**APChinese Language and Culture**

**Course Overview**

The main course objective for AP Chinese Language and Culture is to further develop students’ oral and written skills in communication using Chinese language and to study Chinese culture and tradition more in-depth. The goal is to create an environment which allows students to immerse in the learning of Chinese language and culture and become proficient in the speaking, listening, reading and writing of the Chinese language. At the same time, students are required to stay informed of China’s political and cultural climate changes through online news websites with brief weekly news discussions.

This class meets daily for 48 minutes. The instructor speaks in Chinese almost exclusively in class and students are required to speak Chinese exclusively in class as well. All the written assignments and discussions will be completed and conducted in Chinese.

The textbooks used in this course are *Integrated Chinese*, Textbook, (Traditional and Simplified Character Edition), Level 2, Boston: Cheng & Tsui, 2006. *Integrated Chinese*, Workbook, (Traditional and Simplified Character Edition), Level 2, Boston: Cheng & Tsui, 2006. In addition, supplemental materials such as Chinese movies, videos, and DVD/VCDs will be used to provide visual demonstration of the Chinese language and culture. Other authentic materials such as newspapers, magazines, flyers, advertisements, and menu will also be used regularly for enhance learning. Online websites, such as online shopping websites, online news, online books, online videos, will be used for students to do research and to practice their language skills. Finally, books on Chinese history, poetry, calligraphy and fine arts will provided in the classroom as resources for students. All supplemental materials are subject to updates and changes due to their availability.

This syllabus follows the ACTFL standards for foreign language learning: <http://www.actfl.org/files/public/StandardsforFLLexecsumm_rev.pdf>

**Course Planner**

This weekly calendar is based on the school calendar.

