Write an essay about famous Chinese people in terms of their local, national, and/or international fame. Compare Chinese and American historical figures and their contributions. 	<ul style="list-style-type: none"> Selected readings on Chinese inventions and famous people in China Vocabulary drawn from literary materials Sentence writing with new vocabulary Games on guessing who the famous people are Paired discussions Class discussions 	<ul style="list-style-type: none"> Vocabulary tests Essays, word processed Class participation through debates Class discussions on selected readings Teacher-prepared questions on famous people Oral reports on famous people: explanations of why they are famous

Suggested topics for the theme of Famous People:

- Famous person in the news/How did he or she become famous?
- Historical figures and major events
- Famous people and their contributions
- What is fame?
- What you would do to protect your privacy if you were famous
- A typical day of a famous person in our community
- Famous people from different professions
- Famous quotes from famous people
- East and West cultural exchanges by Marco Polo

Unit 5 BELIEFS AND ATTITUDES

FOCUS/GOAL: The focus of this thematic unit is to study common beliefs, traditional values, and attitudes within the Chinese culture, such as social etiquette, patterns of interaction, or the role of family. Students compare and contrast the form, meaning, and importance of certain perspectives, products, and practices in different cultures. Students exercise their language skills (speaking, listening, reading, and writing) through the three modes of communication.

STATE CORE CONTENT STANDARDS	INSTRUCTIONAL OBJECTIVES	ACTIVITIES/ RESOURCES	ASSESSMENT/ EVALUATIONS
Content standards for AP Chinese	Students will demonstrate the ability to:		
7.1 Communication A. 1, 3, 4, 5, 6, 7 B. 1, 2, 3, 4, 5, 6 C. 1, 2, 3, 4 7.2 Culture A. 1, 3, 4, 5, 6, 7 B. 1, 2, 3, 4, 5, 6 C. 1, 2, 3, 4	<ul style="list-style-type: none"> Discuss and compare beliefs and attitudes within the Chinese culture and their own in relation to home, school, community, and nation. Discuss and identify historical and philosophical backgrounds that have influenced Chinese people's patterns of interaction. Identify and compare cultural characteristics such as formalities, levels of politeness, and information and formal language and gestures used by Chinese people. Explain how beliefs, perspectives, and attitudes affect a country's position on global issues. Interact in a variety of cultural contexts with sensitivity and respect. 	<ul style="list-style-type: none"> Selected readings on Chinese philosophy and/or common beliefs Vocabulary drawn from literary materials Sentence writing with new vocabulary Watch videos of students of their same age in China. (Students note how they greet each other—how close they stand, use of their hands, and other gestures. Students practice using these patterns of behavior in role-play.) Paired or group discussions 	<ul style="list-style-type: none"> Vocabulary tests Essays, handwritten Class participation through debates Class discussions on selected readings Teacher-prepared questions on values and beliefs Oral reports

Suggested topics for the theme of Beliefs and Attitudes:

- Chinese view of “Fu” (good fortune), “Lu” (successful career), and “Shou” (longevity)

- Chinese concept of “Ru Shi Dao”
- Individualism versus group
- Birthday celebration
- The concept of “Li” (politeness and respect)
- Chinese people’s patterns of interaction
- Gestures and body language
- Chinese concept of “tian,” “di,” and “ren”
 - Family values
 - Cultural taboos

Unit 6 SOCIAL ISSUES AND CURRENT EVENTS

FOCUS/GOAL: The focus of this unit is to expose the students to current Chinese political, social, and cultural topics. The students will learn about current events through Web-based news articles. They will use newspapers, magazines, and computer-related research in Chinese. Most texts will be related to the main themes of the course. Some of the other texts will be more focused on preparing for the AP Exam. The students will exercise their communicative skills in listening, speaking, reading, and writing.

STATE CORE CONTENT STANDARDS	INSTRUCTIONAL OBJECTIVES	ACTIVITIES/ RESOURCES	ASSESSMENT/ EVALUATIONS
Content standards for AP Chinese	Students will demonstrate the ability to:		
7.1 Communication A. 1, 3, 4, 5, 6, 7 B. 1, 2, 3, 4, 5, 6 C. 1, 2, 3, 4 7.2 Culture A. 1, 3, 4, 5, 6, 7 B. 1, 2, 3, 4, 5, 6 C. 1, 2, 3, 4	<ul style="list-style-type: none"> • Identify and discuss pertinent information when listening to newscasts or reading selections from written news sources. • Express personal opinions on Chinese and international topics. • Give synopses of news reports. • Understand and discuss Internet newspaper articles in Chinese. • Exchange ideas on their positions. • Implement new vocabulary into discussions. 	<ul style="list-style-type: none"> • Magazines • Newspapers • Internet news articles • Vocabulary lists • Student-generated questions drawn from newspaper and magazine articles • Teacher-directed discussions 	<ul style="list-style-type: none"> • Vocabulary tests • Essays, word processed • Class participation through debates • Class discussions on selected readings • Teacher-prepared questions on TV news and interviews • Oral reports on reading material

