

# AP<sup>®</sup> Chinese Language & Culture

## Sample Syllabus 2

### Course Overview

AP<sup>®</sup> 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. [C4]

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 listening, speaking, reading, and writing
- To be able to understand the textbook and given materials both in speaking and in reading and to be able to discuss the cultural aspects of the readings in Chinese
- 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 [C3]

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.

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. [C3, C5, C7]

**C4**—The teacher uses Chinese almost exclusively in class and encourages students to do likewise.

**C3**—In addition to communication, the course also addresses the Standards’ other four goals: cultural competence, connections to other school disciplines, comparisons between Chinese language and culture and those of the learners, and the use of the language within the broader communities beyond the traditional school environment.

**C5**—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 China, Chinese family and societal structures, and national and international issues.

**C7**—The teacher chooses from among both conventional print and aural materials such as textbooks, audiovisual materials, and Web-based content designed for language learning. They also make use of materials generally used by native Chinese speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products. Teachers scaffold students’ experiences with these texts, particularly those that would normally be considered beyond the grasp of high school students.

# Course Planner

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

## Fall Term

	Class	Assignment/Quiz
<b>Week 1</b>		
9/12	Housekeeping matters for the class Overview of the course requirements	Give assignment #1
9/13	Unit I—Population and Housing [C5] Introduction (人口住房)	
9/15	Introduction (人口住房)	
9/17	Language lab	Assignment #1 due
<b>Week 2</b>		
9/19	Introduction (人口住房)	Quiz #1
9/20	1.1 The Population Explosion [C5] (人口大爆炸)	Give assignment #2
9/22	No class—house trips	
9/24	1.1 The Population Explosion (人口大爆炸)	
<b>Week 3</b>		
9/26	Language lab	Assignment #2 due
9/27	1.1 The Population Explosion (人口大爆炸)	Quiz #2
9/29	1.2 Housing [C5] (住宅)	Give assignment #3
10/1	1.2 Housing (住宅)	
<b>Week 4</b>		
10/3	1.2 Housing (住宅)	
10/4	Language lab	Quiz #3 Assignment #3 due
10/6	Supplementary material & Unit I review	
10/8	No class—SAT® administration	
<b>Week 5</b>		
10/10	Unit I TEST	
10/11	Unit II—Education and Employment [C5] Introduction (教育就业)	Give assignment #4
10/13	Introduction (教育就业)	
10/15	Language lab	Quiz #4
<b>Week 6</b>		
10/17	2.1 Vocational Student [C5] (我是职业高中生)	Assignment #4 Due
10/18	2.1 Vocational Student (我是职业高中生)	Give assignment #5
10/20	Language lab	
10/22	Parents' Weekend—short class	
<b>Week 7</b>		
10/24	No class—Parents' Weekend	
10/25	2.1 Vocational Student (我是职业高中生)	Quiz #5 Assignment #5 Due

**C5**—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 China, Chinese family and societal structures, and national and international issues.

Class		Assignment/Quiz
10/27	2.2 From Dropping Out to Taking the Graduate Exam [C5] (从“退学风”到“考研热”)	Give assignment #6
10/29	Language lab	
<b>Week 8</b>		
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”)	<b>Quiz #6</b>
11/3	2.3 The Social Impact of the New Attitude [C5] (“读书无用论”的新冲击)	Assignment #6 due Give assignment #7
11/5	2.3 The Social Impact of the New Attitude (“读书无用论”的新冲击)	
<b>Week 9</b>		
11/7	2.3 The Social Impact of the New Attitude (“读书无用论”的新冲击)	
11/8	Language lab	Quiz #7 Assignment #7 due
11/10	Supplementary reading & Unit II review	
11/12	Unit II TEST	
<b>Week 10</b>		
11/14	Unit III—Lovers and Marriages [C5] Introduction (恋爱婚姻)	Work on final project
11/15	Introduction (恋爱婚姻)	
11/17	Introduction (恋爱婚姻)	Quiz #8/project due
11/19	Language lab/project presentations	
THANKSGIVING BREAK		
WINTER TERM		
<b>Week 1</b>		
11/29	3.1 An Advertisement of a Marriage Proposal and Its Respondents (一则征婚启示和应征者)	Give assignment #8
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	
<b>Week 2</b>		
12/5	3.1 An Advertisement of a Marriage Proposal and Its Respondents (一则征婚启示和应征者)	Assignment #8 due <b>Quiz #9</b>
12/6	3.2 Romance Between Elderly People (黄昏之恋)	Give assignment #9
12/8	3.2 Romance between Elderly People (黄昏之恋)	
12/10	Language Lab	
<b>Week 3</b>		
12/12	3.2 Romance Between Elderly People (黄昏之恋)	
12/13	3.2 Romance Between Elderly People (黄昏之恋)	Assignment #9 due

**C5**—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 China, Chinese family and societal structures, and national and international issues.

