

PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

AP Chinese

Length of Course: Term

Elective/Required: Elective

Schools: High Schools

Eligibility: Grades 9-12

Credit Value: 5 credits

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Table of Contents

Statement of Purpose	3
AP® Chinese Language and Culture Syllabus	4
Unit 1: Cultural Celebrations	5
Unit 2: History through Literature and Poetry	7
Unit 3: Art and Music Appreciation	9
Unit 4: Beliefs and Attitudes	11
Unit 5: Geography and Environment	13
Unit 6: Teenage Life / Self and Global Community	15
Unit 7: Interests and Careers	17
Unit 8: Entertainment / The Media	19
Unit 9: Travel	21
Unit 10: Social Issues and Current Events	23

Modifications will be made to accommodate IEP mandates for classified students.

STATEMENT OF PURPOSE

The high school AP Chinese course syllabus is a thematically based design which encourages meaningful use of the target language through the inclusion of authentic materials. The major focus is on communication and culture developed within a variety of formats including small group and paired activities. Learning activities reinforce practice within the four skills of language learning: listening, speaking, reading and writing.

During the course of study a variety of themes such as “History through Literature and Poetry,” and “Art and Music Appreciation,” “Interests and Careers,” will be discussed. There are 10 thematic units which will each be developed within a three week period. Students will practice their language skills (listening, speaking, reading, and writing) in a variety of formats.

Connections are made throughout the curriculum with other core content areas to facilitate purposeful language learning. Selected readings will be determined by the needs and interests of the students.

This guide has been closely aligned to the NJCCCS for World Languages as well as the national *Standards for Foreign Language and Learning in the 21st Century*. It includes both learning activities and assessments that incorporate the three modes of communication: Interpretive, Presentational, and Interpersonal which are presented within the corresponding proficiency level.

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A copy of this curriculum guide is available for review in the Assistant Superintendent's Office.

AP® Chinese Language and Culture Syllabus

Course Overview

AP® Chinese Language and Culture is available to students who are qualified to take on the challenge of a full-year class that's equivalent to a second-year college level Chinese course to refine and tweak their interpretive, interpersonal, and presentational skills in the target language as well as their proficiencies in the target culture. Classes are conducted exclusively in the Chinese language, mainly the Mandarin dialect. It is also designed to address multiple goal areas such as communication, cultures, connections, comparisons, and communities as outlines in *Standards for Foreign Language and Learning in the 21st Century*. An appreciation of the Chinese culture will also be an integral part of the course as students are given opportunities to explore and engage in the dynamic cultural evolutions that took place.

Course Materials

- *Integrated Chinese*, Textbook, (Traditional and Simplified Character Edition), Level 2, Boston: Cheng & Tsui, 2006.
- *Integrated Chinese*, Workbook, (Traditional and Simplified Character Edition), Level 2, Boston: Cheng & Tsui, 2006.
- *Integrated Chinese*, Character Workbook (Traditional and Simplified Character Edition), Level 2, Boston: Cheng & Tsui, 2006.
- Multimedia from movies, TV shows, online clips, etc.
- Supplementary authentic materials from newspapers, magazines, advertisements, *realia* (restaurant menus, phonebooks, etc.)
- Supplementary reading materials online.
- Selected excerpts from books on Chinese history, poetry, and the arts.

Course Outline

During the course of study, the following 10 units/themes will be taught, discussed, and recycled throughout the year. Each unit will take approximately 3 weeks to cover.

1. Cultural celebrations
2. History through literature and poetry
3. Art and music appreciation
4. Beliefs and attitudes
5. Geography and Environment
6. Teenage life/self and the global community
7. Interests and careers
8. Entertainment / the Media
9. Travel
10. Social issues and current events

Unit 1: CULTURAL CELEBRATIONS

OBJECTIVE: Students will learn about Chinese culture by analyzing the values portrayed through the customs and traditions in festivals and celebrations. The goal is to study the role and importance of various social activities within the contemporary Chinese society by examining cultural celebrations and practices. Influences of other cultures on these customs will also be discussed and explored. Students exercise their language skills (speaking, listening, reading, and writing) through the three modes of communication and by teaching lower level peers about their findings.

