

PLEASANTON UNIFIED SCHOOL DISTRICT
Course Outline

Course Title:	Advanced Placement Chinese Language and Culture
Course Number/CBED Number:	665460/2778
Grade Level:	10, 11, 12
Length of Course:	One year
Credit:	10 Units
Meets Graduation Requirement:	Yes
Required for Graduation:	No
Prerequisite:	Completion of Chinese III with grade of B or higher and recommendation of instructor
Course Description:	

AP Chinese course is designed for students who have successfully completed Mandarin III and are ready for a more advanced curriculum. This course aims to provide students with various and ongoing opportunities to further develop their language skills within a cultural frame of reference, reflecting the richness of Chinese language and culture, while also immersing them in the Chinese-speaking world. This course will engage the students in an exploration of both contemporary and historical Chinese culture, and prepares them to demonstrate their level of Chinese proficiency across the three communication modes (Interpersonal, Interpretive, and Presentational). Additionally, it will prepare them in the five goal areas –Communication, Cultures, Connections, Comparisons, and Communities – as well as align with the national Common Core State Standards. Lastly, this course is designed to be comparable to the fourth semester college level course in Mandarin Chinese. Students are required to take the AP Chinese exam.

Schools Offering:	Amador High School Foothill High School
Meets UC Entrance Requirements: Subject:	Yes ("E" requirement)
Meets CSU Entrance Requirement: Subject:	Yes ("E" requirement)
Board Approved Date:	Pending Board Approval

I: Course Objectives – Content and Performance Standards:

The content and performance standards listed below satisfy the California State World Language Content Standards as well as the AP Chinese Culture and Language Scoring Guidelines.

By the end of the course, the students will be able to:

- apply all the four skills of listening, speaking, reading, writing and, as well as other knowledge learned from the classroom into their daily lives
- express themselves appropriately in a variety of styles, and situations by refining their fluency and written language in formal and informal contexts
- expand their understanding of cultural knowledge of cultural norms in Chinese speaking communities
- utilize linguistic and cultural knowledge to respond in a culturally appropriate and grammatically authentic manner when placed in specific situations
- meet the national guidelines for oral and writing proficiency and performance
- easily manipulate Chinese word processing on the computer
- fully use Chinese to communicate with teachers and peers
- understand general Chinese news and weather reports etc, and be able to relay the information in their own words, and comfortably exchange information with others in Chinese
- proficiently comprehend newspapers, magazines, and other readings
- be informed of current events in the Chinese speaking world/community
- write applications for various purposes, conduct interviews, write essays, write story narrations, and reply to emails in Chinese using level-appropriate language
- be prepared and ready for the AP Chinese Language and Culture Exam by May

II. Course Content: Scope/Sequence/Summary of Major Units of Study:

Students will learn about various aspects of contemporary and historical Chinese society: geography and population, Chinese festivals and food associated with them, fashion, ethnics and regional diversity, travel and transportation, climate and weather, sports and games, cultural affairs, tourist attractions, historical landmarks in China, environmental issues, societal changes brought about by Chinese economic development, the origin and evolution of the Chinese language. They will also explore the realm of Chinese societal relationships, examining how individuals interact in a culturally appropriate manner with family members, elders, and peers, with the goal of integrating this knowledge into their interpersonal communication skills. Students will gain more exposure to topics, such as Chinese contributions to philosophical thought, government institutions, and artistic pursuits (Painting, Literature, Folk Arts and Culture etc.), also developing awareness for the important roles that China plays in global issues in subjects such as energy, environment, economics, and politics, as well as the social problems exist.

Sequence of the course: AP Chinese course will mainly use the “Jiayou” (加油！) textbook, which contains two volumes. Each volume includes 5 units, having two lessons per unit, and one sub-text per lesson.

