

# AP® Chinese Language and Culture: Syllabus 3

Syllabus 1058817v1



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

### Materials used in this class [SC13]

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

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

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

\* Indicates communication-strategies training focus of the cycle.

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

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

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

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

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

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

<p>9/14– 9/26</p>	<p>Lesson 2 “Dorm” Zhuang Zi and the Chinese views of nature</p>	<p>Stories of Zhuang Zi;  Web materials on Chinese “feng shui” (geomancy)</p>	<p>Daily quiz</p> <p>Chapter quiz: speaking presentation on “The Advantages and Disadvan- tages of Either Living on Campus or off Campus” <b>[SC3]</b></p> <p>Research project #2: “Learn some- thing about Zhuang Zi and Chinese feng shui, then write a short essay reflecting on the practice of feng shui and the Chinese views about nature and compare them with views about nature in Western civilizations, then prepare a three-minute presentation on your findings and comparison. There will be a two-minute Q&amp;A session after your presentation be- tween the teacher and you and your classmates. (You need to use word processing for your essay.)” <b>[SC4 &amp; SC9]</b></p>	<p>SC3—The course prepares students to demonstrate their level of Chinese proficiency across the presentational modes at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.</p> <p>SC4—In addition to communication, the course addresses cultural competence.</p> <p>SC9—Language instruction frequently integrates a range of Chinese cultural content that exposes students to perspectives broader than their immediate environment; for example, the fundamental aspects of daily life in all Chinese speaking communities, Chinese family and societal structures, and national and international issues.</p>
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9/27–10/6 (Mid-Autumn Moon Festival)	<p>L12 “Chinese Holidays” How the Chinese people celebrate holidays, what they do, and why</p> <p>*Note-taking skills in interpretive listening mode and note-using strategies in presentational speaking</p>	DVDs, VCDs, and Web-based resources	<p>Daily quiz</p> <p>Chapter quiz grade in class: 15-minute writing on a computer, narrating a complete story as suggested by a group of four or five pictures to a friend (the writing takes place in the computer lab). <b>[SC15 &amp; SC20]</b></p> <p>Project #3 on major Chinese holidays: “Your project is to choose a holiday (choose from: Spring Festival, Lantern Festival, Qingming Festival, Dragon Boat Festival, and Mid-Autumn Festival) and do research on its ‘when,’ ‘how,’ ‘what,’ and ‘why.’ Find six pictures and make a poster-board display. Hand-write (preferably with a Chinese writing brush) captions below each picture. <b>[SC19 &amp; SC20]</b> You need to go to Chinatown, a Chinese restaurant, or other places outside the school to interview an elderly person of Chinese background on how he or she celebrated the festival of your choice as a child in China. <b>[SC7]</b> Practice note-taking strategies during the interview and turn in your notes as part of your project portfolio. It would be great if you could get permission from the person to record your conversation. Using the poster board, you have three minutes to present your findings about the holiday to the class in Chinese and report on what your interviewee said about this festival. In your presentation, <b>[SC3]</b> you need to compare this festival to a similar one in your own culture or the Western culture. <b>[SC6]</b> You can glance at your notes during your presentation.</p> <p>There will be a two-minute Q&amp;A session after your presentation between the teacher and you and your classmates.”</p>	<p>SC15—The course teaches students to develop communication strategies such as inferring meaning either through socio-cultural context or linguistic features.</p>
				<p>SC20—The course provides students with opportunities to develop word processing skills in Hanyu Pinyin or Bopomofo.</p>
				<p>SC19—The course provides students with opportunities to develop Chinese handwriting skills.</p>
				<p>SC7—In addition to communication, the course addresses the use of the language within the broader communities beyond the traditional school environment.</p>
				<p>SC3—The course prepares students to demonstrate their level of Chinese proficiency across the presentational modes at the intermediate level as articulated in the ACTFL performance guidelines for K-12 Learners.</p>
				<p>SC6—In addition to communication, the course addresses comparisons between the target language and culture and those of the learners.</p>

