

**BALTIMORE COUNTY PUBLIC SCHOOLS**

**DATE:** December 7, 2010

**TO:** **BOARD OF EDUCATION**

**FROM:** Dr. Joe A. Hairston, Superintendent

**SUBJECT:** **CONSIDERATION OF WORLD LANGUAGE PILOT CURRICULUMS**

**ORIGINATOR:** John Quinn, Acting Associate Superintendent, Curriculum and Instruction

**RESOURCE PERSON(S)** Sonja Karwacki, Executive Director, Special Programs, PreK-12  
Margaret Johnson, Director, World Languages

**RECOMMENDATION**

That the Board of Education approves, as reviewed by the Board's Curriculum Committee, the Chinese IV Honors Pilot and the Chinese V AP Pilot.

**EXECUTIVE SUMMARY**  
**World Languages**  
**December 7, 2010**

The Office of World Languages consists of two unique content areas, English for Speakers of Other Languages (ESOL) and World Languages Other Than English (LOTE). World languages are taught in middle and high schools in Baltimore County Public Schools, and in one elementary magnet school, Wellwood International. The languages are: Chinese, French, German, Italian, Japanese, Latin, and Spanish. Not every language is taught in every school. However, with the exception of Chinese, there are curricula for levels one through Advanced Placement for each language.

**The Office of World Languages is seeking approval to write and pilot levels four and Advanced Placement for Chinese with the understanding that all future revisions of these guides will continue to reflect alignment of the written, taught, and assessed curriculum, an expectation of Baltimore County Public Schools that leads to a high-quality program for all students.** Consent has been obtained from the assistant superintendent for high schools and the principals of Dulaney, Hereford, Towson, and Perry Hall High Schools to pilot Chinese IV in those schools in 2011-2012 and AP Chinese in 2012-2013. The piloted, and then revised, curricula will then be brought before the Board of Education for approval to deliver in all schools.

Every curriculum guide will contain a portion of the world languages scope and sequence that identifies the content and skill indicators students have learned in the previous level or course, those addressed in the current level or course, and those that will be encountered in a subsequent level or course. This is provided so that teachers understand the path of instruction and the place and importance of the current course objectives within the big picture of second language acquisition. Articulated Instruction Modules (A.I.M.) for every level or course provide a lens through which to view alignment of the written, taught, and assessed curriculum in BCPS with the Maryland State Curriculum (SC) for Foreign Languages and the American Council on the Teaching of Foreign Languages (ACTFL) National Standards which center around five goals: Communication, Cultures, Connections, Comparisons, and Communities. National Standards for Foreign Language Learning in the 21<sup>st</sup> Century call for programs that produce students who are both linguistically and culturally proficient, who know “how, when, and why, to say what to whom.” The Maryland State Curriculum (SC) is based upon the National Standards. Baltimore County curriculum writers will carefully consider each national goal and the Maryland State Curriculum (SC) and will include skills and activities to address all goals in every unit.

Every unit in each curriculum guide will contain suggested strategies for differentiation of instruction according to learning modalities. In addition, the appendix will contain a menu of differentiation strategies from which teachers can choose to both teach or to re-teach the content of any lesson or unit.

Curriculum writers will include technology, print, and non-print resources to assist teachers in planning for each unit. Limited resources are available for the Chinese curriculum. However, opportunities such as participation in the Chinese Cultural Exchange Program, attendance at national conferences, communication with publishers, and utilization of heritage speakers will provide additional resources which will benefit the implementation of Chinese IV and AP Chinese.

Unit assessments, which will include selected response and speaking and writing performance tasks to measure assessment limits, will be added to the units. Data from the unit tests will be collected and analyzed in order to revise and improve the assessments.

In general, listening, speaking, reading, and writing skills are introduced in the beginning levels of LOTE when students use memorized phrases and vocabulary about familiar topics for communication. Skills are further developed in intermediate levels so that students can create their own language sentences and dialogue using more complex grammatical structures about a wider variety of topics. In advanced levels, students access new content using complex vocabulary and grammatical structures to solve problems and communicate with native speakers in a variety of contexts.