NJCCCS	INSTRUCTIONAL OBJECTIVES	ACTIVITIES/ RESOURCES	ASSESSMENT/ EVALUATIONS
7.1 Intermediate-High A. 1, 3, 4,5, 6, 7 B. 1, 2, 3, 4, 5, 6 C. 1, 2, 3, 4	<p>Hold conversations about the celebration of traditional Chinese festivals.</p> <p>Discuss perspectives, products, and practices associated with major cultural celebrations.</p> <p>Summarize and analyze writings about the roots of said celebrations.</p> <p>Compare, contrast and report on Chinese cultural traditions and celebrations.</p> <p>Examine how cultural celebrations are manifested in different cultures.</p>	<p>Selected folktales, legends, short stories, poems, and songs associated with cultural celebrations.</p> <p>Vocabulary drawn from textbook and literatures.</p> <p>Story writing using unit vocabulary.</p> <p>Create diagrams and posters comparing and contrasting Eastern and Western cultural festivals.</p> <p>Group discussions.</p> <p>Project presentations.</p>	<p>Vocabulary quizzes.</p> <p>Handwritten essays.</p> <p>Class discussions and presentations.</p> <p>Discussions on select readings.</p> <p>Student presentations and follow-up questions about different celebrations.</p> <p>Oral reports on reading materials.</p>

Unit 1: CULTURAL CELEBRATIONS (cont.)

Suggested topics for the theme of Chinese Cultural Celebrations:

- ❖ Chinese lunar calendar and zodiac animal signs
 - Legend and folktales of the 12 zodiac animals
 - The myth of dragon
- ❖ Mid-Autumn Festival: Why is it celebrated?/How is it celebrated?/The mood and the significance
 - Legends and folktales
 - Symbolic meaning of the roundness of the moon
 - Compare Mid-Autumn Festival with Thanksgiving
- ❖ Spring Festival: Why is it celebrated?/How is it celebrated?/The mood and the significance
 - Festival activities
 - Family reunion/New Year's eve dinner /cultural practice of “shou sui,” giving and receiving the red envelop “hong bao”
 - Celebration in Chinatown/lion and dragon dance
 - Story of Nian
 - Invention of gunpowder and firecrackers
 - Calligraphy of Chun-lian
 - Colors and their significance (“red” for the Spring Festival)
- ❖ Lantern Festival: Why is it celebrated? /How is it celebrated? /The mood and the significance.
 - Shape and size of the lanterns
 - Festival food “Yuan Xiao”
- ❖ Qingming Festival: Why is it celebrated?/How is it celebrated?/The mood and the significance
 - Ancestor respect in Chinese life
 - Compare Qingming with Easter
- ❖ Dragon Boat Festival: Why is it celebrated?/How is it celebrated?/The mood and the significance
 - Story of Duanwu Jie
 - Compare Dragon Boat Festival with Memorial Day
 - How Chinese people prepare for the hot summer

Unit 2: HISTORY THROUGH LITERATURE AND POETRY

OBJECTIVE: Students will examine the history or the Chinese culture by reading literary texts and poems. They will translate and analyze literature and formulate critical analyses of form and content both 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 and the teacher.

NJCCCS	INSTRUCTIONAL OBJECTIVES	ACTIVITIES/ RESOURCES	ASSESSMENT/ EVALUATIONS
7.1 Intermediate-High A. 1,3, 4, 5, 6, 7 B. 1, 2, 3, 4, 5, 6 C. 1, 2, 3, 4	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.	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	Vocabulary tests Essays Class participation Paragraph writing Test on historical facts.

Unit 2: HISTORY THROUGH LITERATURE AND POETRY (cont.)

Suggested topics for the theme of Literature and Poetry:

- ❖ How literary standards and forms changed through dynasties.
- ❖ History of China from historical recordings.
- ❖ Evolution of Chinese through dynasties.
- ❖ Compare the difference between “literary” and “vernacular”
- ❖ Chinese view of a “scholar”
- ❖ Selection of famous poems (mainly from Tang Dynasty)
- ❖ Contemporary writers

Unit 3: ART AND MUSIC APPRECIATION

OBJECTIVE: Students will show 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.