Class		Assignment/Quiz
12/15	Film: To Live (活着)	Quiz #10
12/17	Film: To Live (活着)	
CHRISTMAS BREAK		
<b>Week 4</b>		
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)	Give assignment #10
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	Quiz #11 Assignment #10 due
<b>Week 5</b>		
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: Eat Drink Man Woman (饮食男女) [C7]	
<b>Week 6</b>		
1/23	Film: Eat Drink Man Woman (饮食男女)	
1/24	Unit IV: Family, Women, and Children Introduction (家庭)	Give assignment #11 妇女 儿童)
1/26	Introduction (家庭)	
1/28	No class—SAT administration	
<b>Week 7</b>		
1/30	Introduction (家庭)	妇女 儿童)
1/31	Language lab	Quiz #12 Assignment #11 due
2/1	4.1 Arguing with My Wife over Disco (我和老伴的拳舞之争)	Give assignment #12
2/2	4.1 Arguing with My Wife over Disco (我和老伴的拳舞之争)	
<b>Week 8</b>		
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	Quiz #13 Assignment #12 due
2/11	4.2 The Wife's Coming and Going in the Labor Market (妻子下岗又上岗)	Give assignment #13
<b>Week 9</b>		
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	Quiz #14 Assignment #13 due

**C7**—The teacher chooses from among both conventional print and aural materials such as textbooks, audiovisual materials, and Web-based content designed for language learning. They also make use of materials generally used by native Chinese speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products. Teachers scaffold students' experiences with these texts, particularly those that would normally be considered beyond the grasp of high school students.

	Class	Assignment/Quiz
2/18	4.3 Single Child Family: Beibei's Years (独生子女家庭: 贝贝进行曲)	Give assignment #14
<b>Week 10</b>		
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	Quiz #15 Assignment #14 due
2/25	Unit IV review and essay writing	
<b>Week 11</b>		
2/27	Unit IV TEST	Work on project
2/28	Film: The Invisible Net [C7]	
3/2	Film: The Invisible Net	
3/4	Project presentation	Project due
SPRING BREAK		
SPRING TERM		
<b>Week 1</b>		
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	
4/1	Introduction (经济发展的动态)	<b>Quiz #16</b> Assignment #15 due Week 2
<b>Week 2</b>		
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
<b>Week 3</b>		
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)	<b>Quiz #18</b> Assignment #17 due
<b>Week 4</b>		
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

**C7**—The teacher chooses from among both conventional print and aural materials such as textbooks, audiovisual materials, and Web-based content designed for language learning. They also make use of materials generally used by native Chinese speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products. Teachers scaffold students' experiences with these texts, particularly those that would normally be considered beyond the grasp of high school students.

	Class	Assignment/Quiz
<b>Week 5</b>		
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
<b>Week 6</b>		
5/1	AP Exam review	
5/2	AP Exam review	
5/3	AP Exam review	
5/4	AP Exam review	
<b>Week 7 (AP Exam review)</b>		
5/8	AP Exam review	
5/9	AP Exam review	
??	AP Exam	
5/13	Literature selection: “Moonlight in the Lily Pond” [C7] 荷塘月色 (朱自清)	
<b>Week 8</b>		
5/15	Literature selection: 荷塘月色 (朱自清)	Give assignment #19
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	Assignment #19 due
<b>Week 9</b>		
5/22	Literature selection: “The New Year’s Sacrifice” [C7] 祝福 (鲁迅)	Give assignment #20
5/23	Literature selection: 祝福 (鲁迅)	
5/25	Literature selection: 祝福 (鲁迅)	
5/27	Literature selection: 祝福 (鲁迅)	Assignment #20 Due
<b>Week 10</b>		
5/29	Newspaper article/short TV play [C7]	Quiz #20
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	Projects due

**C7**—The teacher chooses from among both conventional print and aural materials such as textbooks, audiovisual materials, and Web-based content designed for language learning. They also make use of materials generally used by native Chinese speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products. Teachers scaffold students’ experiences with these texts, particularly those that would normally be considered beyond the grasp of high school students.

