

# 文化課程的教案設計

## AP<sup>®</sup> Chinese 與民俗活動教學

劉羨

### 1. 文化的內涵、情境與生活脈絡

1) 文化 ”: 文化是指人類活動的模式以及給予這些模式重要性的符號化結構。文化就是生活，包括人生觀念與態度、生活方式、風俗習慣。

語言聯結文化：語言表達的得體性。

- a. Culture product (文化產品)
- b. Culture practice (文化習性)
- c. Culture perspective (文化視野與觀念)

### 2. AP<sup>®</sup> Chinese 的文化課程設計

1) **Immersion program:** To be immersed in Chinese language and culture while in class, and involved in interdisciplinary. Almost all instruction will be conducted in Chinese.

2) **Balanced curriculum:** To study a well-balanced, standards-based curriculum that focuses on communicative competence, cultural knowledge, and language skills. It incorporates differentiated instruction to meet individual needs and utilizes integrated performance assessments.

3) **Experiential education:** To explore healthy and challenging experiences by using a variety of hands-on activities and field trips.

4) **Natural environment:** To acquire language in a good physical setting and appropriate cultural context.

**5) Cooperative structures:** To foster collaborative relationships such as peer-to-peer learning. Students interact with peers in small groups doing structured activities.

**目標**

- Personal connection with language and culture
- Basic Interpersonal Communicative Skills (BICS)
- Cognitive Academic Language Proficiency (CALP)
- Global perspective
- Preparedness for college and the workplace

| Communication      | Culture                   | Connection   | Comparison              | Community                |
|--------------------|---------------------------|--|-------------------------|--------------------------|
| 1.1 Interpersonal  | 2.1 Cultural Products     | 3.1 Making Connections   | 4.1 Language Comparison | 5.1 School and Community |
| 1.2 Interpretive   | 2.2 Cultural Practices    | 3.2 Broaden the Sources of Information / Acquiring Information | 4.2 Cultural Comparison | 5.2 Lifelong Learning    |
| 1.3 Presentational | 2.3 Cultural Perspectives |  |                         |                          |

**情境：文化、生活與文本**

**小小測驗 (正確的請打 )**

| 主題 | 學生活動          | 沒有溝通 | 有一些溝通 | 有情境/文化等要素的溝通 |
|----|---------------|------|-------|--------------|
| 食物 | 在空格裡寫上食物名稱    |      |       |              |
|    | 列出你喜歡的食物名稱    |      |       |              |
|    | 向你的美國朋友介紹中國食物 |      |       |              |

|    |                           |  |  |  |
|----|---------------------------|--|--|--|
| 衣服 | 口頭形容在班上你最要好的同學身上穿的衣服      |  |  |  |
|    | 口頭回答一連串問題，如“你穿長褲還是裙子？”    |  |  |  |
|    | 口頭形容你為了去台北/北京/香港旅行，買了什麼衣服 |  |  |  |
| 圖畫 | 根據說明來畫一張圖片                |  |  |  |
|    | 畫一張你附近中國城的地圖，並標示重要中國店的名稱  |  |  |  |
|    | 當老師說一個生字時，選出一張正確的圖片       |  |  |  |

### 主題式教學設計裡的文化要素

|         |  |
|---------|--|
| Unit 1: | Cultural Celebrations and Customs                    |
| Unit 2: | Teenage Life: Self and Global Community              |
| Unit 3: | Ethics and Attitudes                                 |
| Unit 4: | Interests and Careers                                |
| Unit 5: | Social Issues, Historical Figures and Current Events |
| Unit 6: | Economics and Daily Life                             |
| Unit 7: | Art and Music Appreciation                           |
| Unit 8: | Literature, Film and Poetry                          |
| Unit 9: | Geography and Environment                            |

### 僑委會網站的文化資源

[http://edu.ocac.gov.tw/culture/chinese/cul\\_chculture/c\\_culture.htm](http://edu.ocac.gov.tw/culture/chinese/cul_chculture/c_culture.htm)