|  |  |  |
| --- | --- | --- |
| Date | Content and Theme | Assessment |
| Week 1 | Back to School | Composition: Describe a day in a life of a Chinese student. Students will share their findings with the class and compare that with their own life. |
| Week 2 | My new schedule | Students will create their new class schedule in Chinese and discuss their courses with the class.  Vocabulary quiz |
| Week 3 | Meeting new friends | Special event: Students will meet the Chinese students from China and introduce themselves in Chinese to the Chinese students.  Students will create 10 questions they want to ask the Chinese students from China during Q&A session. |
| Week 4 | Recreational activities & hobbies | Interview: Student will interview another student about his/her after-school activities and then summarize it with class. |
| Week 5 | My Social Life | Students will plan a date out in the town in Beijing with a budget of ¥1000 renmingbi. They will research cost of their activities like food and movie ticket in China. |
| Week 6 | Dating: Boyfriend & Girlfriend | Composition: Students will compose a poem based on the selected poems read in class. Students will read their poems in class and then post their handwritten poems on the Chinese class wall. |
| Week 7 | Shopping and Bargaining | Class Trip: Students will visit local Chinatown for a day of shopping and dining. Students are required to reflect and share their experiences of the trip to the class. |
| Week 8 | Online Shopping | Activity: students will create a shopping list using Chinese online websites such as [www.dangdangwan.com](http://www.dangdangwan.com) with a ¥500 budget. |
| Week 9 | Job market /interview | Activity1: Job search on web in China. Look at authentic job marketing advertising from China.  Activity2: Create a Chinese resume.  Report: Students will write a report on their research and share their findings with the class: what are some of the popular jobs (in demand) in China? What are the salary and benefit?  Role-play: Students will role-play in n job interview. Oral fluency is assessed. |
| Week 10 | Chinese food | Special Meal: students will cook a Chinese dish at home to bring it to class to share. Students will document and video-record their cooking, similar to a cooking lesson. Students will show their cooking videos to class.  (see sample rubrics #1) |
| Week 11 | Holiday celebration practices | Students will share their family’s holiday traditions by bringing family photos taken during the holiday festivities. Students will introduce and describe each of their family members in class orally.  Craft:Students will make a Xmas card to give to someone special in their life. |
|  |  | WINTER BREAK |
| Week 12 | China’s holiday traditions | Special Event: Students will join the local Chinese community in their celebration of Chinese New Year festivities. They will record a 5-minute conversation with a native Chinese speaker in the dinner party and share with the class.  The class will discuss The Story of Nian.  Make Paper-cutting arts (chun or fu) and do calligraphy of Chinese New Year couplets to decorate classroom. |
| Week 13 | Chinese New Year Celebration | Special meal: Students will have a dumpling lunch in school by making and cooking dumplings in the Staff Lunch Room.  Special event: Students will join the local Chinese community for the Chinese New Year celebration at the local Chinese Association event. They will interact with native Chinese speakers and record their conversation as part of oral assessment.  Students will learn to sing a pop Chinese song to present it to the Chinese community during their Chinese New Year Celebration event. |
| Week 14 | Midterm Review | Review game: students will play “21” using Acti-Votes. First round, instructor says a word students will choose the correct answer from multiple choices; second round, instructor says a phrase and students choose the correct translation from multiple choices; final round, instructor asks a question and students responds. The first student to hit the light gets to answer and earn points for candies.  Midterm Exam |
| Week 15 | Using the Internet | Online activity: Students will send e-mails to the Chinese students who visited our school last October. |
| Week 16 | Social Networks | Online activity: Students will create their own blog to share with the class and their e-mail buddies in China.  Online activity: Students will study China’s Renren and Weibo and compare them to Facebook and Twitter. How do the Chinese people utilize these social networks as tools to self-expression? How effective are these social networks as tools for voicing social opinions when government censorship is part of Chinese life? |
| Week 17 | China’s environmental issues | Group research project: research and present some of China’s serious environmental issues, causes and solutions, including China’s energy consumption. Compare China’s environmental and energy issues to other countries such as India and Japan. |
| Week 18 | Endangered animals in China | Pair work: Students will work in pairs to study one endangered animal and how the global community can help to save the animal. Then students will also create 5-minute video to post on our Chinese Program website to promote global/ community awareness of the endangered animals in China. Students might want to refer to the success of the panda preservation as an example. |
| Week 19 | China’s major cities: Beijing, Xian, Chongqing, Shanghai, Wuhan, and Tianjin | Individual project: Students will study a major city in China of their choice and create a travel pamphlet to promote tourism. The travel pamphlet must include basic information of the city such as population, ethnic diversity, climate, local food specialties, and important landmarks. (see sample rubrics #2) |
| Week 20 | China’s pop culture | Homework: Students will go to [www.sohu.com](http://www.sohu.com) and choose to watch an episode of a Chinese serial drama or a Chinese feature film, and summarize the plot and rate their viewing experience.  Class activity: Students will identify a famous Chinese pop singer from www.youtube.com and introduce him/her to the class, including the art form he/she is famous for.  Discussion: compare and contrast the Chinese pop culture with the American pop culture… how much influence is the Western pop culture (USA & Europe) has on the Chinese pop culture? How about the influences from Japan and Korea? |
| Week 21 | Traveling in China | Pair project: Students will design an itinerary for a trip to China using Google Map with a partner. The itinerary must include stops for shopping, dining and other points of interest. Students will restate partner’s idea as oral practice. |
| Week 22 | Chinese philosophers and their philosophies | Individual research: Study one major Chinese philosophy (such as Buddhism or Taoism, Confucianism) and present it to class. How does Chinese philosophy share the Chinese political and social structures? |
|  |  | SPRING BREAK |
| Week 23 | China’s Society | Online activity: Using online resources, students will create a 5-minute news broadcast by paraphrasing a real piece of news from China reflecting a social aspect of today’s Chinese society. Can we infer that China’s society and values are changing due the increase of individual wealth?  Debate: Students will form debate teams and debate each other on the topic, “Has China’s women truly gain equality in today’s modern China after Mao’s liberation of women?” |
| Week 24 | China’s Family Structure | Group discussion/debate: will China’s one-child policy continue to be effective in population control when Chinese people can now afford to pay for the penalty for additional children? How does China’s one-child policy affects China’s family structure and value? Can we predict the future of the one-child policy? |
| Week 25 | Lifestyle and diet | Small group discussion: compare China’s diet with the American diet. How does China’s diet contribute to its long life expectancy? Students must provide statistical information obtained. Film clip: Stephen Chows’s “The God of Cookery” will be shown to class. |
| Week 26 | Chinese Traditional Medicine | Small group: Students will research the effectiveness of Chinese Acupuncture vs. Western medicine with their chosen. Documentary on acupuncture will be shown to class as supplementary resource. |
| Week 27 | Living and Study in China | Composition: Student will write a letter to a friend in China describing his/her life in China. Students will exchange letters randomly and write a reply letter to each other. |
| Week 28 | China’s Global Importance | Composition: Students will write an essay on how does China’s rising prominence shape the international political situation? Students are encouraged to exchange their opinions in group discussion. |
| Week 29 | Speech Competition | Competition: Students will choose a poem or tongue twister to for the competition.  Composition: Students will draft introduction for the speech competition. |
| Week 30 | AP Exam Review | Review: Test-taking strategies  Practice AP mock exam in a simulated environment |
| Week 31 | Course review and wrap-up | Final project: End of the year integrated performance and activity-based group project of group choice. Each group will make a 10-minute oral presentation of their final project to the class, followed by a 3-minute Q&A session for the group.  Composition: 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 have not, and why. This is for me only. |
| Week 32 | Final Exam Review | Review: Final exam content.  Final exam practice tests  Final Exam |

