



Medgar Evers College Preparatory School

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"Dedicated to Excellence"



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AP® Chinese Language and Culture Course Syllabus

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Brooklyn, NY 11225

School Profile

Location and Environment:

Medgar Evers College Preparatory School is located in Brooklyn, New York City. It is a middle-high school with 884 students from grade 6 through 12. The school population comprises 95% Black, 3% Hispanic, 0.5% White, and 0.5% Asian students. The student body includes 0.2% English language learners and 2% special education students. Boys account for 48% of the students enrolled and girls account for 52%.

Personal Philosophy:

Educators are preparing their students for future success. In teaching Chinese, I am offering student additional tool to help them better prepared for their future career and becoming better global citizens. China is developing at a rapid pace and playing very important economical and political roles on the international arenas. Many of my students would like to participate in this global exchange. With strong administrative support, I feel fortunate to have the opportunity to work with these students and help them better prepared for the challenge.

Class Profile:

The majority of students in Medgar Evers Preparatory School are African-Americans or Caribbean-Americans. Almost all of the students in Chinese class are non-heritage learners.

Course Overview:

Medgar Evers College Preparatory School will offer its AP Chinese and Language Course in the fall of 2009. This class will meet 43 minutes every school day. Lab time will be blended into the lesson and class time.

The main course objective for AP® Chinese Language and Culture is to refine and further develop students' abilities in Chinese oral and formal written communication, including handwriting and word processing using Hanyu Pinyin.

Text Book:

Our required textbook is *Beyond the Basics* by Jianhua Bai et al. and articles from Chinese newspaper. The AP Chinese Language and Culture course also provides an introduction to literary Chinese and ancient Chinese literature. Texts used include Gateway to the Chinese Classics, by Jeannette L. Faurot, and Chinese Breakthrough: Learning Chinese through TV and Newspapers by Hong Gang Jin, De Bao Xu, and John Berninghausen, as well as articles from Chinese newspapers and teacher's handouts.

Course Planner
Fall Semester

Week	Lesson Objectives (L=Lesson)	Content or Theme	Notes
1	Orientation/Getting to know each other	Introduction to course/first day packet – Classroom management /procedures	School starts on Thursday. (a short week)
2	L1 Use Chinese to describe one's childhood. Invite student to use technology /Google earth to create Memory Map	Study Vocabulary, sentence pattern and grammar	Quiz on L1 vocabulary
3	L1 Support description with details.	Text/translation, L1 exercise, and composition on childhood	Students write a composition every week. Handwriting is encouraged for writing drafts, and word processing via Hanyu Pinyin is required for the final submission. Test on L1
4	Supplementary materials 1. Read mid-autumn festival story. 2. Learn a song about the festival 3. Newspaper clipping	Story about mid-autumn festival Optional: Learn a poem or lyric song about this festival Students cut out a Chinese advertisement and translate into English Origami: Students make traditional Chinese lantern	Computer Lab or library: students are grouped in small groups and research about the origins and significance of mid-autumn festival. Students read Chinese article about the festival. Journal writing: What is the origin and significance of Mid-autumn festival? Writing requirements: All writing must include a title, introduction, body and conclusion. Handwriting is encouraged for writing

			drafts, and word processing via Hanyu Pinyin is required for the final submission.
5	L2 Describe people and express an opinion	Vocabulary, sentence pattern and grammar	Interview activity: interview a Chinese native speaker and describe this person
6	L2 Support description with details	Text/translation, L2 exercise, and composition	Composition: students write and describe a famous person in China or USA. Writing requirements: All writing must include a title, introduction, body and conclusion. Handwriting is encouraged for writing drafts, and word processing via Hanyu Pinyin is required for the final submission.
7	Supplementary materials: 1. SAT subject Test in Chinese with Listening study strategies and exercises 2. Newspaper clipping	Students cut out an advertisement from a local Chinese newspaper and translate into English.	Student practice on the Subject Test Sample questions, and learn to create their own tests in the same format, and exchange with study partners.
8	L4 Describe what people do? SAT Subject Test in Chinese with Listening review	Students learn how to use Chinese Yellow Pages or dictionary.	Vocabulary and sentence-making Oral presentation
9	L4 Describe and compare	Career research: Advantages and disadvantages of different jobs; Students take initiatives to research his/her career direction	Composition and journal writing: My dream job Writing requirements: All writing must include a title, introduction, body and conclusion. Handwriting is encouraged for writing drafts, and word processing via Hanyu Pinyin is required for the final submission.
10	L5 Explain and develop	Vocabulary, sentence	Quiz on L5