Suggested topics for the theme of Social Issues and Current Events:

- A recent school event
- Current affairs in the news

- Personal needs in a complicated circumstance
- Views on a particular school policy (absences, homework, smoking, hats)
- Social issues on health, prejudice, homeless people, building a nice neighborhood
- Global issues on global warming, environmental problems, and/or violence

Unit 7 ART AND MUSIC APPRECIATION

FOCUS/GOAL: The focus of this unit is to deepen students' appreciation and understanding of the Chinese culture through various avenues such as paintings, folk arts, Beijing opera, popular music, theater, dance, and traditional musical instruments. Students experience (read, listen to, observe, or perform) and analyze expressive products of Chinese culture, including selections from various traditional and popular music and the fine arts. Students exercise their language skills (speaking, listening, reading, and writing) through the three modes of communication.

STATE CORE CONTENT STANDARDS	INSTRUCTIONAL OBJECTIVES	ACTIVITIES/ RESOURCES	ASSESSMENT/ EVALUATIONS
Content standards for AP Chinese	Students will demonstrate the ability to:		
7.1 Communication A. 1, 3, 4, 5, 6, 7 B. 1, 2, 3, 4, 5, 6 C. 1, 2, 3, 4 7.2 Culture A. 1, 3, 4, 5, 6, 7 B. 1, 2, 3, 4, 5, 6 C. 1, 2, 3, 4	<ul style="list-style-type: none"> • Describe the art prints by comparing colors, styles, and subjects, and then rate the art and prints in order of personal preferences. • Explain the perspectives of Chinese culture presented in Chinese paintings and songs. • Access museums on the Internet that have paintings by the artists studied. • Compare forms of music and their popularity in China and the U.S. • Present information about Chinese art and music. • Discuss and analyze the way in which art and music reflect the lifestyle of Chinese people. 	<ul style="list-style-type: none"> • Selected readings of short biographies of artists and musicians • Vocabulary drawn from literary materials • Sentence writing with new vocabulary • Make a video to illustrate the use of red scrolls as decoration in a Chinese home. • Use Chinese folk-art designs to make mobiles. • Paired discussions • Class discussions 	<ul style="list-style-type: none"> • Vocabulary tests • Essays • Class participation through debates • Class discussions on selected readings • Teacher-prepared questions on Chinese art and music • Project and oral reports on selected artists and musicians

Suggested topics for the theme of Art and Music Appreciation:

- Popular Chinese folk art
- Development of Chinese writing and books
- Chinese calligraphy
- Chinese painting
- The personal seal
- Famous painters and their styles of artwork
- Chinese musical instruments
- Beijing opera
- Popular Chinese songs
 - Painting *Spring Festival on the River* (daily life in China in the thirteenth century depicted in a famous hand-scroll painting)

Unit 8 LITERATURE AND POETRY

FOCUS/GOAL: The focus of this unit is for students to do a close reading of teacher-adapted literary texts. Students read and analyze literature and formulate critical analyses of form and content orally and in writing. Given that there is no specific course content as established by the AP Course Guidelines, selected readings will be determined by the needs and interests of the students.

STATE CORE CONTENT STANDARDS	INSTRUCTIONAL OBJECTIVES	ACTIVITIES/ RESOURCES	ASSESSMENT/ EVALUATIONS
Content Standards for AP Chinese	Students will demonstrate the ability to:		
7.1 Communication A. 1, 3, 4, 5, 6, 7 B. 1, 2, 3, 4, 5, 6 C. 1, 2, 3, 4 7.2 Culture A. 1, 3, 4, 5, 6, 7 B. 1, 2, 3, 4, 5, 6 C. 1, 2, 3, 4	<ul style="list-style-type: none"> • Analyze and discuss selected short stories, poetry, and excerpts of novels. • Analyze ideas and philosophical concepts. • Articulate opinions on selected readings. • Draw parallels between readings. • Draw parallels between writings and social issues of the times. 	<ul style="list-style-type: none"> • Selected short stories, novels, and poems • Vocabulary drawn from literary materials • Sentence writing with new vocabulary • Paired discussions • Class discussions • Teacher-directed discussions • Essays • Recitation of poems 	<ul style="list-style-type: none"> • Vocabulary tests • Essays • Class participation • Paragraph writing