**Teaching Strategies**

This curriculum focuses on helping students develop oral proficiency and writing skills. Students will build their oral fluency through pair, group and community activities which are designed to develop students’ oral skills. Students will also focus on their writing and reading skills by writing daily in their Chinese journal, unit essays, and poetry. Students are given tasks to research online of Chinese holidays and current events. They are introduced to Chinese pop culture, recognizing important cultural icons in present China and their impact to the Chinese modern lifestyle. In addition, multiple resources in the classroom and online will assist students to prepare them to take the SAT Subject Test in Chinese with Listening in the Fall and the AP Chinese and Language Culture Exam in the Spring.

Multiple strategies are employed to build student oral and written proficiency. For each unit, differential instructions are designed to help all students to master the content. Each unit includes vocabulary, grammar, text reading, dialogue practice, script writing, unit project, and unit exam. For vocabulary lessons, students are expected to preview the vocabulary list provided in the textbook, practice each new character 10X in the character workbook after vocabulary lesson/instruction. The instructor will review the characters such as stroke orders with emphasis to character structure and meaning radicals. The lesson aims to help students make meaningful connections with the various components of character. By learning to recognize different character structure and various meaning radicals help students learn new vocabulary easier. Students will use individual sized small white board to practice characters in groups. As homework, students will practice writing characters in character books and practice using these new words in sentence structures. For grammar lessons, students will first study the grammar section with their partner (pair- work and different partners) for 15 minutes. After pair-work session, students then work with the instructor as a class to clarify their grammar questions and to review the application of these grammar rules as a class. A lot of these class activities are done in small group or pair setting, with partners randomly assigned by the instructor.

At the end of each vocabulary and grammar instructions, students will be given a quiz as formative assessment on how well they learn the vocabulary and grammar rules. Once students are comfortable with applying vocabulary and grammar rules in the text, they will practice text reading using audio CD and then read the text out loud with their partner for reading practice. After they are reading lesson text fluently then they will develop a dialogue (script writing) based on the text in the unit with their randomly assigned partner. They will act out or read their dialogue to the class depending on the theme of the unit. Finally a unit project will be assigned, which again is based on the thematic content of the unit/lesson, which will always include both an oral presentation and a typed written report (most students have already been trained to type in Hanyu pinyin in level 1 Chinese). When the project is presented and submitted, the unit ends with the summative assessment, the unit test. Students are encouraged to form study buddies after school. The instructor offers student tutors for tutoring sessions after school, which level 3 Chinese or higher Chinese Language and Culture students will tutor level 1 and 2 Chinese students.