	problem solving ability	pattern and grammar	Vocabulary
11	L5 Explain and develop problem solving ability	Text/Translations, L5 Exercise	Test on L5
12	L6 Instruct and Explain the procedures	Vocabulary, sentence pattern, and grammar	Students research and get a recipe from the Web and use Chinese to give oral instructions for making the dish
13	L6 Use target language to demonstrate an understanding of a certain Chinese dish or cuisine.	Compare dietary cultures; oral presentation on the influence of one culture on another	Technology project: Student use MicroSoft MovieMaker to make a documentary film on how to cook a Chinese dish, including ingredients, preparation and procedurals.
14	L3 Describe popular products and commercials	Students are divided into groups to make a commercials for a certain product	Student research on McDonald's commercial in China, via the Web. Compare and contrast via its commercial in USA. Students give an oral presentation in class using visual display, such as a poster or PowerPoint slides.
15	L3 Persuade people to purchase a better product	Watch a video of a commercial and write critiques.	Composition/ Journal Writing: Students describe the best commercial they have watched and how it persuaded them to buy the product. Writing requirements: All writing must include a title, introduction, body and conclusion. Handwriting is encouraged for writing drafts, and word processing via Hanyu Pinyin is required for the final submission.
16	L7 Describe an abstract concept in music	Vocabulary, sentence pattern and grammar	L7 Vocabulary quiz
17	L7 Talk about the music student enjoys.	Show and tell: Students' favorite musical pieces	Composition / Journal Writing, students have options to choose one of

			<p>these:</p> <ol style="list-style-type: none"> 1. My favorite music 2. Why does a country need a national anthem? <p>Review works from YouTube: American anthem sang in Mandarin.</p> <p>Writing requirements: All writing must include a title, introduction, body and conclusion. Handwriting is encouraged for writing drafts, and word processing via Hanyu Pinyin is required for the final submission.</p>
18	L1 – L7 Review	Semester final exam review and study test taking strategies	Review practices questions from Chinese SAT II

Spring Semester:

Week	Lesson Objectives	Content	Notes
1	L8 Express abstract concepts and support with opinions	Vocabulary, sentence pattern	<p>Criminal Investigation via internet: Student research and write own opinions about a criminal case.</p> <p>Assign culture projects</p>
2	L8 Express abstract concepts and support with opinions	Jury in a court scenario. Watch DVD about Chinese court system, compare and contrast with the one in USA.	Students may have a debate or discussion on a court case.
3	Supplementary: newspaper clipping	Students cut out five headlines from a local Chinese newspaper	<ol style="list-style-type: none"> 1. Translate five headlines into English (include two domestics, two international, and one other) 2. Give oral presentation on the headlines in both Chinese and English
4	L9 Express abstract concepts on love	<ol style="list-style-type: none"> 1. Origami workshop: Make Valentine heart 2. Make a card using 	Write a Valentine note to a friend and to a family member.