Curriculum guides vary depending on the language being addressed; however, each guide provides the teacher with the framework and resources necessary to plan and implement that particular language program. Every LOTE curriculum is designed to be an integral part of the sequential language program leading to the Advanced Placement Test and proficiency in a second language.

AIM Preparation Document  
Objectives and KSIs  
Chinese IV

1. Students will engage in conversations to exchange information about themselves.	
KSI	Discuss personality, appearance, physical characteristics, and emotions.
KSI	Discuss pastimes and entertainment.
KSI	Use comparative and superlative.
KSI	Recount or describe experiences from their childhood.
KSI	Tell about the world they live in and the future.
KSI	Discuss the role of the family in the target culture.
2. Students will exchange information about China.	
KSI	Identify and discuss geographic features of China.
KSI	Discuss migration and cultural heritage.
KSI	Discuss the characteristics of prominent Chinese figures and their contribution to the Chinese culture.
KSI	Discuss current or past events that are of significance in the target culture.
KSI	Describe traditional dances and their origins.
KSI	Identify, examine, and discuss connections between cultural perspectives and socially-approved behavioral patterns.
KSI	Distinguish between architectural styles in the target culture.
KSI	Discuss cultural celebrations in the target culture.
KSI	Compare forms of entertainment and recreation between the target country and their own.
3. Students will respond to spoken and written language on a variety of topics that incorporate abstract ideas and advanced structures.	
KSI	Identify and summarize the main ideas and key supporting ideas from works of literature.
KSI	Analyze fine arts.
KSI	Discuss current or historical events.
KSI	Discuss their opinions and individual perspectives on a variety of topics dealing with contemporary and historical issues.
KSI	Apply information from a variety of sources in other content areas to communicate in Chinese about current events.
4. Students will use the language both within and beyond the school setting.	
KSI	Apply information gained through active listening or reading to a different context.
KSI	Write, using Chinese characters, a response to a request.

## AP Chinese Language & Culture: Curricular Requirements

- The teacher has read the most recent [AP Chinese Language and Culture Course Description](#).
- The course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes: interpretive, interpersonal, and presentational, as articulated in *Standards for Foreign Language Learning in the 21st Century* (Standards); and at the Intermediate level, as articulated in the *ACTFL Performance Guidelines for K-12 Learners*. (For Standards descriptions, see the Standards Executive Summary. For Intermediate level performance descriptions, see *ACTFL Performance Guidelines for K-12 Learners*.)  
[Standards for Foreign Language Learning in the 21st Century \(.pdf/40KB\)](#)  
[ACTFL Performance Guidelines for K-12 Learners](#)
- 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 uses Chinese almost exclusively in class and encourages students to do likewise.
- 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 China, Chinese family and societal structures, and national and international issues.
- Assessments are frequent, varied, and explicitly linked to the Standards' goal areas. Prior to assigning an assessment task, teachers share with their students the criteria against which their performances will be evaluated.
- 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 sociocultural 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.
- The course provides students with opportunities to develop both Chinese handwriting skills and word processing skills in Hanyu Pinyin or Bopomofo.

## Resource Requirements

- The school ensures that each student has a copy of the texts utilized in the course for use inside and outside of the classroom, and has access to an in-school computer capable of inputting and displaying Chinese characters.
- The school facilitates student use, outside of instructional time, of in-school or public library computers capable of inputting and displaying Chinese characters.

# AP<sup>®</sup> Chinese Language and Culture

## Sample Syllabus 1

### Course Overview

The main course objective for AP<sup>®</sup> Chinese Language and Culture is to refine and further develop students' abilities in Chinese oral and formal written communication. We use the textbook *Beyond the Basics* by Jianhua Bai et al. and articles from a Chinese newspaper. [C7]

The AP Chinese Language and Culture course also provides an introduction to literary Chinese and ancient Chinese literature. [C3] 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 handouts.