Suggested topics for the theme of Literature and Poetry:

- Famous Chinese literary works adapted to be level appropriate
- Compare the difference between “Shumian yu” and “Koutou yu”
- Chinese view of a “scholar”
- Selection of famous Tang poems
- Contemporary writers

Unit 9 GEOGRAPHY AND CLIMATE

FOCUS/GOAL: The focus of this thematic unit is to deepen students’ knowledge of China’s geographic regions, landforms, waterways, governing units, population distribution, life-style of the minorities, ethnic and linguistic diversity, and climate in major cities. Students study street signs and landmarks within a city, as well as the impact of geography on people’s beliefs, perspectives, and attitudes toward life. Students exercise their language skills (speaking, listening, reading, and writing) through the three modes of communication.

STATE CORE CONTENT STANDARDS	INSTRUCTIONAL OBJECTIVES	ACTIVITIES/ RESOURCES	ASSESSMENT/ EVALUATIONS
Content Standards for AP Chinese	Students will demonstrate the ability to:		
7.1 Communication A. 1, 3, 4, 5, 6, 7 B. 1, 2, 3, 4, 5, 6 C. 1, 2, 3, 4 7.2 Culture A. 1, 3, 4, 5, 6, 7 B. 1, 2, 3, 4, 5, 6 C. 1, 2, 3, 4	<ul style="list-style-type: none"> Discuss the key geographic features and climate in China. Explain why rice is the most important crop in China, where rice is grown, and what conditions are needed to grow rice. Investigate and make a report on how land use influences where the Chinese people live and how many live in these areas. Summarize the comparison between the climates of China and the U.S. Research places to visit in China, discuss the pluses and minuses of visiting each place in terms of location, climate, cultural and historical interest, etc. 	<ul style="list-style-type: none"> Selected readings on China’s land and people Make a poster highlighting why certain cities are chosen as the best places to visit. Vocabulary drawn from literary materials Sentence writing with new vocabulary Design a travel brochure to advertise a study tour. Role-play on making itinerary for the 2008 Olympic Games in Beijing. [SC17 & SC18] Class discussions 	<ul style="list-style-type: none"> Vocabulary tests Class participation Class discussions on selected readings Teacher-prepared questions on geography Written reports on historical sites in China

SC17—The teacher plans and implements structured cooperative learning activities to support ongoing and frequent interpersonal interaction.

SC18—The teacher employs a range of instructional strategies to meet the diverse needs of his or her learners.

Suggested topics for the theme of Geography and Climate:

- Location and boundaries
- Administrative divisions
- Physical features and natural resources

- Climate and seasons
- Population and ethnic groups
- Food and diet of different regions
- Chinese minorities and their customs
- China's historical landmarks
- Traveling to Beijing
- Public transportation

Sample Rubrics for Assessment [SC12]

Holistic Scoring

3 Exceeds Expectations	2 Meets Expectations	1 Does Not Meet Expectations	0 Unratable Sample
<ul style="list-style-type: none"> • Message very effectively communicated • Rich variety of vocabulary • Highly accurate, showing no significant patterns of error • Content supports interest level • Self-correction increases comprehensibility 	<ul style="list-style-type: none"> • Message generally comprehensible • Vocabulary is appropriate, with some groping • Accuracy appropriate to the level, some patterns of error may interfere with comprehension • Content is predictable but adequate • Occasional self-correction may be successful 	<ul style="list-style-type: none"> • Message communicated with difficulty and is unclear • Vocabulary is often inappropriate, leading to miscommunication • Significant patterns of error • Content repetitious • Self-correction is rare and usually unsuccessful 	<ul style="list-style-type: none"> • No consistent use of Chinese language • Only isolated or individual words/phrases in Chinese • Off task

SC12—Prior to assigning an assessment task, teachers share with their students the grading criteria and rubrics against which their performances will be evaluated.

Adapted from *Articulation and Achievement: Connecting Standards, Performance, and Assessment in Foreign Language* (The College Board, 1996).