中華文化天地

[文化](#) | [民俗](#) | [語文](#) | [故事](#) | [美食](#) | [台灣](#) | [武俠](#)

|          |   |
|----------|---|
| 僑教雙週刊精選集 | <a href="#">小小故事趣味多</a>   <a href="#">我是小作家</a>   <a href="#">詩心詩語</a>  <br><a href="#">古典小小說</a>   <a href="#">看畫讀古詩</a>   <a href="#">漫畫天地</a>  <br><a href="#">中國字的故事</a>   <a href="#">童畫欣賞</a> |
|----------|---|

|          |  |
|----------|--|
| 僑教雙週刊主題區 | <a href="#">看圖說話</a>   <a href="#">老師的話</a>   <a href="#">唐詩欣賞</a>   <a href="#">兒童詩</a>   <a href="#">成語故事</a>   <a href="#">中國故事</a> |
|----------|--|

## 主題式文化教學舉隅

### UNIT 1 CULTURAL CELEBRATIONS AND CUSTOMS

| STATE CORE CONTENT STANDARDS   | INSTRUCTIONAL OBJECTIVES  | ACTIVITIES/ RESOURCES   | ASSESSMENT / EVALUATIONS  |
|--|---|---|---|
| Content standards<br>For AP Chinese  | Students will be able to:   |   |   |
| 7.1<br>Communication<br>A. 1, 3, 4,5, 6, 7<br>B. 1, 2, 3, 4, 5, 6<br>C. 1, 2, 3, 4 | Select one “Chinese festival”, express abstract concepts, discuss cultural issues, and support their opinions in small groups. [C5, C9] | Select folktales, legends, short stories, poems, and songs about celebrations. [C5]   | Vocabulary dictations and/or sentence tests   |
| 7.2 Culture<br>A. 1, 3, 4, 5, 6, 7<br>B. 1, 2, 3,4,5,6<br>C. 1, 2, 3, 4            | Discuss how to present cultural performances and plays in the Mass  | Study vocabulary drawn from literary material.<br><br>Study sentence writing with new | Comprehension check using communicative strategies and activities<br><br>Handwritten short essays and summaries [C10] |

|  |   |   |  |
|--|---|---|--|
|  | <p>Greeting "as part of Chinese New Year celebration at CAIS. [C5]</p> <p>Compare and contrast traditional and modern holidays in the lunar and solar calendars. [C3]</p> <p>Compare the different names of festivals and discuss their meanings ( Chinese New Year &amp; Spring Jie, Lantern Festival &amp; Yuan Xiao Jie, Qingming Festival &amp; Hanshi Jie, Dragon Boat Festival &amp; Duanwu Jie, Ghost Festival &amp; Chung Yuan Jie, Moon Festival &amp; Mid-Autumn Jie). [C3]</p> | <p>vocabulary. [C10]</p> <p>Make a diagram showing the similarities and differences between Ghost Festival and Halloween.</p> <p>Peer sharing [C9]</p> <p>Paired group discussions [C9]</p> | <p>Participation through discussions and activities</p> <p>Discussions on selected readings [C2]</p> <p>Teacher-prepared questions on Chinese festivals</p> <p>Oral presentation on cultural practices and products [C2, C5]</p> <p>Student-planned events</p> |
|--|---|---|--|

|  |   |  |  |
|--|---|--|--|
|  | <p>Describe how people celebrate Spring Festival (family, food, expressions, gifts, traditions) in Japan, Korea, Vietnam and other countries; and discuss how Chinese culture influences these countries in terms of religious and philosophical viewpoints. [C5]</p> <p>Explain the steps of wrapping dumplings and the meaning of its shape (i.e., as a symbol of good fortune) and other similar cultural products and practices.</p> <p>Call and invite your Chinese teacher to celebrate Chinese</p> |  |  |
|--|---|--|--|

|  |  |  |  |
|--|--|--|--|
|  | <p>New Year with you.</p> <p>Compare and contrast the similarities and differences of San Francisco many ethnic communities - their holidays and celebrations - and learn about the rich diversity of the city's people and cultures.<br/>[C3, C5]</p> <p>Discuss the various perspectives in different cultures; and explain cultural differences between East and West.</p> <p>Watch movies about Chinese culture followed by discussions (see Teacher Resources).</p> <p>Initiate and</p> |  |  |
|--|--|--|--|

|  |  |  |  |
|--|--|--|--|
|  | <p>maintain conversations about traditional Chinese festivals. [C3, C5]</p> <p>Summarize selected readings about the historical and cultural roots of the celebrations. [C5]</p> |  |  |
|--|--|--|--|