Volume 1: (Unit 1-5)

Unit 1: Sports and Fitness: 体育与健身

Lesson 1 Shaolin Kungfu (少林功夫) – During this unit, students will be introduced to the Shaolin Temple (少林寺), China's earliest Zen temple which has 1500 years of history. We will be covering the differences between the past and present Shaolin Temple, the history of Shaolin Gong, the roles it has played in Chinese history, and how it has turned to a world-wide renowned way of exercise, attracting people from all over the world. Students will also be introduced to Henan's Songshan where the Shaolin Temple is located. They will be introduced the differences in tradition between Chinese Tai Chi and Chinese Kong Fu as well. To increase their cultural awareness, students will additionally watch the movie "Shaolin Temple", and write a reflection of it. We will also invite the Oakland Kong Fu to come to the class and demonstrate Shaolin Gong, as well as teach us some basic movements. A parent, who is an expert of Tai Chi will be invited to share his experience of learning Tai Chi, the health benefits of practicing the art, and methods to balance work and exercise.

Lesson 2 What's Your Favorite Sports? (你喜欢什么运动)? – This chapter will introduce the most popular sports in China. Students will research Ping-Pong, and the role the sport of Ping-Pong played in building the relationship between Chinese and the U.S. students will be also introduced a few traditional Chinese leisure sports/activities, such as 放风筝, 踢毽子, ...etc. Students will watch a section of the movie "The Year of Yao", and read an article from the World Journal. They will eventually do a project on "My Favorite Athlete", and also do a 2 min-long presentation about "我和...运动". They will present a sport of their choice, describing the sport's significance, the experience of learning it, as well as the feelings and opinions about the sport.

Unit 2: Food and Fashion: 饮食与服装

Lesson 3 The Beijing Teahouse (北京茶馆) – This chapter will focus on the Chinese tea culture. Students will be introduced the famous tea house in Beijing "老舍茶馆", learn about the different kinds of Chinese and Western tea, and discover benefits of drinking tea. They will also take a field trip to Chinatown to experience traditional Cantonese Dim Sum, conducting a conversation of choosing and ordering the food. By the end of the chapter, a group presentation will be assigned; they will perform a scene in a tea house: greeting and serving customers, and tasting different kinds of tea. School faculty will be invited to act as customers. We will also connect the chapter with one of the traditional festival "中秋节"(The Moon Festival). Students will interview their parents about their preference of drinking tea, their ideas on the pros and cons, and discuss with the class.

Lesson 4 What should a Bridesmaid Wear (伴娘的服装) – This chapter will be used as an extensive reading material for students to read outside of the class time. Afterwards, a group discussion will be conducted with a quiz following the discussion.

Unit 3: School and Family: **学校与家庭**

Lesson 5 Chinese is Fun! (我爱学中文) – For this chapter, students will start with a group discussion, topic of 学习中问趣事 , by sharing their experience of learning Mandarin. They will read “北京笔友的来信” and fill out an authentic summer camp application form. They will watch a video clip on a few foreign students learning Chinese in China; specifically watching an interview with 大山, a famous Canadian Chinese learner, and watching 2013 Chinese Bridge Contest. Students will also learn a profound amount on Chinese calligraphy, Chinese painting, and the evolution of Chinese characters. A guest speaker from the Asian Art Museum will be invited to the class to give a lecture. Students will have chance to practice their Chinese in class with the speaker, participate in a competition of Chinese calligraphy and sing in the end (Competition Guideline and Grading Rubric will be given). Lastly, students will take a written exam to test them on the vocab, grammar, and the cultural information they just learned.

Lesson 6 My Father, Laoshe (我的父亲老舍) – This chapter is about a famous writer–Laoshe–the way he has educated his children, and his influence as well as contribution to the Chinese literature. Students will select a section of Laoshe’s book “四世同堂” (Four Generations) and write a reflection on it about the traditional family relationship, and the value of it. Students will also interview a parent/guardian on their educational background and perspective on being a responsible caretaker; students will share their findings with the class as an oral presentation. We will investigate Chinese songs, “甜蜜家庭” and “常回家看看”, that focus on reinforcing family values. Additionally, they will watch a clip of movie ‘千里走单骑’ which will focus on the relationship between parent and child. Finally, students will demonstrate their knowledge on the subject by writing a 300-word, handwritten letter in Chinese that will eventually be mailed out to the parents.

