

**AP Chinese – World Language  
 2020-2021 SYLLABUS**

**CONTACT INFORMATION**

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<b>Office Hours</b>	A days lunch and afterschool until 3:00 pm
<b>Room Number(s)</b>	C411 (Zoom ID: 3287148765)
<b>Course URL/Moodle Page</b>	<a href="http://learn.vcs.net">http://learn.vcs.net</a>

**COURSE OVERVIEW**

<b>Course Number</b>	<b>0495</b>
<b>Traditional or Online Format</b>	Online Format (1 <sup>st</sup> Semester)
<b>Credit Hours</b>	2 semesters of 5 units each
<b>Dual Credit</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Provider:
<b>Course Prerequisites</b>	<b>B or above on Mandarin III / IV (H)</b>
<b>Course Description</b>	<p>The AP Chinese Language and Culture course is designed for students who are interested in completing studies comparable in content and difficulty to a full-year Chinese course at the second-year college level. This course prepares students to earn college credits by passing the Advanced Placement Chinese Exam.</p> <p>Integrated Chinese II, a second-year college level textbook, is the primary textbook, along with other supplementary materials. During the course, students are engaged actively in both formal and informal communications, such as class discussions, presentations, and group activities. The students read a variety of increasingly challenging texts and write multi-paragraph essays.</p> <p>Language instruction is integrated with a wide range of Chinese cultural content, including literature, history, philosophy, government institutions, important historical figures, arts, music and today's China. The course teaches culture and at the same time, promotes students' language skills across the three communicative modes: Interpersonal, Interpretive, and Presentational.</p>
<b>Required Textbook(s) or Apps</b>	<ul style="list-style-type: none"> <li>• Textbook: Integrated Chinese (level 2- Part 1 &amp;2), 3<sup>rd</sup> edition by Yuehua and Tao-chung Yao</li> <li>• Workbook: Integrated Chinese (level 2- Part 1 &amp;2), 3<sup>rd</sup> edition by Yuehua and Tao-chung Yao</li> <li>• Character Book: Integrated Chinese (level 2- Part 1 &amp;2), 3<sup>rd</sup> edition by Yuehua and Tao-chung Yao</li> <li>• Notability, Quizlet, Classkick, Bible (in Chinese), Dictionary</li> </ul>

**Additional Materials Needed**

1. Have your computer capable of reading/typing Simplified Chinese fonts.
2. *AP Chinese Practice Tests*, Boston: Cheng & Tsui.
3. Register for AP classroom online from College Board

## I. PERSONAL NOTE FROM INSTRUCTOR TO LEARNERS

### Tips for succeeding in class\*

Online learning requires self-discipline, motivation, and responsibility. Because of the limitations with a new learning environment, a few categories from our regular syllabus have been modified. Students are expected to do their own homework and assessments and to submit their own thoughts for their writing assignments. During class-time, Students are also expected to have conversations in Chinese with each other about various topics.

## II. COURSE OVERVIEW

### Course Outline/Main Units

- **LISTENING**

The students will be exposed to Chinese everyday through a variety of different resources. The constant use of Chinese both formally and informally is a ready listening resource. In addition, each day the students will listen to a recording in Chinese. The materials for listening practice include AP Chinese, songs and CDs. The students will be asked to share what they have heard in Chinese after each listening comprehension practice. Finally, every examination will include a listening component.

- **SPEAKING**

The class is conducted almost entirely in Chinese. During the first semester, the students are encouraged to interact with each other and the teacher in Chinese. During the second semester, they are required to speak exclusively in Chinese. The students are given participation points based on their use of the target language and classroom activities. Both formal and informal communications are included in this assessment.

In class speaking is done constantly in conjunction with the various texts and includes picture descriptions, pair-share activities, formal presentations and class discussions. During the course, the students are constantly involved in sharing their ideas with a partner or in small group discussions.

- **READING**

The students will read extensively from different sources with increasing levels of difficulty. The sources include both contemporary and classic Chinese literature which enhances the students' understanding of modern Chinese society by exposing them to the roots of Chinese culture. Selected articles from Chinese newspapers and magazines are exceptional sources of authentic and high interest reading for high school students at a sophisticated but manageable reading level. Also, the different levels of reading materials are provided according to students' actual level. The readings from the AP Chinese Practice Tests are ready to use resources for AP style reading test practice. All of these materials help build vocabulary and comprehension.