Suggested topics for Cultural Celebrations and Customs:

**Chinese lunar calendar and zodiac animal signs**

- Legends about the 12 zodiac animals
- Laba Jie ( 8th day of the 12th month of lunar calendar, related cultural products)
- Dragon myths

**Chinese New Year (Spring Jie, Chun Jie - 1st day of the first month of lunar calendar)**

- Pre- and post-festival activities (customary practices)
- Calligraphy of Chun-lian (poetic couplets and happy wishes written on red paper, related cultural products)
- New Year's Eve (shou sui): family reunion dinner, giving and receiving red envelope "hong bao ", (customary practices and related cultural products)
  - Chinese New Year celebration and decorations in Chinatown (e.g., lion and dragon)

dance, gunpowder and firecrackers, customary practices and related cultural products)

- Legends of Nian monster
- Invention of gunpowder and firecrackers
- Colors and their significance (red for the Spring Festival)
- Auspicious Sayings, cleanup, New Year songs, special foods such as dumplings and sticky rice balls, paper-cut outs, Chinese brush painting, Chinese New Year customs

## 年畫

年畫是臘月至正月之間的節令產物。年畫包含了對眾神及祖先的敬意，祈福避邪的意願，以及節令敘情歡樂的情懷等固有文化要素。年畫的題材有：

- 一、祈福類：包括門神、鐘馗、財神等。
- 二、歡樂吉祥類：如年年有餘、大吉大利、萬事如意等。
- 三、民間傳奇故事類：如三國演義，西遊記等。
- 四、民間風俗類：如春耕圖、豐年圖等，表現豐衣足食的太平盛世景象。

[http://edu.ocac.gov.tw/culture/chinese/cul\\_chculture/vod13html/vod13\\_01.htm#](http://edu.ocac.gov.tw/culture/chinese/cul_chculture/vod13html/vod13_01.htm#)

象徵「年年高陞」的年糕。

## Lantern Festival (Yuan Xiao Jie - 15th day of the first month of lunar calendar)

Legends of ‘Yuan Xiao ’(Taoism and Buddhism)

Meaning of ‘Yuan Xiao ’(first month of the year is called Yuan month, ‘Yuan Xiao ’is the first full moon of the year.)

Lanterns (shapes, colors and sizes, related cultural products)

Lantern Riddles (post riddles/puzzles on lanterns or wall, award prizes for solving them, customary practices)

Eating ‘Yuan Xiao ’(a dumpling made with sticky rice flour and a sweet filling, related

cultural products)

## 花燈

上元之夜，一稱元夜，又稱元宵，舊俗這一夜都有「張燈為戲」，所以古人稱之為燈節。

[http://edu.ocac.gov.tw/culture/chinese/cul\\_chculture/vod07html/vod07\\_03.htm#](http://edu.ocac.gov.tw/culture/chinese/cul_chculture/vod07html/vod07_03.htm#)

### **Qing Ming Festival (Hanshi Jie - 6th day of 4th month of lunar calendar)**

Legends of 'Qingming '(Chong'er and Jie Zitui)

Meaning of 'Qingming '(clear and bright)

Ancestral worship in Chinese life

Compare 'Qingming '(Grave Sweeping Day to mourn the dead) with

Memorial Day

Hanshi (the practice of Hanshi: eating cold food, one of the 24 solar sections of the year,

'er-shi-si ge jieqi )