Each unit exam will include a vocabulary section, grammar section and short essay section. Vocabulary and grammar sections come in various formats, such as fill in the blanks, multiple choices and matching. Depending on the theme, students will also have timed listening comprehension section with multiple choice questions. Occasionally students will be given surprise pop quiz, both oral and written. Oral performance tasks will be given and in-class timed written activity will be scored.

Throughout the course, students are required to keep a journal in the classroom. At the end of each instruction/class, students will spend the last 10-15 minutes to reflect upon the instruction/lesson by writing in their journal (with a pencil only). The objective is for students to reflect on their lessons by practicing hand writing characters and to develop a routine in using Chinese regularly and comfortably in expressing their thoughts. The instructor will check the journal writing at the end of the week to assess students’ development in writing and the effectiveness of class instruction.

Every Monday, students will recap the news they have read or heard over the weekend in Chinese. The news shared by students will cover a variety of topics, ranging from political issues to celebrity news. The objective of this weekly activity is to build student interest in China’s current affairs.

For quiz review sessions, games such as charade, 21 (quiz show), show your board, musical chair, are used to help students prepare for quiz and test by studying and reviewing vocabulary lists.

**Technology**

Students have access to laptops in the classroom. These laptops are used regularly by students of Chinese Language and Culture for online research, web browsing and social networking. Students use these laptops to read along with the textbook audio CD, supplementary material to their textbook. Students also use the laptop as a technology tool for research online for materials for their group projects and news events.

The Chinese classroom has an active board which the instructor uses for instruction. The classroom also has DVD player and flat screen TV which allows students to watch film clips and youtube videos relating to the thematic content of the lesson for visual reinforcement and cultural lessons.

**Social Media**

This course employs as variety of social networks to build student’s language skills. Facebook, twitter, and blogging are used. Students will connect on Facebook to create a discussion thread with their peers on China’s current events. They will also follow the instructor on twitter for information on trips and exams. Finally, students will write blogs and share with each other. Students are required to comment on their peers’ blogs. The instructor and her students will abide by school’s policy on the use of social media.

**Special Events**

Early October, our school will host 30+ students from China for a week. Our Chinese Language and Culture students will open their homes to these Chinese students and have the Chinese students shadow them at school. This is a great opportunity for cultural exchanges and building international friendships. Our students will practice their Chinese communication skills; at the same time, they will bridge cultural barriers.

In the late Fall, students will take our annual trip to Philadelphia Chinatown for an authentic cultural experience of shopping and dining. They will visit grocery store, book store, gift shop, and enjoy a tradition dim sum lunch. The purpose of this trip is to provide an opportunity for students to experience an authentic cultural lifestyle. Students who participate in this trip must write a reflective essay discussing the similarities and difference between the Chinese and the American cultures. They must also share their experiences with the class with a power point presentation.

For Chinese New Year Celebration, our students will make dumplings in class and eat them together. The purpose of this celebration is to re-enact how Chinese families celebrate this important and special holiday by eating together. We usually use the Staff Lunch Room to use the kitchen for wrapping the dumplings and boiling them to eat. In addition, the East Asian Club members will use this opportunity to make hundreds of dumplings to sell them around the school to celebrate Chinese New Year and to promote Chinese culture.

During Chinese New Year Celebration, students will join the local Chinese Association to celebrate Chinese New Year. They will participate in the Chinese New Year dinner with the local Chinese community. They will also perform for the Chinese community as part of the Chinese New Year celebration entertainment. Our local Chinese community members really enjoy having our students present as part of their celebration program.

During Spring Break, Our Chinese Language and Culture students will visit our sister school in China and be hosted. They will spend 7 days in home stay with local Chinese families and attend our Chinese sister school daily for language immersion program. This one-week language and cultural immersion program allows our students to grow their communication skills and gain personal insight into Chinese cultural environment.