Upper-Level Presentational Speaking Tasks—Analytic Rubric

Task Completion

1	Minimal completion of the task; content is frequently undeveloped and/or somewhat repetitive.
2	Partial completion of the task; content is somewhat adequate and mostly appropriate; basic ideas expressed but very little elaboration or detail.
3	Completion of the task; content is appropriate; ideas adequately developed with some elaboration and detail.
4	Superior completion of the task; content is rich; ideas developed with elaboration and detail.

Comprehensibility of Message

1	Content barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication.
2	Content mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication.
3	Content comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication.
4	Content readily comprehensible, requiring no interpretation; pronunciation enhances communication.

Level of Discourse

1	Use of complete sentences, some repetitive; few cohesive devices.
2	Emerging variety of complete sentences; some cohesive devices.
3	Variety of complete sentences and cohesive devices.
4	Variety of complete sentences and cohesive devices; emerging paragraph-length discourse.

Fluency

1	Speech halting and uneven with long pauses or incomplete thoughts; little sustained speech.
2	Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts; some sustained speech.
3	Speech sustained most of the time; some hesitation but manages to continue and complete thoughts.
4	Speech sustained throughout with few pauses or stumbling.

Vocabulary

1	Inadequate and/or inaccurate use of vocabulary.
2	Limited range of vocabulary; use is sometimes inaccurate and/or inappropriate.
3	Varied range of vocabulary; use is generally accurate and appropriate; a few idiomatic expressions.
4	Wide range of vocabulary; use is generally accurate and appropriate, including some idiomatic expressions.

Language Control

1	Emerging use of basic language structures.
2	Emerging control of basic language structures.
3	Control of basic language structures.
4	Control of basic language structures with occasional use of advanced language structures.

Source: PALS: Performance Assessment for Language Students at <http://www.fcps.edu/is/worldlanguages/pals>.

Upper-Level Writing Tasks—Analytic Rubric

Task Completion

1	Minimal completion of the task; content is extremely superficial; ideas are repetitive and/or irrelevant; paragraphing is haphazard.
2–3	Partial completion of the task; content is superficial; ideas are sometimes repetitive and/or irrelevant; paragraphing is generally inappropriate.
4–5	Completion of the task; content is adequate; ideas are relevant; paragraphing is appropriate.
6	Completion of the task; content is adequate; ideas are relevant; paragraphing is appropriate.

Comprehensibility

1	Text is barely comprehensible, requiring frequent interpretation on the part of the reader.
2	Text is mostly comprehensible, requiring some interpretation on the part of the reader.
3	Text is comprehensible, requiring minimal interpretation on the part of the reader.
4	Text is readily comprehensible, requiring no interpretation on the part of the reader.

Level of Discourse

1	Predominant use of single-clause sentences with a few multi-clause sentences, little or no linkage between sentences.
2	Blend of single-clause and multi-clause sentences with mostly coordinating clauses and an occasional subordinating clause, limited use of cohesive devices.
3	Adequate blend of single-clause and multi-clause sentences with some coordinating clauses and a few subordinating clauses, appropriate use and range of cohesive devices.
4	Variety of single-clause and frequent multi-clause sentences with some coordinating and several subordinating clauses, appropriate use and wide range of cohesive devices.

Vocabulary

1	Inadequate range and use of vocabulary.
2–3	Limited range of vocabulary, use sometimes inaccurate and/or inappropriate.
4–5	Varied range of vocabulary, use generally accurate and appropriate, a few idiomatic expressions.
6	Wide range of vocabulary use, mainly accurate and appropriate, including some idiomatic expressions.

Grammar

1	Emerging use of basic language structures and minimal or no use of advanced language structures.
2–3	Emerging control of basic language structures with some advanced language structures.
4–5	Control of basic language structures and emerging use of advanced language structures.
6	Control of basic language structures and emerging control of advanced language structures.

Source: PALS: Performance Assessment for Language Students at <http://www.fcps.edu/is/worldlanguages/pals>.

Resources

Textbook

Liu, Yuehua, Tao-chung Yao, Yaohua Shi, and Nyan-ping Bi. *Integrated Chinese*. Boston: Cheng & Tsui Company, 2006.

Supplementary Textbooks

Anderson, Qin-Hong, ed. *Masterworks Chinese Companion: Expressive Literacy Through Reading and Composition*. Boston: Cheng & Tsui Company, 2004.

Bai, Jianhua, Judy Sung, and Hesheng Zhang. *Across the Straits: 22 Miniscripts for Developing Advanced Listening Skills*. Boston: Cheng & Tsui Company, 1998.