## Teaching Strategies

This course is organized around the five thematic units of the textbook *A New Text for a Modern China*. Supplementary 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, and (5) reading comprehension and writing practice. [C7, C9]

**C9**—The teacher plans and implements structured cooperative learning activities to support ongoing and frequent interpersonal interaction, and employs a range of instructional strategies to meet the diverse needs of his or her learners.

**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 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. [C2, C9]

**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 improve all four language skills. 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. [C2]

**Reading comprehension and writing practice:** At the beginning of each class, we do a speed-reading comprehension exercise for 8–10 minutes on topics related to the thematic unit. [C2] 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 an open-ended question to answer, or they are directed to write a short reflection on the movie or video clip, or simply on the main reading in class. 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. [C2, C7]

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

**C2**—The course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes: interpretive, interpersonal, and presentational, as articulated in Standards for Foreign Language Learning in the 21st Century (Standards); and at the Intermediate level, as articulated in the ACTFL Performance Guidelines for K-12 Learners. (For Standards descriptions, see the Standards Executive Summary. For Intermediate level performance descriptions, see ACTFL Performance Guidelines for K-12 Learners.)

**C9**—The teacher plans and implements structured cooperative learning activities to support ongoing and frequent interpersonal interaction, and employs a range of instructional strategies to meet the diverse needs of his or her learners.

**C7**—The teacher chooses from among both conventional print and aural materials such as textbooks, audiovisual materials, and Web-based content designed for language learning. They also make use of materials generally used by native Chinese speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products. Teachers scaffold students' experiences with these texts, particularly those that would normally be considered beyond the grasp of high school students.

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, or in more formalized one-on-one interviews on specific topics. [C3]

**C3**—In addition to communication, the course also addresses the Standards' other four goals: cultural competence, connections to other school disciplines, comparisons between Chinese language and culture and those of the learners, and the use of the language within the broader communities beyond the traditional school environment.

## 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. [C8]

**C8**—The course teaches students to develop both communication and language learning strategies, such as inferring meaning either through sociocultural context or linguistic features.

## A Sample Lesson Plan: “Love and Marriage”

### Preparation

#### Materials

- A New Text for a Modern China by Irene Liu—Unit 3: Introduction (Love/Marriage)
- *Supplementary Workbook for A New Text for a Modern China* by Shining Zou and Feng Lan (pp. 80–89)
- Film segment

### Resources

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); [C3]
- 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. [C2,C3]

## Targeted Standards

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 3.1 Making Connection
- 3.2 Acquiring Information
- 4.2 Cultural Comparisons

## Reflection

- 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 language 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 marriages and perspectives on the Chinese cultural aspects of love and marriage.
- 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.

**C3**—In addition to communication, the course also addresses the Standards' other four goals: cultural competence, connections to other school disciplines, comparisons between Chinese language and culture and those of the learners, and the use of the language within the broader communities beyond the traditional school environment.

**C2**—The course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes: interpretive, interpersonal, and presentational, as articulated in Standards for Foreign Language Learning in the 21st Century (Standards); and at the Intermediate level, as articulated in the ACTFL Performance Guidelines for K-12 Learners. (For Standards descriptions, see the Standards Executive Summary. For Intermediate level performance descriptions, see ACTFL Performance Guidelines for K-12 Learners.)

## 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. 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. After all these preparation activities, we get into a discussion of the main reading. At that point, most students feel more comfortable discussing love and marriage. Students are usually assigned to write a reflection journal or prepare for a debate exercise for the next class.

### **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 in-class writing practice.

## Evaluation/Assessment of the Sample Lesson

The assessment is ongoing through the daily assignments and a weekly assignment that includes vocabulary and grammar exercises, reading comprehension practice, and a reflection journal. At the conclusion of the thematic unit, there is a summative unit test that includes an oral portion (30 percent of the test score) and a written portion (70 percent). The oral part of the final evaluation includes a listening section and a speaking section conducted in the language lab; the written part includes sections on vocabulary, grammar, reading comprehension, and writing. Students will be fully informed of grading criteria and rubrics prior to assignments, exams, and other types of assessments. [C6]

**C6**—Assessments are frequent, varied, and explicitly linked to the Standards' goal areas. Prior to assigning an assessment task, teachers share with their students the criteria against which their performances will be evaluated.