《清明上河圖》是北宋畫家張擇端的作品，藏於北京故宮博物院。該圖描繪了清明時節北宋京城汴梁及汴河兩岸的繁華和熱鬧的景象和優美的自然風光。畫中主要分開兩部份，一部份是農村，另一部是市集。畫中有八百一十四人，牲畜六十多匹，船隻二十八艘，房屋樓宇三十多棟，車二十輛，轎八頂，樹木一百七十多棵，

### **Dragon Boat Festival (Duanwu Jie - 5th day of 5th month of lunar calendar)**

Legends of the patriot Chu Yuan

Dragon boat races (customary practices)

Customary practices (e.g., hang calamus and moxa on the front door, paste pictures of Chung Kuei, drink hsiung huang wine, stand an egg up at 12 noon)

Tzung tzu (related cultural products)

#### **香包**

農曆的五月五日，這一天家家戶戶都要過端午節，佩戴香包是端午的習俗之一，以往由於醫藥不發達，人們就把具有殺菌作用的雄黃，艾草，菖蒲研成粉末，用布包起來戴在胸前，利用它散發出來的香氣使夏天的虫菌不來侵擾，這就是香包的起源。

### **Lover's Day (7th day of 7th month of lunar calendar)**

Compare Lover's Day and Americans' Valentine's Day

### **Ghost Festival (Chung Yuan Jie -15th day of 7th month of lunar calendar)**

Legends of Mulien

Customary practices

Compare Ghost Festival with Halloween (e.g., candy, pumpkins to foods made with rice, ghost, parade)

### **Moon Festival (Mid-Autumn Jie, Zhong Qiu Jie - 15th day of 8th month of lunar calendar)**

Legends of Zhong Qiu Jie (e.g., Chang-O flees to the moon, Wu Kang chops down the

cassia tree, and the jade rabbit grinds medicine.)

Poems and songs about the moon

Moon cake (related cultural products)

Symbolic meaning of the moon's roundness (i.e., gatherings of friends and family)

Compare Mid-Autumn Festival with Thanksgiving (e.g., moon cake to turkey, family

reunion to a get together of family and friends)

## **UNIT 3 ETHICS AND ATTITUDES**

### **Suggested topics for Ethics and Attitude:**

Famous philosophers and their works

e.g., Confucius - *The Analects of Confucius* (孔子和《论语》, "孔子和" 論語, Lao

Tzu - *Tao Te Ching* (The Classic of Virtue of the Tao 老子和 道德经 /老子和 ” 道德經 ), Zhuangzi and *Zhuang Zi* (庄子和 庄子 /莊子和 ” 莊子 ”

Important concepts of philosophy in Chinese daily life

e.g., “Tian, Di, and Ren ”(天地人/天地人), “Ru, Shi, and Dao ”(儒释道/儒释道), “Li ”(politeness and respect 礼/禮), “Ren Ai ”(kindness and love 仁爱/仁愛), “Fu ” (good fortune), “Lu ”(successful career), and “Shou ”(longevity) (福祿寿/福祿壽)

Self-worth, self-monitoring and self-reflection

Appreciation of oneself/classmates, family/others families, and cultures

Chinese people’s patterns of interaction

Family values

Happiness

Moral judgment

Gestures and body language

Compassion (e.g., showing respect and empathy)

Cultural barriers to behavioral change

Motivation, attitudes, and dispositions

Honor, honesty and loyalty

Rules and responsibilities

Table manner

Social behavior

Individualism versus conformity

Cultural taboos

孔子

[http://edu.ocac.gov.tw/culture/chinese/cul\\_chculture/vod27html/vod27\\_01.htm](http://edu.ocac.gov.tw/culture/chinese/cul_chculture/vod27html/vod27_01.htm)

孟子

[http://edu.ocac.gov.tw/culture/chinese/cul\\_chculture/vod23html/vod23\\_01.htm](http://edu.ocac.gov.tw/culture/chinese/cul_chculture/vod23html/vod23_01.htm)

## UNIT 7 ART AND MUSIC APPRECIATION

Suggested topics for Art and Music Appreciation

Four Arts of the Scholar - music, chess, calligraphy and painting

Chinese music and musical instruments - e.g., zither, guqin

Chinese calligraphy

Chinese painting

e.g., Xuan paper, silk, Chinese brush, Chinese ink, mineral and vegetable pigments