### Course Planner

#### Fall Semester

Week	Lesson Objectives (L=Lesson)	Content or Theme	Notes
1	Orientation	Introduction to course/first day packet—classroom management	Usually school starts on Thursday, so this is a short week.
2	L1 Use target language to describe childhood.	Vocabulary, sentence pattern, and grammar	Quiz on L1 vocabulary
3	L1 Support descriptions with details.	Text/translation, L1 exercise, and composition on childhood	Students write a composition every other week, alternating between handwriting and word processing. Test on L1
4	Supplementary materials 1. Read mid-autumn festival story. 2. Learn a song about this festival. 3. Newspaper clipping	Story about mid-autumn festival Optional: Learn a lyric song about this festival. Students cut out a Chinese advertisement and translate it into English.	Students are divided into small groups and search the Internet for information (in English) about the origins of the mid-autumn festival. [C3.C9] They read a Chinese article about this festival.

**C7**—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.

**C3**—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.

**C9**—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.

Week	Lesson Objectives (L=Lesson)	Content or Theme	Notes
5	L2 Describe people and express an opinion.	Vocabulary, sentence pattern, and grammar	Interview a Chinese native speaker and describe this person. [C2.C3]
6	L2 Support description with details.	Text/translation, L2 exercise, and composition	Composition—students describe a person.
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 it into English. [C7]	Students do the SAT Subject Test sample questions and create their own tests in the same format.
8	L4 Describe what people do. SAT Subject Test in Chinese with Listening review		Vocabulary and sentence making Oral presentation
9	L4 Describe and compare	Advantages and disadvantages of different jobs; the kind of job students like best	Composition
10	L5 Explain and develop problem-solving ability.	Vocabulary, sentence pattern, and grammar	Quiz on L5 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 get a recipe from the Internet and use Chinese to give oral instructions for making the dish. [C2]
13	L6 Use target language to demonstrate an understanding of a certain Chinese dish or dietary custom.	Compare dietary cultures; [C3,C5] oral presentation on the influence of one culture on another	Student video project—how to cook a Chinese dish, including ingredients, preparation, and procedures
14	L3 Describe popular products and commercials.	Students are divided into groups to make a commercial for a certain product	Students give an oral presentation in class using visual displays, such as a poster or PowerPoint slides. [C2]

**C2**—The course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes: interpretive, interpersonal, and presentational, as articulated in Standards for Foreign Language Learning in the 21st Century (Standards); and at the Intermediate level, as articulated in the ACTFL Performance Guidelines for K-12 Learners. (For Standards descriptions, see the Standards Executive Summary. For Intermediate level performance descriptions, see ACTFL Performance Guidelines for K-12 Learners.)

**C3**—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.

**C7**—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.

**C5**—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 China, Chinese family and societal structures, and national and international issues.

Week	Lesson Objectives (L=Lesson)	Content or Theme	Notes
15	L3 Persuade people to purchase a better product.	Watch a video of a Super Bowl commercial and write critiques.	Composition—students describe the best commercial they have watched and how it persuaded them to buy the product.
16	L7 Describe an abstract concept in music.	Vocabulary, sentence pattern, and grammar	L7 Vocabulary quiz
17	L7 Talk about the music students enjoy.	Show-and-tell—students' favorite musical pieces	Composition—students choose one of these: <ul style="list-style-type: none"> <li>• My favorite music</li> <li>• Why a country needs a national anthem [C3]</li> </ul>
18	L1–L7 review	Semester final exam review	

**C3**—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.

## Spring Semester

Week	Lesson Objective	Content	Notes
1	L8 Express abstract concepts and support with opinions.	Vocabulary, sentence pattern	Students write their own opinions about a criminal case. [C3] Assign culture project.
2	L8 Express abstract concepts and support with opinions.	Jury in a court scenario	Students may have a debate or discuss a court case.
3	Supplementary—newspaper clipping	Students cut out five headlines from a local Chinese newspaper.	1. Translate five headlines into English (include two domestic, two international, and one other). [C3,C5] 2. Give oral presentation on the headlines in Chinese.
4	L9 Express abstract concepts on love.	1. Make Valentine heart (origami). 2. Make a card using calligraphy.* [C10] * Calligraphy was introduced in the Chinese 1 course.	Write a Valentine note to a friend and to a family member.