NJCCCS	INSTRUCTIONAL OBJECTIVES	ACTIVITIES/ RESOURCES	ASSESSMENT / EVALUATIONS
7.1 Intermediate-High A. 1,3, 4, 5, 6, 7 B. 1, 2, 3, 4, 5, 6 C. 1, 2, 3, 4	<p>Describe the art prints by comparing colors, styles, subjects.</p> <p>Explain the perspectives of Chinese culture presented in Chinese paintings and songs.</p> <p>Access museums on the Internet that have paintings by the artists studied.</p> <p>Compare forms of music and their popularity in China and the U.S.</p> <p>Present information about Chinese art and music.</p> <p>Discuss and analyze the way in which art and music reflect the lifestyle of Chinese people</p>	<p>Selected readings of short biographies of artists and musicians</p> <p>Vocabulary drawn from literary materials</p> <p>Sentence writing with new vocabulary</p> <p>Listen to select music, observe select paintings and write stories based on what students observed.</p> <p>Paired discussions.</p> <p>Presentations on</p>	<p>Vocabulary tests</p> <p>Album reviews.</p> <p>Art appreciation essays.</p> <p>Class participation through debates</p> <p>Class discussions on selected readings</p> <p>Teacher-prepared questions on Chinese art and music</p> <p>Project and oral reports on selected artists and/or musicians</p>

Unit 3: ART AND MUSIC APPRECIATION (cont.)

Suggested topics for the theme of Art and Music Appreciation:

- ❖ Popular Chinese folk art
- ❖ Development of Chinese paintings
- ❖ Chinese calligraphy
- ❖ Chinese vs. western art
- ❖ The personal seal
- ❖ Famous painters and their styles of artwork
- ❖ Chinese musical instruments
- ❖ Chinese opera
- ❖ Traditional vs. Modern Chinese music/songs
- ❖ Compare Chinese vs. English music

Unit 4: BELIEFS AND ATTITUDES

OBJECTIVE: Students will study common beliefs, traditional values, and attitudes within the Chinese culture, such as social etiquette, patterns of interaction, and 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.

NJCCCS	INSTRUCTIONAL OBJECTIVES	ACTIVITIES/ RESOURCES	ASSESSMENT / EVALUATIONS
7.1 Intermediate-High A. 1, 3, 4, 5, 6, 7 B. 1, 2, 3, 4, 5, 6 C. 1, 2, 3, 4	<p>Compare & contrast beliefs and attitudes within the Chinese culture and their own in relation to home, school, community, and nation.</p> <p>Identify and discuss historical and philosophical backgrounds that have influenced Chinese people's patterns of interaction.</p> <p>Identify and compare cultural characteristics such as formalities, levels of politeness, and information and formal language and gestures used by Chinese people.</p> <p>Explain how beliefs, perspectives, and attitudes affect a country's position on global issues.</p> <p>Interact in a variety of cultural context with sensitivity and respect.</p>	<p>Selected readings on Chinese philosophy and/or common beliefs</p> <p>Vocabulary drawn from literary materials</p> <p>Sentence writing with new vocabulary</p> <p>Observe social etiquette in various videos and movies.</p> <p>Role-playing activities to portray appropriate social behavior.</p> <p>Paired or group discussions</p>	<p>Vocabulary tests</p> <p>Essays, handwritten</p> <p>Class participation through debates</p> <p>Class discussions on selected readings</p> <p>Teacher-prepared questions on values and beliefs</p> <p>Oral reports</p>

Unit 4: BELIEFS AND ATTITUDES (cont.)

Suggested topics for the theme of Beliefs and Attitude:

- ❖ Chinese concept of “Ru, Shi, Dao”
- ❖ How religion and beliefs influenced social norms
- ❖ Confucianism
- ❖ Individualism versus group
- ❖ The concept of “Li” (politeness and respect)
- ❖ Chinese people’s patterns of interaction
- ❖ Gestures and body language
- ❖ Family values
- ❖ Cultural taboos

Unit 5: GEOGRAPHY AND ENVIRONMENT

OBJECTIVE: Students will have a deeper understanding of China and Taiwan’s geographic regions, landforms, waterways, governing units, population distribution, lifestyle of 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 life. Students exercise their language skills (speaking, listening, reading, and writing) through the three modes of communication.