Unit 4: Festival and Customs 节日与风俗

Lesson 7 Celebrating Chinese New Year (过年) - In this chapter, students will dive into the origin of Chinese festivals, custom traditions, activities, and the foods associated with the celebrations. Students will complete a cultural presentation on a chosen traditional festival. Parents will be invited to the classroom to share how they celebrated Chinese New Year as a child. Non-Chinese students can also choose a festival specific to their culture, and share the origin and significance of the festival in Chinese. Students will also hold a dumpling-making competition against other Chinese class. Parents will be invited to demonstrate how to make the dumplings and help with the competition. Students will complete a 2-min-long cultural presentation about Chinese New Year with detailed information, demonstrating full comprehension about the significance of the festival. No written exam is given for this chapter.

Lesson 8 Moon Festival (中秋节) - Brainstorm what the students already know about Zhongqiujie. The teacher will utilize a game to introduce facts about this festival, and will convert it into a review worksheet to prepare for a culture quiz. The students will also get a

chance to taste Yuanxiao 元宵 (Sweet Rice Balls). During this chapter, the class will read two supplemental materials about 屈原, and complete a reading comprehension quiz. There will be a class party in the end, in which students will listen to stories about Zhongqiujié, taste Moon cake and learn a song 月亮代表我的心。

Unit 5: Travel and Transportation: 旅游与交通

Lesson 9 Planning a Trip to China 我要去中国旅行 - This chapter focuses on the topic of travel in China. Skills are viewed as tools of purposeful communication, rather than being the primary emphasis. Students will be assigned into small groups where they will choose and research one city of China. They will present their findings, which will include the major tourist attractions, population, geography, weather, and economic and political role of that city, to their peers. They will be promoting the city to their peers with activities they have designed. Students will also write an essay about their personal travel experience, titled 最难忘的一次旅行 (400-500 characters, typed) .

Lesson 10 I Climbed the Great Wall (我登上了长城) - Students will bring their own photos taken on the Great Wall from previous trips. Video clips of former governor Arnold Schwarzenegger and Michael Jordan climbing the Great Wall in 2000 will be shown. The teacher will introduce the history of Great Wall 長城, the first Chinese Emperor Qin Shihuang, and the saying “不到长城非好汉” , while students use Chrome books to research information and answer questions. Students will then work in pairs to make a power point presentation that includes the legendary story of 孟姜女哭长城。Reading material for this chapter includes “三千里, 十萬里”. Students will answer questions according to a handout. As extended knowledge, teacher will also give a lecture about the major Chinese dynasties, emperors, and contributions Qin Shihuang made to China, such as the unification of writing and currency. Lastly, students will take a final written test on vocabulary, grammar and the cultural information.

Volume 2: (Unit: 6-10)

(Unit 6: Man and Nature 人类与自然 is substituted with Lesson 16 in Integrated Chinese **(IC)** Level 2, part 2 because the vocabularies in Unit 6 are not practical and the content seems to be hard to AP Chinese class)

Lesson 16 (IC) Environmental protection and Energy Saving (环境保护与节约能源) - Students will share their perspective and personal experience with recycling things and discuss possible ways to save energy. This chapter will make them aware of their responsibility as citizens to save energy. There will be a composition competition on 我与大自然 at the end of the chapter. Students will be assigned in small groups to give a presentation about 环境保护 to lower level Chinese classes. Lastly, they will have a written chapter test.

Unit 7: People and Society

民族与社会

Lesson 13 The Hospitable Southwest (远方的客人请你留下来) - During this chapter, students will learn much about Chinese minorities and their languages, food preferences, clothes, customs etc. The teacher will lecture on the 56 Chinese ethnic groups, and will pair students to pick two minorities to research and present their research in power point form for the chapter assessment. Students who have experience travelling in Yunnan, Jiuzhaigou, and Tibet will share their experience with photos etc. Through this chapter, students will get to know the diversity of China and the richness of the Chinese culture, in order to better understand the importance of tolerance and respect for each other. They are encouraged to mention some famous minority people in their power point presentations.

Lesson 14 Moving into a Modern Apartment (搬家手记) - During this chapter, students will gain knowledge concerning the modern-day, ever-changing China, and understand the different lifestyles created by the two living environments of the U-shaped house 四合院 and high-rise buildings 高层公寓. They will watch clips of the movie “洗澡” (Shower), a movie that explores the value of family, friendship, and tradition. They will also watch two short videos, one reflecting the social environment of living in the traditional Siheyuan (the U-shaped house) housing and another film identifying what it is like to live in newly developed high-rise buildings. Student will have a round-table discussion on which lifestyle they would prefer, and why. Reading for this chapter is: 生活在北京 by Ma Qingsheng. Students will also write an essay of 400 characters on: “My Neighborhood” (我的邻居), in which they will share recent changes that have occurred in their neighborhood or city.