In May, our students will participate in the Pennsylvania State Chinese Speech Competition sponsored by Hanban, Confucius Institute and BCIU (local Intermediate Unit). This event allows students to interact with other Chinese language learners from other school districts and to assess their own oral communication skills.

**Student Evaluation**

30% Unit exams

30% Oral presentations and research projects

20% Written assignments (daily diary, vocabulary practice, essay)

20% Class activities (Oral discussions, pair dialogues)

Midterm grade is 10% of student’s final grade of the mid-year report card grade.

Final Exam is 10% of the student’s final grade.

**Instructor Resources**

**Textbooks**

*Integrated Chinese*, Textbook, (Traditional and Simplified Character Edition), Level 2, Boston: Cheng & Tsui, 2006.

*Integrated Chinese*, Workbook, (Traditional and Simplified Character Edition), Level 2, Boston: Cheng & Tsui, 2006.

**Resource Books**

Tan, Huaypeng (2005). What’s in a Chinese Character. China: Marshall Cavendish International (Asia) Ltd.

Yi, Bingyong 伊斌庸 (Ed) (2009). 100 Pearls of Chinese wisdom. China: Sinolingua.

Yi, Bingyong 伊斌庸 (Ed) (2010). 100 Common Chinese idioms and set phrases. China: Sinolingua.

Zhang, Mo 张默 (Ed) (2011). Collected poetry by modern Chinese women poets 现代女诗人选集。Taiwan: Eslite Books.

Zhang, Mo 张默 (Ed) (2011). 300 Poems新诗三百首。Taiwan: 九歌 Jiuge Books.

Zhang, Pengpeng (2001). The Most common Chinese radicals. China: Sinolingua.

Zhang, Yanfeng 张延风 （2000）. Zhongguo Yishushi中国艺术史. China: Beijing Language and Culture University Press.

Zhou, Linzong 周苓仲 (Ed) (2009). The stories behind 100 Chinese idioms. China: Sinolingua.

**Films**

Beijing. 2004, USA. Globe Trekker. [www.globetrekkertv.com](http://www.globetrekkertv.com). Escapi New Media Studios AB.

China. 2005, USA. Globe Trekker. [www.globetrekkertv.com](http://www.globetrekkertv.com). Escapi New Media Studios AB.

China From the Inside. 2006, USA. Lewis, Jonathan, director. DVD: [www.pbs.org](http://www.pbs.org): PBS Home Video.

Not One Less.1999, China. Zhang Yimou, director. DVD: Culver City, CA: Sony Pictures, 2000.

In the Mood for Love. Wong Kar-Wai, director. DVD: Taipei, Taiwan: Deltamac,

Raise the Red Lantern. 1991, China. Zhang Yimou, director. DVD: Century City, CA: MGM, 2000.

The Story of Qiu Ju. 1992, China. Zhang Yimou, director. DVD: Culver City, CA: Sony Pictures, 1993.

**Web Sites**

[www.sohu.com](http://www.sohu.com)

[www.chinadaily.com](http://www.chinadaily.com)

[www.chineselanguage.com](http://www.chineselanguage.com)

[www.baidu.com](http://www.baidu.com)

[www.livemocha.com](http://www.livemocha.com)

[www.sina.com.tw](http://www.sina.com.tw)

[www.google.com.tw](http://www.google.com.tw)

[www.chinese-tools.com](http://www.chinese-tools.com)

Sample Project Rubrics #1

**我的食谱**

In this project you will create an instructional video (视频 shì pín), in which you will teach the class on how to make a Chinese dish. You can choose a dish on the unit handout, such as 水饺，馒头，炒饭，炒面 or something else not on the handout (no steamed rice, instant noodle, or readymade dish is allowed), but it must be an authentic Chinese dish/recipe (食谱 shí pǔ). A real Chinese dish that requires more than just heating up or boiling water, therefore instant noodle or steam rice or similar simple side dishes are not acceptable. You may work with a partner on this project, but only one partner. You must videotape the process and explain clearly in Chinese each step in the video for the class like a how-to video. The name of the dish and its ingredients must be introduced in Chinese and characters. We will show the video in class. Your peers will provide feedbacks on your videos.