NJCCCS	INSTRUCTIONAL OBJECTIVES	ACTIVITIES/ RESOURCES	ASSESSMENT / EVALUATIONS
7.1 A. 1, 3, 4, 5, 6, 7 B. 1, 2, 3, 4, 5, 6 C. 1, 2, 3, 4	<p>Discuss the key geographic features and climate in Taiwan & China</p> <p>Explain why rice is the most important crop in China, where is rice grown, and what conditions are needed to grow rice.</p> <p>Investigate and make a report on how land use influences where the Chinese people live and how many live in these areas.</p> <p>Summarize the comparison between the climates of China and the U.S.</p>	<p>Study and read about major cities that speak Chinese.</p> <p>Make a poster/ppt highlighting a favorite city and why</p> <p>Vocabulary drawn from literary materials</p> <p>Sentence writing with new vocabulary</p> <p>Class discussions</p>	<p>Class participation</p> <p>Class discussions on selected readings</p> <p>Teacher-prepared questions on geography</p> <p>Written reports on historical sites in China.</p> <p>News broadcast project.</p>

Unit 5: GEOGRAPHY AND ENVIRONMENT (cont.)

Suggested topics for the theme of Geography and Climate:

- ❖ Location and boundaries
- ❖ Administrative divisions
- ❖ Physical features and natural resources
- ❖ Climate and seasons
- ❖ Pollution
- ❖ Population and ethnic groups
- ❖ Food and diet of different regions
- ❖ Chinese minorities and their customs
- ❖ China's historical landmarks
- ❖ Public transportation

Unit 6: TEENAGE LIFE / SELF AND GLOBAL COMMUNITY

OBJECTIVE: Students experience cultural and social activities common to a student of similar age in Taiwan/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.

NJCCCS	INSTRUCTIONAL OBJECTIVES	ACTIVITIES/ RESOURCES	ASSESSMENT / EVALUATIONS
7.1 A. 1,3,4,5,6,7 B. 1, 2,3,4,5,6 C. 1,2,3,4	<p>Tell a personal story Incorporating description and details.</p> <p>State personal preferences and feelings with explanations.</p> <p>Research and summarize the teenage life of famous people through interviews, biographies, and describe social or cultural activities that are different from theirs.</p> <p>Discuss what attitudes students have in common toward their school work, working during the school year, driving, etc.</p>	<p>Paired discussions</p> <p>Class discussions</p> <p>Selected readings of famous people</p> <p>Vocabulary drawn from literary text</p> <p>Converse with students over in Asia through Skype and/or email.</p> <p>Create a scrapbook sharing photos, magazine pictures of teenage life.</p>	<p>Class participation through group discussions</p> <p>Class discussions on selected readings</p> <p>Teacher-prepared questions on teenage life</p> <p>Vocabulary tests</p> <p>Essays</p> <p>Oral reports on the teenage life of famous people.</p>

Unit 6: TEENAGE LIFE / SELF AND GLOBAL COMMUNITY (cont.)**Suggested topics for the theme of Self and Global Community:**

- ❖ Traditional Chinese family
- ❖ Changes in the Chinese family
- ❖ Chinese view of education
- ❖ The community we live in
- ❖ Compare & contrast school life
- ❖ After school activities
- ❖ Compare the college entrance exam in China with the college application process
- ❖ Fashion versus school's dress code
- ❖ Communication via technological devices
- ❖ Dating among teenagers
- ❖ Entertainment and leisure activities
- ❖ Social issues
- ❖ Current events

Unit 7: INTERESTS AND CAREERS

OBJECTIVE: Students explore personal interests and plan for the future in terms of career, study, and travel. Students express their own thoughts to describe and narrate his or her daily schedule, school course work, 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.