**C5**—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 China, Chinese family and societal structures, and national and international issues.

**C10**—The course provides students with opportunities to develop both Chinese handwriting skills and word processing skills in Hanyu Pinyin or Bopomofo

Week	Lesson Objective	Content	Notes
5	Culture project: (Culture Week) Express abstract concepts, discuss culture issues, and support opinions.	Celebrate the Chinese New Year. We have had a China Night to celebrate the New Year with many cultural performances and plays—each class prepared a program to present.	Students were given culture project information in the first week of the second semester. They present their projects this week.
6	L9 Discuss the topic of love.	Sentence pattern and text/translation	L9 Quiz
7	Supplementary— newspaper clipping	Students cut out five headlines from a local Chinese newspaper.	1. Translate five headlines into English (include two domestic, two international, and one other). 2. Give oral presentation on the headlines in Chinese.
8	L11 Culture	Vocabulary, sentence pattern	Assign speech contest project before Spring Break.
9	L11 Culture	1.Text/translation 2. Speech revision	First draft of speech due Tuesday after Spring Break
10	L15 Speech preparation	Students are grouped and practice their parts.	Final copy of speech 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—how to solve the problem of poverty [C3]
13	L12 Express abstract concept of happiness.	Vocabulary, sentence pattern, and grammar	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 [C3]	
17	L14 Express abstract concept: movies.	1. Vocabulary, sentences, and grammar 2. Watch video of <i>Raise the Red Lantern</i> by Zhang Yimou. [C3]	

**C3**—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.

Week	Lesson Objective	Content	Notes
18	L14 Talk about a favorite movie and support opinions.	1. Text/translation 2. Discuss the roles of women in the movie; compare and contrast roles now and then.	
19	L8–15 review	Review for semester final exam and AP Chinese Language and Culture Exam.	

## Teaching Strategies

The curriculum focuses on oral fluency and formal writing skills. Besides 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. [C7, C9]

Throughout the course, students keep dialogue journals in which they (and I) frequently share reflections on their language development. I use these journal entries to provide ongoing feedback and instruction on both communication and language learning strategies. [C8]

We have a cooking project after the lesson about food (lesson 6). Students form in groups to videotape the cooking procedures for certain dishes using creative skits. This project—which is a major grade in the course—is described in detail in the Student Activities section at the end of this syllabus.

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). The local chapter of the Global Federation of Chinese Business Women annually sponsors a speech contest for the Houston Chinese community in April. Each student prepares a speech, even if he or she will not attend the contest. 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. [C3]

**C7**—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.

**C9**—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.

**C8**—The course teaches students to develop both communication and language learning strategies, such as inferring meaning either through sociocultural context or linguistic features.

**C3**—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.

## 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, [C2, C4, C7] 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. [C6]

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, translation in both Chinese and English), cultural project, compositions (twice a week), a formal speech presentation, and classroom participation. [C6]

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 cycle:	25 percent
Grade for second cycle:	25 percent
Grade for third cycle:	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.  
I also use current articles from a local Chinese newspaper.

### Resource Books

Faurot, Jeannette L. 1995. *Gateway to the Chinese Classics: A Practical Guide to Literary Chinese*. San Francisco: China Books & Periodicals.