### 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?

### 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. [C7]

**C7**—The teacher chooses from among both conventional print and aural materials such as textbooks, audiovisual materials, and Web-based content designed for language learning. They also make use of materials generally used by native Chinese speakers, such as print and Web-based texts; animated computer programs; and video-, CD-, and DVD-based products. Teachers scaffold students' experiences with these texts, particularly those that would normally be considered beyond the grasp of high school students.

### Student Evaluation

Final grades are based on the following:

In-class performance	15 percent
Homework assignments	30 percent
Quizzes	20 percent
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. [C2]

**C2**—The course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes: interpretive, interpersonal, and presentational, as articulated in Standards for Foreign Language Learning in the 21st Century (Standards); and at the Intermediate level, as articulated in the ACTFL Performance Guidelines for K-12 Learners. (For Standards descriptions, see the Standards Executive Summary. For Intermediate level performance descriptions, see ACTFL Performance Guidelines for K-12 Learners.)

Homework is assigned on a weekly basis. It usually includes listening/speaking exercises in the language lab, vocabulary-building practice, and grammar exercises, as well as reading/writing exercises. 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. [C2, C6, C10]

Term projects provide many opportunities for students to work independently and to write and speak Chinese in different formats. [C2] 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 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, with Liu Ziaoqi. 1998. *A New Text for a Modern China*. Boston: Cheng & Tsui.

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

### Resource Books

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

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., ed. 2000. "Introducing Sociocultural Theory." In *Sociocultural Theory and Second Language Learning*. Oxford: Oxford University Press.

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

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

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

**C2**—The course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes: interpretive, interpersonal, and presentational, as articulated in Standards for Foreign Language Learning in the 21st Century (Standards); and at the Intermediate level, as articulated in the ACTFL Performance Guidelines for K-12 Learners. (For Standards descriptions, see the Standards Executive Summary. For Intermediate level performance descriptions, see ACTFL Performance Guidelines for K-12 Learners.)

**C6**—Assessments are frequent, varied, and explicitly linked to the Standards' goal areas. Prior to assigning an assessment task, teachers share with their students the criteria against which their performances will be evaluated.

**C10**—The course provides students with opportunities to develop both Chinese handwriting skills and word processing skills in Hanyu Pinyin or Bopomofo.

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

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

Wertsch, James V., F.A. Hagstrom, and P. Tulviste. 1993. "A Sociocultural Approach to Agency." In *Context for Learning: Sociocultural Dynamics in Children's Development*, Ellice A. Forman, Norris Minick, and C. Addison Stone, eds. (1997.) New York: Oxford University Press.

## Web Sites

Chinese Newspapers

[www.lsa.umich.edu/asian/chinese/online/newspaper.html](http://www.lsa.umich.edu/asian/chinese/online/newspaper.html)

Chinese Magazines

[www.cnd.org/HXWZ/](http://www.cnd.org/HXWZ/)

Learn Chinese Online

[http://usc.edu/dept/ealc/chinese/newweb/recourse\\_page.htm](http://usc.edu/dept/ealc/chinese/newweb/recourse_page.htm)

Online Chinese Tools

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

Listen to Chinese Idiom Stories Online

[www.wellesley.edu/Chinese/Chinese\\_Fables/title/title\\_page.html](http://www.wellesley.edu/Chinese/Chinese_Fables/title/title_page.html)

Interactive Language-Learning Software

[www.clavisinica.com/info.html](http://www.clavisinica.com/info.html)

Listen to Chinese Online

[www.voanews.com/chinese/index.cfm](http://www.voanews.com/chinese/index.cfm) (Voice of America: Chinese News Page)

[www2.ken.edu/People/bai/VCSC.htm](http://www2.ken.edu/People/bai/VCSC.htm) (Chinese Video clips)

[www.abc.net.au/ra/mand/](http://www.abc.net.au/ra/mand/) (Radio Australia: Chinese News Page)

## Chinese Films

*At Middle Age* (人到中年). 1982, China. Qiming Wang and Sun Yu, directors.  
VCD: [www.cnave.com](http://www.cnave.com) or [www.baidu.com](http://www.baidu.com).

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

*Family* (家). 1957, China. Chen Xihe and Ye Ming, directors. VCD:  
**[www.cnave.com](http://www.cnave.com) or [www.baidu.com](http://www.baidu.com).** VHS: [video@naihai.com](mailto:video@naihai.com).

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

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

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

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