Famous painters/calligrapher and their styles

Artistic contributions

Popular Chinese songs

Chinese dance

Chinese contemporary art

Chinese art and architecture

Chinese Gardens

Woodblock printing

Folk art

New Year prints

Peking opera

Masterpieces

e.g., ‘Spring Festival on the River ’(daily life in 13th century China depicted on a scroll painting;

琴

[http://edu.ocac.gov.tw/culture/chinese/cul\\_chculture/vod04html/vod04\\_11.htm](http://edu.ocac.gov.tw/culture/chinese/cul_chculture/vod04html/vod04_11.htm)

棋

<http://www.mandarintools.com/chinesechess.html>

國劇

[http://edu.ocac.gov.tw/culture/chinese/cul\\_chculture/vod09html/vod09\\_06.htm#](http://edu.ocac.gov.tw/culture/chinese/cul_chculture/vod09html/vod09_06.htm#)

## UNIT 8 LITERATURE, FILM AND POETRY

## Suggested topics for literature, film and poetry:

Chinese-American literature and film

e.g., Pearl S. Buck (赛珍珠/賽珍珠) *"The Good Earth"* (大地/大地),  
Amy Tan (譚恩美/譚恩美) *"The Joy Luck Club"* (喜福会/喜福會),  
Frank Chin (赵健秀/趙健秀) *"The Year of the Dragon"* (龙年/龍年), and  
Laurence Yep (叶祥添/葉祥添) *"Dragonwings"* (龙翼/龍翼), *Angel Island:  
Conversations with My Father* (天使島 : 和我父亲的对话/天使島 : 和我父親的對話)  
*Golden Mountain Chronicles* (金山记事/金山記事)

Modern Chinese films

e.g., Ang Lee (李安/李安) *Eat Drink Man Woman* .1994. (饮食男女/飲食男女),  
[http://www.youtube.com/watch?v=pU\\_8tSpvdtU](http://www.youtube.com/watch?v=pU_8tSpvdtU)

The song of "Eat Drink Man Woman"

<http://www.youtube.com/watch?v=K4kyIXGOTIQ>

Ang Lee (李安/李安) *The Wedding Banquet* .1993.(喜宴/喜宴)

<http://www.imdb.com/title/tt0107156/trailers-screenplay-E21943-310>

<http://www.youtube.com/watch?v=aSLj7FoYv0w&feature=related>

<http://www.youtube.com/watch?v=RkR4oaBqTas&NR=1>

Tan, Amy (譚恩美/譚恩美). *The Joy Luck Club*. 1989. Ivy Books, US

<http://academic.brooklyn.cuny.edu/english/melani/cs6/tan.html>

<http://www.luminarium.org/contemporary/amytan/>

<http://www.eyeonbooks.com/ibp.php?ISBN=0399146431>

Zhang Yimou (张艺谋/張藝謀) *Raise the Red Lantern* (大红灯笼高高挂/大紅燈籠  
高高掛)

Classic and modern literature

e.g., *Journey to the West* (Monkey King), famous Tang poems, poetry, historical  
fiction, science fiction, essays, plays, short stories, memoirs, contemporary novels,  
and blogs.

Masterpieces

Chinese fables and folktales

e.g., legends, proverbs, Confucius 'sayings, parables, myths and tea quotes.  
Ancient folktales

e.g., "Happy Bird", "The Story of Lu Ban", "The Magical Horse", "The Money Tree", "The King and the Mouse"

古典文學

[http://edu.ocac.gov.tw/culture/chinese/cul\\_chculture/vod12html/vod12\\_03.htm](http://edu.ocac.gov.tw/culture/chinese/cul_chculture/vod12html/vod12_03.htm)