Unit 8: Chinese Language and Characters: 语言与文字

Lesson 15 Characters Relating to Animals (汉字与动物) - In this chapter, students will be introduced to the earliest writing forms of Chinese writing, including Oracle bone script (甲骨文). Additional information includes lessons on Cangjie, a legendary figure credited with the invention of the Chinese writing system, as well as the evolution of Chinese characters, Chinese symbols and their hidden meanings, and finally the correlation between Chinese writing and natural objects. The teacher will present different groups of characters, such as 甲骨文, 金文, 篆体, and 楷书 for students to decipher modern characters from their ancient scripts. Due to the surplus of new vocabulary and complex grammar, there will be an emphasis on the written vocabulary quiz and chapter test.

Lesson 16 Prosperity Has Arrived (福到了!) - By AP level, students have already learned much information about Chinese New Year, e.g. the character 福 should be displayed upside-down; New Year's Eve meal must have fish, dumpling etc. During this chapter, they will get to know more about different symbols for good fortune in Chinese culture and various kinds of decorations and the food associated with them. This lesson will require students to be able to express their ideas and tell their stories insightfully, with high level vocabularies and complex grammar structures. Students will show their understanding by decorating the

classroom for New Year's Day and making a "good fortune" or 福 sign. The teacher will randomly call on students to answer questions, and students will need to provide detailed cultural information and insightful explanations using the new vocabulary of this chapter and other vocabulary in a culturally appropriate manner.

Teachers can teach this chapter before Chinese New Year and go on a field trip to Chinatown at the end of the unit. Students can buy objects with designs and symbols that represent good fortune in Chinese culture, such as the peach, pomegranate etc., and bring these objects to the class and decorate the classroom before the Chinese New Year's celebration.

Unit 9: Famous People and History: 名人与历史

Lesson 17 Who Was Confucius? (孔子是谁 ?) - This chapter introduces Confucius and his philosophy as well as his impact on Chinese culture and history. The teacher will do a power point lecture about 孔子, describing which aspects of Confucianism are practiced in Chinese people's daily lives. Group assignment: create a poster on the biography of Confucius.

Lesson 18 China Highlights (我知道的中国历史和文化) - Students will acquire concrete knowledge about Chinese history, and influential people, such as 李白, 武则天, 孙中山 and 秦始皇, the first emperor of China, and 林肯, 马丁*路德*金, ... etc. They will choose one of these famous figures and present a power point presentation. Students will also learn the two major rivers and five sacred mountains, as well the Silk Road and seven ancient capitals. Students will watch the movie *The Song Sisters* (宋氏姐妹), and have a debate about the future of Taiwan and China. According to their research, they will express their point of view toward those historical and political issues. A written test will be given, and students will need to do a 2-min-long cultural presentation about "A Famous Historical Figure".

Unit 10: Literature and Arts: 文学与艺术

Lesson 19 To Borrow Arrows with Thatched Boats (草船借箭) - This chapter concerns one of the historical stories taken from famous *The Three Kingdoms* (三国演义). Students will get to learn about heroes and their legendary stories. In groups, students will brainstorm all that they know about China during those time periods, along with the historical people associated with the time period. Students will share with the class, individually. Based on the information/roles given in the text, students will act out situations assigned by the teacher.

Lesson 20 Chinese Paper-cutting (中国剪纸) - This is a very exciting chapter. Students will get the opportunity to learn the history and basic method of paper cutting, a valuable Chinese Cultural Heritages. The teacher will lecture on the roles paper cutting plays in Chinese people's daily lives. Students will also be introduced to the famous paper-cutting master, Ku Shulan. The teacher will show samples of some paper-cutting and students will have the chance to practice making their own. Students will be divided into small groups, where they will video-tape themselves paper-cutting, and then expected to share their video with the class.