<p>10/10–10/19</p>	<p>L3 “At a Restaurant” Chinese food, comparison of dietary cultures and table manners from different cultures</p> <p>*Interpretive-strategies training — ability to identify main ideas and supporting details</p>	<p>Authentic material: an article by Shu Ting (a famous contemporary Chinese woman poet) entitled “Speaking Chinese and Eating Chinese Food” in <i>Mingbao Monthly</i></p>	<p>Daily quiz</p> <p>Chapter quiz: “You need to do a two-minute oral presentation to the whole class on your chosen topic. There will also be a one-to two-minute Q&amp;A session after your presentation between the teacher and you and your classmates.”</p> <p>Project #4: “Write an essay on one of the following questions: ‘Why do you think poet Shu Ting writes that speaking Chinese and eating Chinese food are the spiritual home for the Chinese people in foreign lands?’ or ‘How are the Chinese perspectives reflected in the Chinese practice of cooking, dietary customs, and table manners?’ Both essays need to address the similarities and differences of Chinese food, dietary customs, and table manners with those of students’ own culture or Western cultures. (Use word processing for your essay.)”</p> <p><b>[SC4, SC5 &amp; SC6]</b></p>	<p>SC4—In addition to communication, the course addresses cultural competence.</p> <p>SC5—In addition to communication, the course addresses connections to other school disciplines.</p> <p>SC6—In addition to communication, the course addresses comparisons between the target language and culture and those of the learners.</p>
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10/20–11/1	<p>L4 “Shopping,” Bargaining Skills; power and glamour of brand names</p> <p>*Interpretive-strategies training—ability to infer and interpret the author’s intent <b>[SC16]</b></p>	<p>Authentic material: newspaper article from “Wenhui Bao” entitled “Rather Take One Bite of a Fresh Peach Than Eat Two Baskets of Rotten Apricots” by Xu Zhenchuan</p>	<p>Daily quiz</p> <p>First half of the cycle: Chapter quiz debate on “Brand name or non-brand-name products?” The class is divided into two camps—for or against brand names. Each side needs to have an in-class brainstorm session to discuss in Chinese how to present their views in a two-minute opening remark (presented by the whole group) and how to prove the other side is wrong.</p> <p>Second half of the cycle: Begin group (two students per group) video project #1 on how to cook a Chinese dish of your choice. “Find a partner and discuss what kind of dish you want to cook for the whole class; go to a market that sells Chinese ingredients or preferably a Chinese market so you can speak Chinese with the employees there. You need to try your best to communicate in Chinese only with your partner in the whole process of finding a recipe, shopping for ingredients, preparing for, and actually cooking the dish. <b>[SC17]</b></p> <p>Videotape the whole process and, at the end of the video, there should be step-by-step instructions with an actual demonstration in Chinese on how to make the dish. (You will show the video to the class and provide a handwritten recipe in Chinese characters for classmates who want it (a two-minute Q&amp;A session). Most important of all, don’t forget to bring the actual dish you cooked to share with the whole class.”</p>	<p>SC16—The course teaches students to develop language learning strategies such as inferring meaning either through sociocultural context or linguistic features.</p> <p>SC17—The teacher plans and implements structured cooperative learning activities to support ongoing and frequent interpersonal interaction.</p>
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11/2–11/14	L9 “Traveling” Review on giving and receiving directions, using authentic maps from cities in China.	<p>Movie clips (in Chinese) on tourist attractions in China.</p> <p>Maps of the world and China, and authentic print and Web-based travel information. Authentic visa application forms from Chinese Embassy, post office, and banks; travel itinerary in Chinese characters and travel-related contracts between travelers and travel agents.</p>	<p>Daily quiz</p> <p>Complete group video project begun during the previous cycle and have ready to present on 11/13.</p> <p>“Don’t forget to bring your video and the dish you cooked.”</p>