Fenn, Henry C. 1952. *A Sketch of Chinese History*. New Haven: Institute of Far Eastern Languages, Yale University. [C7]

**C2**—The course prepares students to demonstrate their level of Chinese proficiency across the three communicative modes: interpretive, interpersonal, and presentational, as articulated in Standards for Foreign Language Learning in the 21st Century (Standards); and at the Intermediate level, as articulated in the ACTFL Performance Guidelines for K-12 Learners. (For Standards descriptions, see the Standards Executive Summary. For Intermediate level performance descriptions, see ACTFL Performance Guidelines for K-12 Learners.)

**C4**—The teacher uses Chinese almost exclusively in class and encourages students to do likewise.

**C7**—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.

**C6**—Assessments are frequent, varied, and explicitly linked to the Standards' goal areas. Prior to assigning an assessment task, teachers share with their students the criteria against which their performances will be evaluated.

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

Jin, Hong Gang, De Bao Xu, and John Berninghausen. 1999. *Chinese Breakthrough: Learning Chinese Through TV and Newspapers*. Boston: Cheng & Tsui.

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

Tan, Amy. 1990. *The Joy Luck Club*. New York: Putnam.

Tan, Amy. 1991. *The Kitchen God's Wife*. New York: Putnam.

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

## Periodical

*Yu-wen ao* (North American Monthly) "A friend for learning Chinese and a bridge to know about China." [www.yuwenbao.us/ywb\\_na.php](http://www.yuwenbao.us/ywb_na.php)

## Films

*Crouching Tiger, Hidden Dragon*. 2000, China/U.S.A. Ang Lee, director. DVD: Culver City, Calif.: Sony Pictures, 2000.

*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.

*Raise the Red Lantern*. 1991, China. Zhang Yimou, director. DVD: Century City, Calif.: MGM, 2000.

## Web Sites

[www.yam.com.tw](http://www.yam.com.tw)

[www.yam.com.cn](http://www.yam.com.cn)

[www.sina.com.tw](http://www.sina.com.tw)

[www.sina.com.cn](http://www.sina.com.cn)

[www.ttv.com.tw](http://www.ttv.com.tw)

[www.cts.com.tw](http://www.cts.com.tw)

[www.zhongwen.com](http://www.zhongwen.com) [C7]

**C7**—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.

## Student Activities

Here are two activities I do with students and the language learning standards each activity satisfies.

## Targeted Standards

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Cultures
- 2.2 Products of Cultures
- 3.1 Making Connections
- 3.2 Broaden the Sources of Information
- 4.1 Language Comparison
- 4.2 Cultural Comparison
- 5.1 School and Community
- 5.2 Lifelong Learning

## Culture Project

### Description

Students research a topic in Chinese culture and make a presentation to the class during Chinese New Year. 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.

### Reflection

- 1.1 Students work together in small groups and interact in Chinese to decide their topics. [C9]
- 1.2 Students comprehend the information they gathered.
- 1.3 Students present their culture study in class.
- 2.1 Students learn about a cultural topic and its influence on Chinese civilization or ideology. [C5]

**C9**—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.

**C5**—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 China, Chinese family and societal structures, and national and international issues.

- 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 Students search for cultural information on Chinese Web sites.

## Cooking Project

### Description

After we study lesson 6 about food, students form small groups, and each group picks one out of eight common Chinese cooking methods. The groups demonstrate the steps for making certain dishes in creative skits that are videotaped and shown to the whole class. [C9] Not only do students learn how to write the recipes and prepare them, but they also must record the cooking process. Students critique their classmates' projects as a participation grade. This project stimulates creativity and enhances relationships—and students get to enjoy the dishes they have made.

**C9**—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.

### Reflection

Students work together in groups and decide which dishes to study and to cook.

- 1.2 Students comprehend the recipes they get from cookbooks or Internet sources.
- 1.3 Students present the cooking procedures in a play which is videotaped.
- 2.1 Students learn about a Chinese cooking method and how it is related to a certain culture or geographical area.
- 2.2 Students cook an authentic Chinese meal and explain the preparation and cooking procedures.
- 3.1 Students use the Internet or library books to search for Chinese recipes.