### 學生活動設計與評量

#### SAMPLE LESSON PLAN AND STUDENT ACTIVITY: IMAGINARY TRIP TO BOSTON

|                     |  |
|---------------------|--|
| Designer(s)         | May Liu  |
| School              | Chinese American International School  |
| Course              | AP Chinese Language and Culture  |
| Level               | AP (College-level)   |
| Background          | 2-3 years of studying Chinese  |
| Unit                | Unit 4: Interests and Careers  |
| Big idea/Theme      | Lifestyle  |
| Topic               | Travel   |
| Task                | Imaginary Trip to Boston   |
| Establish Goal(s)   | Standards & Benchmarks (See below.)  |
| Teaching Strategies | Standards-based Learning<br>Student-centered Learning<br>Simulated Learning<br>Task-based Learning |
| Assessment          | Integrated Performance Assessment (IPA, see sample rubrics.)                                       |
| Length of lesson    | About eight class sessions (55 minutes each).  |

#### Objectives:

Learn vocabulary and sentence structures

Plan a trip  
 Make decisions and give suggestions  
 Connect to subject matters (e.g., history and geography)  
 Compare historical events in U.S. and China  
 Integrate information (e.g., transportation, weather, food, shopping, directions, and clothing)

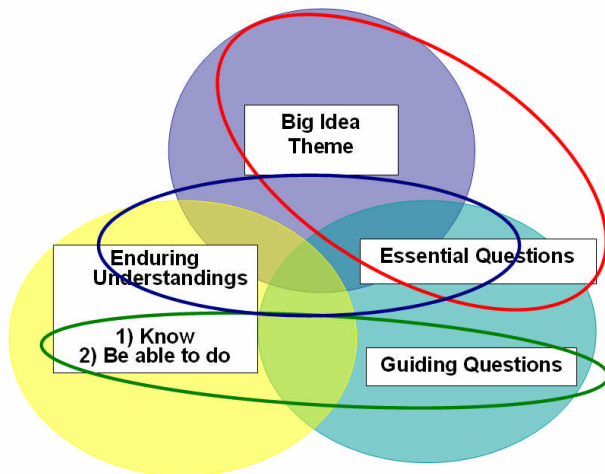
**Enduring Understandings:**

Students will understand the importance of travel in their lives.  
 Students will know that through travel they can gain knowledge of the destination's history, culture, people, etc.  
 Students will be able to plan a trip (e.g., make hotel reservations, purchase tickets, ask for directions) and enhance their language skills.

**Essential Questions:** What is travel?

**Guiding Questions:**

How to plan a trip to Boston?  
 What is the Boston Tea Party in US History?



Knowing how, when, and why to say what to whom.

|               |                                  |
|---------------|----------------------------------|
| Why (为什么/為什麼) | Travel: Imaginary Trip to Boston |
|---------------|----------------------------------|

|                     |   |
|---------------------|---|
| Whom (跟谁沟通/跟誰溝通)    | With classmates   |
| When (什么时候/什麼時候)    | During school day   |
| How (怎么去/怎麼去)       | By taking public transportation                                     |
| What (做什么/做什麼)      | To go sight-seeing, walk<br>Brookline –Freedom Trail                |
| Where (在什么地方/在什麼地方) | Nationally significant historic sites in<br>the greater Boston area |

**Activity 2:** With your buddy, gather information about public transportation from websites and discuss the advantage and disadvantage of the different ticket purchasing plans. Write down your options. (Interpretive, Interpersonal & Presentational Mode; Use Interpretive, Interpersonal & Presentational Rubrics; see Sample Rubrics; Connect to Geography & History) [C3, C6, C7]

**Read authentic Chinese material:**

**1) 地铁的搭乘方式/地鐵的搭乘方式 (Reusable, Rechargeable Charlie Cards & Tickets)**

地铁的车资一律为\$1.25。搭车前要先购买当作车票使用的代币。在波士顿期间使用地铁机会较多的人,可考虑购买波士顿观光周游券。在波士顿停留数日的观光客,非常适合购买可无限制搭乘地铁、公车的波士顿观光周游券 Boston Visitor Pass。共有 3 种不同期间的选择, 1 日券\$6、3 日券\$11、7 日券\$22。除了可节省大半交通费以外,还可参观博物馆、餐厅用餐、参加观光巴士行程等。