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11/15– 11/29	<p>L10 “In the Post Office”</p> <p>Skills needed to survive an immersion experience in China, formal receipts, and public signs</p>	<p>Movie/DVD/VCD about famous Chinese Philosophers—Lao Zi, Kong Zi (Confucius), Zhuang Zi—and their philosophical ideas</p> <p>Print- and Web-based materials on Chinese philosophy, geography, tourist attractions in China, real ads from local Chinese travel agencies</p>	<p>Daily quiz</p> <p>Chapter quiz: In-class reading comprehension for authentic material (a formal invitation to a movie premiere);</p> <p>End-of-semester integrated performance and activity-based group project (open-book portion of the exam worth 50 percent of the fall semester exam grade): Philosophical China. “Imagine that you are enrolled in a yearlong Chinese history and civilization course at your school. The course generates so much interest in China, especially in the philosophical ideas of ancient China, that your instructor decides to organize a two-week summer trip to China called Philosophical China. Your instructor asks each group of two students to work together to come up with a proposed itinerary. You need to speak Chinese as much as possible in completing the whole project. Each student needs to interview a native Chinese speaker and find out which historical sites in which cities you need to visit in order to have a good understanding of the three major schools of Chinese thought—Confucianism, Taoism, and Buddhism. Each student should call or, even better, go in person to a different Chinese travel agency and explain in Chinese what you would like to see in China and get suggestions and quotes from a professional travel agent. After each individual in the group interviews the native speaker and visits a Chinese-speaking travel agent, the two of you should compare and discuss the advantages and disadvantages of each proposed itinerary, including price quotes and feasibility, and then design an improved itinerary. You need to each make a three-minute presentation on your proposed itinerary with the visual aid of a poster-board display or a PowerPoint slide show you have created.</p> <p><b>[SC18]</b></p>	<p>SC18—The teacher employs a range of instructional strategies to meet the diverse needs of his or her learners.</p>
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11/30–12/11	L11 “A Letter” Difference between spoken versus formal and semiformal written language	<p>CDs on Chinese classical poetry.</p> <p>Selected well-known Chinese poems such as Wang Zhi-huan’s “Ascend the Heron Tower” (Deng Guanque Lou), Li Bai’s “Question and Answer in the Mountain” (Shan zhong wenda), Han Shan’s “No Title” (Wuti), Wang Wei’s “Birds-Singing Stream” (Niao Ming Jian), and Shen Xiu and Hui Neng’s poems on the topics of “Puti Shu” (Pi-pal) and “Ming Jing Tai” (Bring Mirror Stand) are taught in their original to demonstrate the fundamental ideas of Confucianism, Taoism, and Buddhism.</p>	<p>“Continue to work on your group project on philosophical China and videotape the final presentation of the itinerary. Work together in creating written explanations (typed on computer) of your reasons for selecting the historical sites and cities on your itinerary. On the day of the semester exam, you need to turn in a project portfolio with both of your names on it, including a video of the presentation, a poster-board display or PowerPoint slide show (or both), a written explanation of the rationale behind your itinerary in relation to the famous Chinese philosophers, your interview questions and the notes you took during the actual interview of a native speaker of Chinese (if you had permission to record the conversation with your interviewee, include an audiotape), and information and related <i>realia</i> in Chinese you received from the Chinese-speaking travel agencies or from Web sites.”</p>
12/12–1/9	Review for course exam and more review of Chinese radicals and communication strategies such as circumlocution, using cohesive devices (set phrases) to sustain a connected discourse of paragraph length in presentational speaking and writing	<p>Selected parts from video <i>The Heart of the Dragon: Remembering, Believing, and Creating</i></p>	<p>First half of the cycle (12/12 to 12/14): Review for course exam</p> <p>Second half of the cycle, project #5: “Write an imaginary interview with one of the Chinese philosophers we have studied. Ask interesting questions and ‘put words into the philosopher’s mouth’ according to your research and your understanding of his or her life and worldview. Adopt and develop a persona for yourself in relation to the interviewee. There should be at least 10 exchanges between you and the philosopher of your choice. Videotape your interview. You can ask one of your classmates to play the part of the philosopher or the interviewer. We will view the video together and have a Q&amp;A session after each video.”</p>