		calligraphy	
5	Culture project: Express abstract concepts, discuss culture issues, and support opinions.	Celebrate the Chinese New Year.	Origami: Students make traditional Chinese lantern
6	L9 Discuss the topic of love.	Sentence pattern and text / translation	L9 Quiz
7	Supplementary: newspaper clipping	Student cut out five headlines from local Chinese newspaper	3. Translate five headlines into English (include two domestics, two international, and one other) Give oral presentation on the headlines in both Chinese and English
8	L11 Culture	Vocabulary, sentence pattern	
9	L11 Culture	Text / Translation Speech revision	Speech first draft due
10	L15 Speech preparation	Students are grouped and practiced their parts.	Speech final copy due Memorize speech
11	L10 Express abstract concept of poverty.	Vocabulary, sentence pattern and grammar	L11 quiz
12	L10 Discuss the issue of poverty.	Text /translation: Group discussion and oral presentation on a poverty scenario	Composition /Journal writing: How to solve the problem of war and poverty? Writing requirements: All writing must include a title, introduction, body and conclusion. Handwriting is encouraged for writing drafts, and word processing via Hanyu Pinyin is required for the final submission.
13	L12 Express abstract concept of happiness	Vocabulary, sentence pattern and grammar	In class speech contest
14	L12 Express opinions on what happiness means	Text/ Translation	
15	L13 Discuss election /political issue	Vocabulary, sentence pattern and grammar	
16	L13 Discuss / debate election / political issue	Oral discussion of the election / political issue	
17	L14 Express abstract concept: movies	Vocabulary, sentence and grammar Watch cultural video	

18	L14 Talk about a favorite movie and support opinions	Text/ Translation Discussion the roles of women in the movies; compare and contrast roles of now and then	
19	L8 – L15 review	Review for semester final exam and AP Chinese Language and Culture Exam	Review Chinese SAT II

Teaching Strategies

The main focuses of this curriculum are oral fluency, formal writing skills and presentational skills which are in alignment with College Board Objectives. In addition to teacher lectures, many group activities are used, including include pair-sharing, group discussion, student presentations, peer critiques, video projects, cultural projects, Web searches, skits, debates, writing composition, and preparing students to take the SAT Subject Test in Chinese with Listening in the fall and the AP Chinese and Language Culture Exam in the spring. Throughout the course, students keep dialogue journals in which they frequently share reflections on their language development with peers and instructor. I use these journals entries to provide ongoing feedback and instruction on both communication and language learning strategies. Writing strategies and requirements are made clear to all students in the beginning of the course. Writing requirements: All writing must include a title, introduction, body and conclusion. Handwriting is encouraged for writing drafts, and word processing via Hanyu Pinyin is required for the final submission.

Reading comprehension and writing practice: At the beginning of each class, we often do a speed-reading comprehension exercise for about 5 minutes on topics related to the unit, as part of Do Now. This routine exercise provides a great opportunity for students to expand their vocabulary and improve their overall reading comprehension. Also, we often do in-class writing practice (paragraph writing or one-page essays). Sometimes, after a class discussion, students are given an open-ended question to address. This routine exercise trains students to use their new vocabulary words and expressions in their writing and reinforces their mastery of the language used when discussing a particular topic. This strategy has been proved to keep students motivated and improved their reading and writing skills. Therefore, students are better prepared for exams and real life functions.

At the end of the spring semester, each student is required to deliver a formal speech, which is planned according to our last lesson (lesson 15). Each student prepares a speech. We hold our own contest in the classroom and select the best student from each class. These students receive awards and are encouraged to attend the community contest. We also have had special prizes for students who overcame stage fright. We have also made field trips to a museum exhibit of Chinese arts and crafts.

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.

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.

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

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.

Lab Component

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

Student Evaluation

Each semester is made up of three grading cycles. Each cycle includes major grades and daily grades. For each of the major grades, I prepare a rubric or checklist and share it with the students ahead of time. Major grades (at least three) account for 50 percent of the overall grade for each cycle. Major grades include chapter tests (multiple choice, fill-in-the-blank for grammar usage, sentence making, and translation in both Chinese and English), cultural project, compositions (twice a week), a formal speech presentation, and classroom participation. Writing requirements: All writing must include a title, introduction, body and conclusion. Handwriting is encouraged for writing drafts, and word processing via Hanyu Pinyin is required for the final submission. Students are assessed on all following skills: reading, writing (handwriting and word processing), speaking, listening.