Requirements:

1. You must save your video in MP3 file in you and your partner’s name as part of the title, such as “老师炒面” and save it in a file in [www.dropbox.com](http://www.dropbox.com) and share it with me.
2. You must submit a written instruction of recipe, with ingredients in Chinese and the instruction in English. Again, you must save it as word document and use your name as the file name. Again, you/your partner’s name must be on the title (老师炒面的食谱) and share the file with me on www.dropbox.com or e-mail it to me
3. Check out the videos on Youtube to guide you on what a professional cooking video looks like.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 10-8 points | 7-5 points | 4-2 points | 1-0 points |
| Oral Chinese | The name of the dish and all the ingredients are clearly introduced in Chinese both orally and written | The name of the dish and most of the ingredients are clearly introduced in Chinese both orally and written | The name of the dish and some of the ingredients are clearly introduced in Chinese both orally and written | The name of the dish and few of the ingredients are clearly introduced in Chinese both orally and written |
| Chinese characters | All of the ingredients are shown in characters in the video | Most of the ingredients are shown in characters in the video | Some of the ingredients are shown in characters in the video | A few ingredients are shown in characters in the video |
| Difficulty of food preparation | The dish requires 12 or more steps to complete | The dish requires 7 to 11 steps to complete | The dish requires 4 to 6 steps to complete | The dish requires only 1 to 3 steps to complete |
| Demonstration | The chefs are professional in their instruction, speaking Chinese as required | The chefs are often professional in their instruction, speaking Chinese as much as they can | The chefs are sometimes professional in their instruction, speaking Chinese rarely | The chefs are silly in their instruction, does not speak in Chinese as required |
| Script | The script is typed and well written, with minimum number of mistakes. Chinese terms are clearly used and spoken. | The script is typed and well written, with some mistakes.  Chinese terms are used and spoken. | The script is typed and well written, with multiple mistakes.  Chinese terms are not clearly used and spoken. | The script is typed and poorly written, with a lot of mistakes.  Chinese terms are not used and spoken. |

Total Points: 50 points

Sample Project Rubrics #2

**我们欢迎你**

In this research project, you are to select a province （省）or city (城市) in China and do a research on it. You must create a tourist pamphlet to promote your city or province to increase In your pamphlet, you must introduce your city or province by including information about its dialect, people, cultural practices, legends of its traditions, landmarks, famous dish, and historical significance in Chinese. Also, you must consider what kind of language to include in your promotional presentation in order to sell this province to the people who are interested in. What information would you include to entice them to in your city? You must include landmarks, traditions, famous people originated there, stories or legends about the place. In addition, your tri-fold pamphlet must be in bilingual (Chinese + English) for distribution. You must follow the rubrics provided below to guide you on the requirements of this project.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 10-8 | 7-5 | 4-2 | 1-0 |
| Content | 20 or more important facts about the province | 15-19 important facts about the province | 10-14 important facts about the province | 1-9 important facts about the province |
| Appearance | A strong and consistent theme-oriented design | A nice and consistent theme-oriented design | A consistent theme-oriented design | Lacks a theme-oriented design |
| Chinese | Chinese are written correctly with no mistakes in grammar and vocabulary | Chinese are written well with minor mistakes in grammar and vocabulary | Chinese are written with multiple mistakes in grammar and vocabulary | Chinese are written poorly with lots mistakes in grammar and vocabulary |
| English translation | English translation is completed with no mistakes in grammar and vocabulary | English translation is completed with minor mistakes in grammar and vocabulary | English translation is completed with multiple mistakes in grammar and vocabulary | English translation is completed with lots mistakes in grammar and vocabulary |
| Visual | You have 20+ slides to demonstrate the province you researched | You have 15-19 slides to demonstrate the province you researched | You have 10-14 slides to demonstrate the province you researched | You have less than 10 slides to demonstrate the province you researched |

Total Points: 50 points