- **WRITING**

The students have homework every night. Frequently, it involves vocabulary and grammar preview and review. Each lesson in the textbook contains a list of vocabulary words, phrases, and grammar. Students are required to study the list before the lesson and be prepared to explain a few words, using sample sentences with target language, to the class. Their daily assignments also include readings, compositions, grammar practices, and translations from the exercises in their workbooks. The students write additional compositions after each lesson, and will write AP style essays (by typing) during April, the AP Exam preparation period. This intensive writing practice includes writing from information that the students have researched on the Internet.

## Overarching Biblical Theme/Verse

- Let your requests be made known to God. (Philippians 4: 6, 13)
- Think about the life purpose and goal. (Matthew 22:37-40)
- Discuss Christian view about success. (Ps 8:5)
- Select a daily bread from the Chinese version of “Streams in the Desert”, share with the students about how to release our burdens to God and to enjoy the peace of God (Hebrews 4:9)
- How is Christmas related to me? (Ephesians 2:13)
- God is our only hope and he is the only one we can rely on (sharing and reflection) (Corinthians 15:19)

## Major Assignments (formative and summative)

- Workbook and Character Practice Book
- Composition with different format for each lesson: comparison, summative, reflection etc. (up to 300 characters in the end of school year)
- 4 Projects each semester with oral presentation
- Listening, reading and speaking materials for preparing AP test

**Homework\*:** Students will do assigned exercises from Workbook and Character Practice Book. Additionally, 3 – 4 topic projects will be assigned during the 1<sup>st</sup> semester of online learning. Students will take small assessments each class throughout the online learning process (ex. short answer responses, daily understanding Q&A check-in etc.). The teacher will assign two homework assignments for EACH class day: one written and one spoken. Homework sheets are expected to be turned in before 9 AM the next class day.

**Collecting Work :** VCHS recommends collecting work through Moodle assignment submissions. We will use **Turnitin** for some written home assignments and **Classkick** for audio recordings and classwork. We will use **Google drive** for turning in projects.

## III. CLASS POLICIES

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### Class Procedure

- Devotion, student’s sharing, pray together for prerequisites
- Review the materials from the previous day learning with group activity, Q and A
- New lecture learning from teacher’s lecture, collaborative group study, self-learning
- Check the understanding with listening, speaking, writing and reading
- Summarize the daily learning

### Discipline Policy\*

Teachers that are concerned that a student is off task or being disruptive during online class may contact the Dean of Students for follow up. For more details on the discipline procedure, please refer to page 10 of the Student Handbook.

### iPad Classroom Use Policies

Please see the details about the iPad use policies from the Student Handbook on page 28. Students may only use iPad for academic purposes during the class. Otherwise, it will be considered off task behavior and will result in being marked with an iPad off task mark(Y) in PowerSchool.

## IV. VCCHS SCHOOLWIDE ACADEMIC POLICIES

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Detailed academic policies are found in the student handbook, including absent work policies, iPad expected use, homework guidelines, testing policies, and academic integrity expectations. All VCCHS students and teachers agree to follow these school-wide policies.

## V. GRADING POLICIES

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### Grading Categories\*

Final exam: 15%

CW/HW = 45%

Assessments ( Quizzes, Tests, Presentation)= 40%

### Homework/Classwork Late Passes\*

Students will receive homework/classwork “excused passes,” equal to 10% of assignments in that category in each course each semester. These will be tracked electronically. These passes cannot be applied to project, assessments, unique work. Once a student has used all of his/her homework passes, additional missing work will be entered into the gradebook as a **zero**. When a student does not submit an assignment on time, a homework pass for that course will be deducted, and the assignment will be excused. Students do not need to complete the missing work; it will not bring their grade down. Once a deadline has passed, a homework pass cannot be regained. Students should note that the more work that is excused, the more their remaining assignments will impact their grade.

### Late Work and Redemption Policies\*

The late passes policy replaces the normal VCCHS Redemption Policies only for this year. If students are in a hybrid model, we will evaluate how tests and quizzes are handled during that part of the school year. Final exam percentages have been reduced to also account for stressors during a public health crisis and those percentages have been put into homework and classwork categories.

### Homework and Classwork Policy

The primary goals of homework in the World Language Department are to practice skills, reinforce content, and prime students for the next class’s learning. Teachers are committed to assigning homework that will help students not only learn the language they are studying but also gain fluency and comfort with it.

Though teachers follow the VCCHS policies regarding length of homework assigned ( $\geq 1$  hour for honors and AP courses) and try to be sensitive to the homework load beyond merely their students’ World Language class, students will inevitably encounter pockets of higher than usual homework loads when many tests and or major assignments are due around the same time. Research indicates that chronic, sustained stress is detrimental both to learning and wellness, students should stop homework if they are exhausted or excessively stressed and should communicate with their teacher and/or counselor.

