

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:		
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"> 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:		
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"> 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/whychengo/whychengo.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/~chnsrdng>

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.