III. Career Awareness or Preparation Application:

Approximately one-fifth of the world population currently speaks some form of Chinese. Mandarin is the mother tongue of over 873 million people, making it the most widely spoken first language in the world. Studying the Chinese language creates many opportunities for students interested in a variety of fields such as Chinese politics, economics, and history. Furthermore, it is well known that global businesses prefer to hire people who speak more than one language. Specifically, workers who are fluent in the Chinese language and familiar in the culture are highly sought after because of the growing prowess of businesses emerging from Chinese speaking countries. Students of the language can also directly translate their knowledge into well-respected professions such as becoming language teachers across all school levels, providing interpretation services for multinational corporations and nongovernmental organizations, and functioning as diplomats and ambassadors for state departments. These language skills can be utilized in a wide variety of professional contexts and can provide a competitive advantage in the job market. Just as important, a student who is learning Chinese can connect with an entirely new culture, enriching one's life in the process.

IV: Character Education Reinforcement and Connections:

While we understand the integral role of the parent in the student's life, we educators also recognize the essential role that school and teachers must play in promoting students to become good citizens. This character education utilizes every aspect of schooling – the content of the curriculum, the process of instructions, the way to handle the class activities, the influence of the teacher, the quality of relationships, etc. The teacher should create a safe and respectful learning environment, making the students feel that school cares about them, and enabling all students to realize their potential to achieve their goals. This course will provide a meaningful and challenging curriculum that will help all students succeed.

V. Course Methodology: Instructional Strategies/Types of Assignments/Tasks/Activities:

Instructional strategies and class activities are designed to focus on the five goal areas 5Cs (Communication, Cultures, Connections, Comparisons, Communities) in the Standards for Foreign Language Learning as well as the three modes of interpersonal, interpretive, and presentational. The teacher uses an array of strategies to prepare the students effectively and to ensure that the learning is fun and meaningful. The course provides students with maximum exposure to authentic culture and language. Students apply their growing cultural knowledge to communicative tasks in real-life context 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. Students also gain necessary knowledge of the Chinese language, including vocabulary, idiomatic expressions, and grammatical structures.

Cooperative learning techniques – The major characteristic of communicative activities is negotiation of meaning, through information exchange, role-plays, pair and group work, jigsaw, bingo, and information gap activities. Teacher will use many different activities keep students motivated and the teaching fresh. This includes jigsaw, bingo, information gap, and many others.

Flashcard vocabulary drills – Use of flashcards to increase comprehension and retention of lesson themes. Teacher will encourage students to use flashcards of vocabulary and fixed

expressions and useful structures to practice at both sentence and paragraph levels so as to improve text comprehension by giving a series of questions as well.

Learning through media – Students are required to listen attentively to a TV commercial, a TV news report, a radio broadcast, or a video clip, or online program, and then respond to a series of questions, from the main gist of what they heard to specifics such as questions with “WH” words and other words that are key for understanding. This activity will enhance the students’ world knowledge and expand their vocabulary.

Using word processor – The Chinese writing system is unique and takes practice to master- handwriting is an integral component of learning the language. However, being able to effectively use Chinese word processing is equally important in this age of technology. The teacher will emphasize handwriting and typing in this course. For example, students should write regular homework, quizzes, or tests by hand, but they also need to be able to utilize typing skills for their reports and projects.

Technology – Technology is used daily to enhance the learning experience of the 21st century learner through the use of Power-point presentations, movies, online support (publishing company and other authentic sources), online encyclopedias, teacher websites, etc.

Grammar and vocabulary – Taught and reviewed formally, as well as reinforced through guided and individual practice such as vocabulary drills.

Text synchronization – Students will listen to songs on a karaoke machine or on YouTube, and they can read the Chinese characters on the screen and sing along.

Tone and Character Practice – Improve students’ tones and pronunciation through constant remedial and diagnostic practice. Character learning is as important as tonal acquisition. Students are encouraged to practice writing characters before typing them as this is still considered an effective way of learning the vocabulary.

Summary frame – A group of students uses a sequence of questions to aid comprehension and highlight the critical elements of some specific information, and to clarify the information presented. This process is to help students understand a main text. Since the questions themselves include key words, phrases, and structures that occur in the main texts, students will incorporate those items into their responses and consolidate their summary skills.

Direct teaching of speaking – In this activity, you write several key words or key patterns on the chalkboard, organizing and connecting them to form a paragraph. Students listen to the story the paragraph tells, get the gist, repeat sentence by sentence, and eventually retell the story.