### PowerSchool Input Expectations

- Teachers adhere to the departmental categories and number of assignments.
- Every teacher should keep the PowerSchool default setting so that the decimal marks are not visible (what the teacher sees, the student see). All decimals will automatically be rounded to the closest whole number.

- PowerSchool should be updated approximately once a week with at least one new assignment and any late/missing work that was turned in by the student during that week. If assignments cannot be graded, at minimum the teacher should log assignments as collected/missing.
- Students should expect one classwork and one homework assignment per class day except on holidays. This will be approximately 40 classwork and homework assignments per semester.
- Students should expect one lesson vocabulary quiz every one or two weeks and one lesson combination test every two weeks on average. (Approximately 9 quizzes, 9 lesson tests per semester)

### Attendance Codes

Teachers should use the below codes to communicate with the primary educator, counselors, and administration about a student's attendance and tardiest:

A = Absent	S = Suspended
U = Unexcused	V = School Activity
T = Tardy	Y = iPad off-task
L = Excused Tardy	Z = iPad off-task
O = Other I = Ill	M = Absent on day of test/major assessment

### Integrity Policies

All students are expected to be familiar with the iPad and academic integrity policies found in the student handbook.

## VI. COURSE FORMAT

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### Instructional Methods

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|--|--|
| <input checked="" type="checkbox"/> Lecture                | <input checked="" type="checkbox"/> Stations               |
| <input checked="" type="checkbox"/> Student Collaboration  | <input type="checkbox"/> Inquiry-based Learning            |
| <input checked="" type="checkbox"/> Learning by Teaching   | <input type="checkbox"/> Lab                               |
| <input checked="" type="checkbox"/> Student Demonstrations | <input checked="" type="checkbox"/> Teacher Demonstrations |
| <input type="checkbox"/> Workshops                         | <input checked="" type="checkbox"/> Peer Tutoring          |
| <input type="checkbox"/> Other:                            |  |

### Role of the iPad

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Research             | <input checked="" type="checkbox"/> Organization |
| <input checked="" type="checkbox"/> Communication        | <input checked="" type="checkbox"/> Creation     |
| <input checked="" type="checkbox"/> Formative Assessment | <input type="checkbox"/> Other:                  |

## VII. COURSE ASSESSMENTS

### Formative Assessments

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|---|--|
| <input checked="" type="checkbox"/> Pre-Assessment      | <input checked="" type="checkbox"/> Benchmark                |
| <input checked="" type="checkbox"/> Written Reflections | <input checked="" type="checkbox"/> Class Deliverables       |
| <input type="checkbox"/> Polls/Surveys                  | <input checked="" type="checkbox"/> Checks for Understanding |
| <input type="checkbox"/> Exit Tickets                   | <input checked="" type="checkbox"/> Homework                 |
| <input checked="" type="checkbox"/> Class Participation | <input checked="" type="checkbox"/> In-class Activities      |

Quizzes

Other:

### Summative Assessments

Unit Exams

Mid-Term Exam

Final Exam

Papers

Projects

Performances

Speeches

Benchmark

Presentations

Portfolios

Other:

## VIII. ACADEMIC CONTENT STANDARDS

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<b>VCS ESLRS</b> <i>VCS teachers are committed to teaching to these comprehensive ESLRs on a daily basis.</i>	<b>VCS students will:</b> <ol style="list-style-type: none"><li>1) Discover and develop their unique God-given talents to, as Jesus taught, "Love the Lord your God with all your heart, with all your soul, and with all your mind" and "your neighbor as yourself" through their personal Quests for Excellence.</li><li>2) Develop extraordinary success involving Academic Achievement, Artistic Beauty and Athletic distinction to serve God, their families, their communities and the world.</li></ol>
<b>Academic Content Standards</b> <i>Valley Christian Schools (VCS) sets the highest academic standards for all subjects at all grade levels. Fortunately, as a private school, Valley Christian Schools has the unique opportunity to select and develop K-12 standards and curriculum. While state and national common core standards mandate the skills students are taught in public schools, Valley Christian Schools is not compelled to adopt government curriculum standards.</i>	<ul style="list-style-type: none"><li>• ISTE-S</li><li>• ACSI-BI</li><li>• NSFLI 1-5</li></ul>

**\*= specifically for distance learning**

Student print name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent print name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_