NJCCCS	INSTRUCTIONAL OBJECTIVES	ACTIVITIES/ RESOURCES	ASSESSMENT / EVALUATIONS
7.1 A. 1, 3, 4, 5, 6,7 B. 1, 2, 3, 4, 5,6 C. 1, 2, 3, 4	<p>Discuss plans for college choice, indicating what type of courses to take and how they will prepare the students for the future.</p> <p>Defend personal preferences, feelings, and opinions on career options with complete explanations.</p> <p>Comprehend and summarize the main idea and supporting ideas and make inferences in selected authentic written materials about various businesses and professions.</p> <p>Identify activities in which to participate to investigate or prepare for future careers.</p> <p>Provide community service through such activities as tutoring, translating, interpreting, and assisting speakers of other languages.</p>	<p>Selected readings on career options</p> <p>Design Commercial advertisement for a job fair.</p> <p>Vocabulary drawn from literary materials</p> <p>Sentence writing with new vocabulary</p> <p>Role-play a job interview.</p> <p>Listen to a guest speaker concerning how he or she uses languages on the job.</p> <p>Paired discussions</p> <p>Class discussions</p>	<p>Vocabulary tests</p> <p>Essays</p> <p>Class participation through debates</p> <p>Class discussions on selected readings</p> <p>Teacher-prepared questions on career options</p> <p>Oral reports on career options and which ones interest or don't interest you and why</p> <p>Write a letter applying for an internship (state qualifications, career goals, knowledge of Chinese language, and cross-cultural understanding)</p>

Unit 7: INTERESTS AND CAREERS (cont.)

NJCCCS	INSTRUCTIONAL OBJECTIVES	ACTIVITIES/ RESOURCES	ASSESSMENT / EVALUATIONS
	Take on the role of their Chinese teacher.	Experience Chinese teacher's day at the job.	

Suggested topics for the theme of Interests and Careers:

- ❖ Hobbies and interests of Chinese teenagers
- ❖ Work in the U.S and in Asia
- ❖ Personal experience and interests
- ❖ Personal preferences—foods, sports, weather, clothing, shopping, etc.
- ❖ What/where you would like to be 10 years from now
- ❖ How do you prepare yourself for college
- ❖ Determining your plan for the future
- ❖ Job markets now and then
- ❖ Professions and their job description
- ❖ Looking for a part-time, after school job
- ❖ Career choices
- ❖ Get ready for a job interview

Unit 8: ENTERTAINMENT / THE MEDIA

OBJECTIVE: Students analyze the influence of the entertainment industry and the media on global cultures, how Western movies, TV shows, music, art, and fashion, etc. shaped and changed the views of people on the Chinese community and vice versa. They will compare and contrast the types of movies, shows, and music being made in different cultures and state their preferences. Students exercise their language skills (speaking, listening, reading, and writing) through the three modes of communication.

NJCCCS	INSTRUCTIONAL OBJECTIVES	ACTIVITIES/ RESOURCES	ASSESSMENT / EVALUATIONS
7.1 Intermediate-High A. 1, 3, 4,5, 6, 7 B. 1, 2, 3, 4, 5, 6 C. 1, 2, 3, 4	<p>Identify Chinese elements in select movies and songs.</p> <p>Discuss how the Chinese is portrayed in the media.</p> <p>Explore and analyze modern Chinese movies and music.</p> <p>Select their preferences between English and Chinese entertainment and be able to explain in detail what they like about it.</p> <p>Understand the role of the media and the entertainment industry in western society and Chinese society.</p> <p>Compare and contrast movies and TV shows between America and Taiwan/China.</p>	<p>View Chinese movies from various time periods and identify changes and influences of other cultures.</p> <p>Identify Chinese elements in western movies.</p> <p>Compare & contrast popular themes in English movies vs. Chinese movies.</p> <p>Explore the types of shows available in America and in Taiwan/China Select reading excerpts between English versions vs. Chinese versions of popular reading materials. (novels, magazines, newspapers, etc.)</p> <p>Vocabulary drawn from literary materials Sentence writing with new vocabulary</p>	<p>Vocabulary quizzes.</p> <p>Essays</p> <p>Class discussions and presentations.</p> <p>Discussions on select movies.</p> <p>Written movie reviews as critics.</p>