Making a dialogue – With a certain theme in mind, the teacher or students can initiate a dialogue and make it flow by inviting others to participate. The dialogue should be spontaneous and therefore can be generated only after students have internalized all learned materials, including linguistic and cultural information.

Writing practice- Having students write a journal with an increasing number of words per entry as time goes on. The journal includes a variety of informal topics covered in the interpersonal and interpretive modes. Students will write an informal style, such as notes, cards, letters, diaries, dialogues, and stories, or respond to a series of pictures, commercial ads, flyers, posters, Chinese products, or cultural events, styles of writing move from informal to formal and encompass descriptive, narrative, expository, rhetorical, and comparative styles. Students will be connected with Chinese students in China, and have email exchanges, having school life and cultural information. Students will e-mail to teacher in Chinese on a regular basis. After students finish writing, they can be given an opportunity to edit each other’s work. This allows both reading and writing to be recycling activities.

Listening practice - Student listen to recorded simulated or real-life dialogues with native speakers. Comprehension checks can be assessed through the forms of True and False

questions, cloze activities in which students fill in blanks based on what they hear, multiple-choice questions, open-ended questions (who, what, when, where, why and how), and completing worksheets.

Reading practice- Create an activity that allows the students to brainstorm about the passage on the basis of the title, subheads, and topic sentences and are provided a list of vocabulary of key words before their reading. Pre-reading questions encourage their skimming of the passage before they extract details through a more careful reading. Character recognition and decoding skills, dictionary skills, and high-level thinking skills should be taught through a progressive approach with constant practice. Make every effort to select authentic and unabridged materials that reflect the students' reading level and move them toward becoming independent, proficient readers.

Speaking practice- Oral presentations are popular activities to conclude a unit, a theme, or a review session, such as skits, dramatic songs, and role-plays are well-liked by students. These activities will be accompanied by Chinese musical instruments or rhythms.

Other speaking activities - Make a simulated announcement at a train station, airport, or department store; provide information on weather, daily routine, school life, family, or friends; explain reasons for being tardy, late homework, or an absence; introduce oneself or a favorite TV show, movie, song, book, class, person, sport, or Chinese cultural event or holiday; describe a sequence of actions in chronological order. e.g., cooking, shopping, field trip, sports event, seeing a doctor, tell a short story based on a series of pictures; give a short speech or presentation on a favorite city, hometown, interesting place or person, or travel plans; discuss some formal topics such as a current educational, social, or cultural issue; compare and contrast two people, two classes, two sports, two transportation means, or two cities; give a debate, such as boarding school study environments versus those in public schools, etc.

Movie Maker- Students will use software program of their choice to make a video presentation of their cooking, shopping, birthday party events, and technical support will be provided by school if needed. Students will continue to save their audio files to their digital portfolios, and present it to the class if assigned.

Homework assignments are assigned daily. It includes listening comprehension, reading comprehension, speaking, vocabulary and grammar exercises that accompany the textbooks and some supplementary materials. Some of them are submitted handwritten, and others are stored and submitted through students' portfolio as audio or video files. Teacher will then grade them and provide feedback constantly.

VI: Course Evaluation: Means of Assessment:

The assessments are frequent, varied, and explicitly linked to the content and skills that make up the learning goals of each unit of study. Teacher will be using teacher-developed tests and quizzes and handout to improve their functional grammar. There is an emphasis on complex sentences structures in written assessment for most of the chapters. When designing assessments, the teacher will be using the AP Chinese Language Scoring Guidelines for assessments in the four areas of listening, speaking, reading and writing throughout the course.

http://media.collegeboard.com/digitalServices/pdf/ap/apcentral/ap13_chinese_scoring_guidelines.pdf

Listening-Listening comprehension from reading selections, conversations, online programs evaluations etc.

Speaking - skit, culture presentation, spontaneous conversation, weather report, news report, Q/A , debate, job interview etc.

Reading - story book quizzes, email, newspaper articles quizzes, poems etc.

Writing - Vocabulary acquisition is assessed through written vocabulary quizzes early in each chapter. Multiple written assessments also occurs in various forms, chapter test, summarizing a story, generating a news report, narrating a story based on a sequence of pictures, replying an email, and culture research paper on different topics, movie reflection, interview report etc.