1/10–1/22	<p>L5 “Selecting a Major”</p> <p>Parents’ expectations for college and careers versus students’ own personal interests</p> <p>*presentational speaking strategies to maintain and re-engage audience attention</p>	<p>A Book entitled <i>Shiqing Huayi</i> edited by Huang Yufeng on Chinese painting and poetry Enrichment activities after the winter break; brief introduction about “the four excellences” in Chinese painting—excellence in painting, calligraphy, poetry, and stamps</p>	<p>Daily quiz</p> <p>Chapter quiz: Two-minute speaking presentation on the college major students would like to choose. “Talk about why you choose this major and discuss the profession’s advantages and disadvantages. Also, let us know what your parents and relatives think about your choice of major. A two-minute Q&amp;A session will follow your presentation.”</p> <p>Project #6: “A multimedia creation based on your understanding and interpretation of one of the poems we have studied in cycle 8. Feel free to use any types of media (artistic, technological, or both) and try your best to be creative and imaginative in your work to capture the spirit of this Chinese poem. You have to write the poem on the painting (preferably using a ‘Maobi’ (Chinese writing brush) and attach a sheet with at least five sentences in Chinese characters and the rest in English, telling something about the poem that moves you to make your selection. You also need to explain how your artwork embodies the philosophical views and the magical possibilities the poet created through words. (At least two double-spaced pages). Don’t forget to put your own red stamp mark on your painting. Give yourself a Chinese studio name. You will have an opportunity to share your painting and paper with your classmates and have a Q&amp;A session.”</p>
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1/23–2/1	<p>L 16 “Health and Health Insurance”</p> <p>China’s rapid economic development and the social problem of the increasingly widening gap between the haves and the have-nots in China and the United States</p> <p>*presentational strategies on how to effectively convey information and elaborate</p>		<p>Daily quiz</p> <p>Chapter quiz, grade in class: 15- minute writing on a computer, narrating a complete story as suggested by a group of four or five pictures (the writing takes place in the computer lab). Chapter two-minute presentational speaking quiz: “Compare and contrast the common social problems of the rich and the poor in China and the United States. Your presentation will be followed by a Q&amp;A session.”</p>
2/2–2/13	<p>L 8 “Influence of TV and Movies” Mass media and their relationship with violence and crime in today’s society</p>	<p>PowerPoint slide show of Chinese “four character idioms (chengyu)”</p>	<p>Daily quiz</p> <p>Chapter quiz: Presentation and group discussion on the positive and negative influences of mass media. What role does mass media play in the present national situation of violence and crime in America?</p> <p>Test group (two per group) project #2. “Discuss with each other and choose two of the well-known Chinese four character idioms (‘chengyu’), write a skit for each chengyu, and rehearse and perform your skits (preferably with costumes and props) for the whole class.” (Each group needs to choose different chengyu for the project).</p>
2/14–2/27	<p>L17 “Education” Celebrate Spring Festival with Chinese exchange students and teachers</p>	<p>Learn one or two Chinese songs (karaoke songs, such as “The Girl on the Other Side Looks at Me ...” (Duimian de nuhai kan guolai ...))</p>	<p>Daily quiz</p> <p>Chapter, karaoke song quiz Project #7: “Reflect on what you know about the Chinese education system and prepare a 10-question interview to a Chinese exchange student or teacher. In your questions, you should talk about your views of the advantages and disadvantages of the American school system. Your interview should focus on what the Chinese interviewee thinks are the strengths and weaknesses of Chinese education and American education. If you can get permission from your interviewee, videotape the interview and take good notes. (Turn in your questions as well as the answers.)”</p>