Unit 8: ENTERTAINMENT / THE MEDIA (cont.)**Suggested topics for the theme of Entertainment / the Media:**

- ❖ Popular movie genres in Western vs. Eastern cultures
- ❖ Select Chinese movies portraying Western influences
- ❖ Select English movies portraying Chinese influences
- ❖ Different forms of Chinese entertainment
- ❖ New Year's TV programs in America and in Taiwan/China
- ❖ What is your favorite type of Chinese TV show
- ❖ Movie reviews and follow-up discussions
- ❖ Chinese stereotypes in Western media
- ❖ Famous movie stars and music artists

Unit 9: TRAVEL

OBJECTIVE: Students after gaining a broader perspective and knowledge about the Chinese nations will develop their own travel plan and itinerary to their favorite cities and towns in Chinese speaking countries. They will learn the dos and don'ts as a global citizen and will acquire the abilities necessary to be a back-packer in Asia. The main goal of this unit is to have students explore a further interest in traveling/studying abroad and be able to spread that interest. Students exercise their language skills (speaking, listening, reading, and writing) through the three modes of communication.

NJCCCS	INSTRUCTIONAL OBJECTIVES	ACTIVITIES/ RESOURCES	ASSESSMENT / EVALUATIONS
<p>7.1 Intermediate-High</p> <p>A. 1, 3, 4,5, 6, 7 B. 1, 2, 3, 4, 5, 6 C. 1, 2, 3, 4</p>	<p>Research places to visit in Chinese speaking countries, discuss the pluses and minuses of visiting each place in terms of location, climate, cultural and historical interest, etc.</p> <p>Identify the necessary equipment/items/skills necessary to be an international traveler.</p> <p>Explore how tourism influenced Taiwan/China.</p> <p>Students will become a tour guide of their hometown and be able to help others travel there and how to live successfully.</p>	<p>Make a ppt/poster about cities that are chosen to be the best places to visit.</p> <p>Design a travel brochure or tour itinerary and advertise it to their classmates.</p> <p>Read about and discuss places that are popular tourist spots in Chinese speaking countries.</p> <p>Vocabulary drawn from literary materials</p> <p>Sentence writing with new vocabulary</p> <p>Paired discussions</p> <p>Class discussions</p> <p>Watch and discuss videos on popular tourist spots.</p>	<p>Vocabulary quizzes.</p> <p>Essays.</p> <p>Class discussions and presentations.</p> <p>Discussions on select readings.</p> <p>Student presentations and follow-up questions about different celebrations.</p> <p>Oral reports on reading materials.</p> <p>Travel brochure project.</p>

Unit 9: TRAVEL (cont.)**Suggested topics for the theme of Travel:**

- ❖ Items needed to travel
- ❖ Traveling etiquette
- ❖ Different forms of traveling
 - Tour group
 - Back-packing
 - Study abroad
- ❖ Advantages of being a global citizen
- ❖ The how-to's on transporting yourself
- ❖ Personal bucket-list of places to go
- ❖ Advices for people coming to America
- ❖ Would you recommend your hometown to others? Why/why not?
- ❖ Things to do in China/Taiwan while traveling

Unit 10: SOCIAL ISSUES AND CURRENT EVENTS

OBJECTIVE: Students are exposed 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.

NJCCCS	INSTRUCTIONAL OBJECTIVES	ACTIVITIES/ RESOURCES	ASSESSMENT / EVALUATIONS
7.1 A. 1, 3, 4, 5, 6, 7 B. 1, 2, 3, 4, 5, 6 C. 1, 2, 3, 4	Identify and discuss pertinent information when listening to newscasts or reading selections from different 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.	Magazines Newspapers Internet news articles Vocabulary lists YouTube Student-generated questions drawn from newspaper and magazine articles Teacher-directed discussions	Vocabulary Essays Class participation through debates Class discussions on selected readings Teacher-prepared questions 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, dress code, grading)
- ❖ Social issues on HIB, health, prejudice, homeless people, building a nice neighborhood
- ❖ Global issues on foreign policies, immigration, education, etc.