Other assessment - student portfolio, video project, participation and AP simulated test

VII. Instructional Materials:

Basic Text:

Title: *Jiayou-Chinese for the Global Community* ,Textbook 1 & 2

Publisher & Edition: *Thomas Learning and Beijing University Press, 2008 edition*

Authors: *Xu Jialu, Chen Fu, Wang Ruojiang, Zhu Reiping*

Supplemental Text:

- **Integrated Chinese 【中文听说读写】 - Level 2, Part 2** by Cheng & Tsui
- **Reading Into a New China 【变化中的中国】** , Volume 1 & 2 by Cheng & Tsui, a book about rapidly changing contemporary culture that is taking place in twenty-first-century China.
- **Xiandai Hanyu Gaoji Jiaocheng 【现代汉语教学课程】** - used as reading materials. It covers essays from journals and papers in the subject of history and Chinese literature.
- **AP Chinese Language and Culture-Simulated Tests** by Nanhai Publishing
- **Yuwen bao 【语文报】** -Chinese Language and Culture Monthly -- Intermediate Level

Audio Visual Materials:

- **A Bite of China- 【舌尖上的中国】** - a TV Series about Chinese different types of cuisine, which doesn't only reflects the food, but also the people and social relationship.
- **Shower 【洗澡】** - a movie that is revolves around a family-run bathhouse in Beijing, and it explores the value of family, friendship, and tradition.
- **The Year of Yao-**
- **Eating Drinking Man Woman 【饮食男女】** - a movie by Ang Lee. It talks about how a new tradition encompasses old values into new forms at dinner time, and it implies that food can be far richer and complex than that offered by the most extravagant meal.
- **Riding Alone for Thousands of Miles 【千里走单骑】** - a movie describing a relation between a father and a son, and shows that it is never too late to let love open your heart.
- **The Soong Sisters 【宋家姐妹】** - a movie based on a true story, which reflects the increased role of women in Chinese social and political life through a number of themes in both a personal, social and historical context.
- **The Wedding Banquet [喜宴]**

- **Please Vote for Me 【请为我投票】** - a documentary film reported to be the first election of its type for a class monitor held in a school in China, as well as an interesting use of classic democratic voting principles and interpersonal dynamics. The movie gives a glimpse into China's contemporary urban middle classes.
- **Yang Lan Fangtan 【杨澜访谈】** - a Chinese talk show which offers insight into the next generation of young Chinese citizens
- **【焦点访谈】** - a signature TV talk show in China, which focuses on getting to know world leading figures, from the fields of international politics, business, society, sports, and culture, as well as societal issues in China.
- Chinese culture and literature lectures: Bai Jia Jiang Tan (Lecture Room).
- **Fei Cheng Wu Rao 【非诚勿扰】** - a modern Chinese dating game show
- **Zhongguo Hao Shengyin 【中国好声音】 (China Voice)** - a modern Chinese music competence show
- **Sha Mo Zhong de Fan Dian (The Restaurant in the Desert)**, by Mao San
- **Fei Ni Mo Shu 【非你莫属】 (Only You)** - Modern Chinese job-hunting game show
- **Lu Yu You Yue 【鲁豫有约】** Chinese entertainment talk show
- **Tai Jiong 【泰囧】** - a comedy modern Chinese business and travel movie
- Movies/documentary movies about different aspects of historical and modern China
- **Wo Hu Cang Long 【卧虎藏龙】 (Crouching Tiger, Hidden Dragon)** - a traditional Chinese Kong Fu, love and romance movie

Technology Material

- <http://quizlet.com> to create flashcards, exercise, and quiz
- www.youtube.com for making video and audio project
- <https://sites.google.com> for making students' portfolio
- <https://jeopardylabs.com/1> for making jeopardy games
- *Power point & projector* used on a daily basis for various teaching purpose and tasks
- www.goanimation.com
- <https://www.google.com/voice> for recording oral presentations
- www.audacity.com for audio assignment
- <http://www.apchineseonline.net> for taking online AP simulated test
- www.wiki.com for making files
- <http://www.apcentral.collegeboard.com> used for multiple purposes for AP course
- www.sina.com
- www.zhongwen.com