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

<p>4/12– 4/23</p>	<p>L20 “Environmental Protection” 2008 Summer Olympic Games and China’s environmental issues</p> <p>Is it possible to keep the balance of economic development and environmental protection?</p>	<p>Daily quiz</p> <p>Two-minute oral presentation chapter quiz on persuading and convincing: “What should Beijing do environmentally speaking right now to ensure good air quality for the 2008 Olympic Games? A two-minute Q&amp;A session will follow your presentation.”</p> <p>End-of-semester integrated performance and activity-based group project (open-book portion of the exam worth 50 percent of the spring semester exam grade): Opening ceremony for the 2008 Olympic Games in Beijing or the 2010 World Expo in Shanghai. “Imagine that you and your partner have been appointed co-directors for the opening ceremony for either of the two international events. Discuss with your co-director (in Chinese) in class, as well as outside of class, which aspects of Chinese cultures and traditions from its 5,000-year history to showcase to the whole world. Select five to eight Chinese contributions to world civilizations that are most representative of the spirit and essence of the Chinese people and their culture. Explain why you chose those items over countless others and how you will present them artistically to the whole world. Create a presentation board or multimedia presentation to illustrate your “masterpiece.” You and your partner have 10 minutes to present your ideas to the Organization Committee, which consists of your fellow classmates and your instructor. They will ask probing questions about your selections, so be prepared for the Q&amp;A session at the end.”</p>
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4/24–5/3	AP Exam general review	Grammar review sheets, listening comprehension tapes and CDs from other intermediate-level textbooks	<p>Note graded in class and in the computer-lab review activities:</p> <ul style="list-style-type: none"> <li>• Redo all the sample items in AP Chinese at <a href="http://apcentral.collegeboard.com/apc/public/repository/52436_APChinese-Unlocked.pdf">http://apcentral.collegeboard.com/apc/public/repository/52436_APChinese-Unlocked.pdf</a> and record all the answers as digital files; critique and make suggestions for the class.</li> <li>• Use released SAT Subject Test in Chinese to practice multiple-choice type of questions.</li> <li>• Assign a 15-minute writing exercise narrating a complete story as suggested by a group of four pictures to a friend.</li> <li>• Using 30-minute letter-writing sessions, give students seven minutes to read a short e-mail and ask them to type a response.</li> <li>• Play a short telephone message twice and ask students to take notes (remind them to focus on the main ideas the first time and then try their best to note the important details the second time) and then write the message, including important details, in five minutes.</li> <li>• Record a conversation with the instructor with six exchanges (each answer from students needs to be made within 20 seconds); give students a topic on an aspect of Chinese culture in English; give them four minutes to prepare (encourage them to make an outline) and two minutes to record their answers on the computer. Create digital files of all the practice rounds.</li> </ul> <p>Talk about test-taking strategies:</p> <ul style="list-style-type: none"> <li>• Go over multiple-choice drills and the digital files of free-response practice rounds for the whole class, and give critiques and suggestions.</li> <li>• Ask what students would do differently if they were to do them the second time.</li> <li>• Ask students to share their “second time around” answers.</li> <li>• If time permits, do another round of practice.</li> </ul>
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5/4–5/15 AP Exam on 5/9 Wed. at noon	<p>Before the exam: Practice AP mock exam on the computer in the computer lab in a simulated situation. Take the exam.</p> <p>After exam: Reflection on how students performed and feedback</p>	<p>Before the exam: Further review of culturally appropriate idiomatic expressions, standards for punctuation, review of different types of communication strategies marked with *</p> <p>After the exam: Chinese movie viewing</p> <p>Community service trip to downtown Chinese community center to work with new immigrant children</p>	<p>Before-the-exam activities: Discuss test-taking strategies with the whole class and ask students to share effective strategies.</p> <p>If time permits, do another round of practice and a critique/suggestion session in the lab.</p> <p>After the exam: Continue to work on the end-of-semester integrated performance and activity-based group project.</p>
5/16– 5/25	Course review and wrap-up		<p>End-of-semester integrated performance and activity-based group project: “Make a 10- minute presentation of your final product to the class followed by a three-minute Q&amp;A session for the group.</p> <p>For 5 points of extra credit for the spring semester course grade before the exam, choose one of the following options:</p> <p>a) Write a short essay showing how some of your ideas about Chinese language and culture have changed as a result of taking this course and share your ideas with the class in an oral presentation.</p> <p>b) Write a candid assessment of the course, discussing, for example, which lessons, exercises, activities, readings, and projects (individual as well as group) have worked well, which haven’t, and why; which aspects of the course could be improved and how; etc. Share your assessment with the class in an oral presentation.”</p>
5/29– 5/31	Review for the spring semester exam.		