Daily grades (at least six) account for the other 50 percent of the overall grade. Daily grades include quizzes, homework and binder organization, and newspaper report and summary.

The overall semester grade breaks down this way:

Grade for first marking period: 25 percent

Grade for second marking period: 25 percent

Grade for third marking period: 25 percent

Final exam: 25 percent

Teacher Resources

Textbooks

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

The current articles from a local Chinese newspaper are also used in the lessons.

Resource Books

Association of Northern California, Chinese Schools, 2006. SAT II Chinese. 大中华设计印务

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

Jin, Hong Gang, De Bao Xu, and John Berninghausen. 1999. Chinese

Lu, Da Dao. 2004. 中国国家地理 (zhongguo Guojia Dili) Chinese National Geography. Zhengzhou: Haiyan Chuban She.

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

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

Periodical

Yuwen Bao - North American Monthly 学语文-北美月刊“A friend for learning Chinese and a bridge to know about China.” www.yuwenbao.us

Films

Beijing’s Courtyard Homes (VCD). China Academy of Sciences Da Heng Dianzi Publishing. www.discware.com.cn

Famous Sites of Beijing, 1-3 (VCD). China Academy of Sciences Da Heng Dianzi Publishing. www.Discware.com.cn

Hero. 2002, Hong Kong/China. Zhang Yimou, director. DVD: New York, Miramax, 2004.

The Joy Luck Club. 1993, U.S.A. Wayne Wang, director. DVD: Burbank, Calif.: Buena Vista Home Entertainment, 2002.

Web Sites

www.baidu.com

www.cctv.com

www.collegeboard.com

www.google.com

www.hanyu.com.cn/

www.peacecorps.gov/wws/multimedia/language/

www.zhongwen.com

Student Activities

Below are two required projects which satisfy with the language learning standards.

Cultural Project

Description

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

Targeted Standards	Reflections
1 .1 Interpersonal Communication	1 .1 Students work together in small groups and interact in Chinese to decide topics.
1 .2 Interpretive Communication	1 .2 Students comprehend the information they gathered.
1 .3 Presentational Communication	1 .3 Students present their culture study in class.
2.1 Practices of Cultures	2.1 Students learn about a cultural topic and its influence on Chinese civilization or ideology.
2.2 Products of Cultures	2.2 Students create PowerPoint presentations or posters or use props to demonstrate what they have learned. They dress in Chinese costumes when presenting the project, and they receive red envelopes from the teacher with candy, coupons, and sometimes real money inside.
3.1 Making Connections	3.1 Students search for cultural information on Chinese Web sites.

Restaurant Menu Project

Description

After we study lesson 6 about food, students will form small groups. Each group design, develop and publish a restaurant menu. The groups demonstrate the understanding of different dishes of Chinese food. Not only do students learn how to write the name and ingredients of some popular Chinese dishes, but they also must record the food ordering/serving process. Students critique their classmates' projects as a participation grade. This project stimulates creativity and enhances relationships.

Targeted Standards	Reflections
1 .1 Interpersonal Communication	1 .1 Students work together in groups and decide which dishes to study and to include into their restaurant menu.
1 .2 Interpretive Communication	1 .2 Students comprehend the recipes they get from cookbooks or Internet sources.
1 .3 Presentational Communication	1 .3 Students present the food

	ordering/serving in a play which is videotaped or demonstrate in class
2.1 Practices of Cultures	2.1 Students learn about a Chinese cooking method and how it is related to a certain culture or geographical area.
2.2 Products of Cultures	2.2 Students study an authentic Chinese meal and explain the preparation and cooking procedures.
3.1 Making Connections	3.1 Students use the Internet or library books to search for Chinese recipes.