Chang, Hsiao-yu, Frank F. K. Chang, and Shu-chen. *Chinese Customs and Traditions 2*. Boston: Cheng & Tsui Company.

Chou, Chih-p'ing, Yan Xia, and Meow Hui Goh. *All Things Considered: Advanced Reader of Modern Chinese*. Princeton: Princeton University Press, 2001.

Li, Zhenjie. *Newspaper Chinese ABC: An Introductory Reader*. Boston: Cheng & Tsui Company, 1998.

Liu, Jennifer Li-Chia, and Yan Li. *Encounters: A Cognitive Approach to Advanced Chinese*. Indiana: Indiana University Press, 2009.

Jin, Hong gang, and Debao Xu. *Chinese Breakthrough: Learning Chinese Through TV and Newspapers*. Boston: Cheng & Tsui Company, 1995.

Jin, Hong gang, Debao Xu, Der-Lin Chao, Yea-Fen Chen, and Min Chen. *Crossing Paths: Living and Learning in China: An Intermediate Chinese Course*. Boston: Cheng & Tsui Company, 2003.

Jin, Hong Gang, Debao Xu, Songren Cui, Yea-Fen Chen, and Yin Zhang. *Shifting Tides: An Intermediate Chinese Course*. Boston: Cheng & Tsui Company, 2003.

National Taiwan Normal University. *Practical Audio-Visual Chinese*. Boston: Cheng & Tsui Company, 2000.

Spring, Madeline K. *Making Connections: Enhancing Your Listening Comprehension in Chinese*. Boston: Cheng & Tsui Company, 2002.

Teng, Shou-Hsin, and Yuehua Liu. *Short Chinese TV Plays*. Boston: Cheng & Tsui Company, 2002.

Teng, Shou-hsin, and Lo Sun Perry. *Taiwan Today: An Intermediate Course*. Boston: Cheng & Tsui Company, 2002.

Wu, Zhongwei. *Contemporary Chinese*. Beijing: Sinolingua Press, 2003.

Multimedia Resources

Computer-assisted language learning materials are developed to supplement teaching in class and maximize the efficacy of instruction. Newly developed or revised versions of textbooks usually have Web sites and accompanying CD-ROMs.

Tools for Chinese Learning

Wenlin Software

<http://www.wenlin.com>

A powerful text reader/editor in all formats that is linked to a large database of vocabulary to assist in learning characters. It also includes advanced-level texts.

Clavis Sinica

<http://www.clavisinica.com/index.html>

Helps intermediate and advanced learners of written Chinese improve their literacy skills in reading unfamiliar texts and memorizing new characters. It combines a Chinese text reader with a comprehensive and cross-referenced Chinese dictionary.

Chinese Learning Tool

<http://www-rohan.sdsu.edu/~chinese/annotate.html>

<http://www-rohan.sdsu.edu/dept/chinese/tools/>

Makes learning to read Chinese easier by automatically marking up the words in a simplified Chinese text that goes with their pronunciations and on-line dictionary definitions.

Chinese-Tools.com

<http://www.chinese-tools.com>

A multifunction learning tool that teaches you Chinese or how to build Chinese Web sites. Includes annotation tools, dictionaries, and converters for pinyin, Unicode, and traditional and simplified Chinese.

Chengo Chinese (乘风汉语)

<http://elanguage.cn/whycheng/whycheng.php>

Presents vivid interactive situations to unfold Chinese customs and cultures through advanced speech recognition, handwriting recognition technology, and an intelligent feedback system.

The Online Chinese Tools

<http://www.mandarintools.com>

Provides multiple functions through links to reading, character flashcards, Chinese-English dictionary, Chinese names, and Western/Chinese calendar-converter materials in a surprisingly time-saving way.

Chinese-English Dictionary

<http://www.chinaw.com/chinese/c-edict.htm>

Allows the user to search Pinyin, characters, and English in all directions.

Online Texts**Chinese Reading World**

<http://www.uiowa.edu/~chnsrng>

Collects readings from elementary to advanced levels along with accompanying audio.

Online Reading

<http://www.mypcera.com>

Has a magazine-style format, including topics of current interest such as literature, politics, history, technology, etc.

Chinese Love Poetry and Folklore by Kaylie Hsu at the California State University, Los Angeles <http://www.calstatela.edu/faculty/khsu2/poetrygallery.html>

A site for Chinese poetry and folklore related to love. It also includes various Chinese readings such as novels, classics, poems, and etc.