地鐵的車資一律為\$1.25。搭車前要先購買當作車票使用的代幣。在波士頓期間使用地鐵機會較多的人,可考慮購買波士頓觀光周遊券。在波士頓停留數日的觀光客,非常適合購買可無限制搭乘地鐵、公車的波士頓觀光周遊券 Boston Visitor Pass。共有 3 種不同期間的選擇, 1 日券\$6、3 日券\$11、7 日券\$22。除了可節省大半交通費以外,還可參觀博物館、餐廳用餐、參加觀光巴士行程等。

**2) Map in Chinese**

(<http://www.mbta.com/accessibility/languages/>)

| Targeted Standards              | Reflections   |
|---------------------------------|---|
| 1.1 Interpersonal Communication | <ul style="list-style-type: none"> <li>To use Chinese to interact with each other and the instructor</li> <li>To discuss the article with buddy</li> <li>To work on proper pronunciation</li> <li>To practice new vocabulary and sentence patterns</li> </ul> |
| 1.2 Interpretive Communication  | <ul style="list-style-type: none"> <li>To read the information about public transportation and infer its meaning</li> <li>To learn to recognize and use new vocabulary and grammatical structures</li> </ul>  |
| 3.1 Making Connections          | To make the connection to Geography and History   |
| 3.2 Acquiring New Information   | To acquire information about historical places  |
| 4.1 Language Comparisons        | To compare and contrast new Chinese grammatical structures with English grammar   |
| 5.2 Lifelong Learning           | To practice learning from authentic Chinese materials as part of lifelong learning  |

**Activity 4:** Research and summarize “America’s Revolution –Boston Tea Party” in small groups; Compare it to a similar historical affair in China (林則徐禁煙事件), analyze cause-effect and present the similarities and differences between the two events in class. (Use Interpretive, Interpersonal & Presentational Rubrics; see Sample Rubrics; Comparison; Connect to History) [C3, C6]

| Targeted Standards              | Reflections                           |
|---------------------------------|---------------------------------------|
| 1.1 Interpersonal Communication | To engage in dialogue in small groups |

|                                  |  |
|----------------------------------|--|
|                                  | <p>To answer questions posed by the instructor</p> <p>To work on proper pronunciation</p> <p>To practice new vocabulary and sentence patterns in dialogue format</p>   |
| 1.3 Presentational Communication | <p>To practice summarizing historical events in own words</p> <p>To summarize articles</p> <p>To make a formal presentation of research on historical events</p> <p>To write one's thoughts on historical events and present it in class</p> |
| 2.1 Practices of Cultures        | To discuss cultural and historical elements presented in the history   |
| 2.2 Products of Cultures         | To be introduced to Chinese authentic material   |
| 3.1 Making Connections           | To connect to the historic event   |
| 3.2 Acquiring New Information    | To acquire information about history and culture   |
| 4.1 Language Comparisons         | To compare and contrast new Chinese grammatical structures with English grammar  |
| 4.2 Cultural Comparisons         | To develop an understanding of the differences and similarities between the historical events  |
| 5.2 Lifelong Learning            | To practice learning from authentic Chinese materials as part of lifelong learning   |

## 1. Interpersonal Rubric

|                                       | <b>3 Exceeds Expectations</b>   | <b>2 Meets Expectations</b>   | <b>1 Approaches Expectations</b>  | <b>0 Does Not Meet Expectations or unratable Sample</b>   |
|---------------------------------------|---|---|---|---|
| <b>Text Type and Language Control</b> | To create with the language by using string of sentences that are generally accurate. | To create with language by using simple sentences and some strings of sentences that are occasionally accurate. | To use simple sentences, isolated words, and memorized phrases with accuracy.<br>To attempt at creating language that are usually unsuccessful. | Has no practical ability to use Chinese language.<br><br>Consistently misunderstands or cannot comprehend at all. |
| <b>Comprehensibility</b>              | To be consistently understood.  | To be generally understood.   | To be understood with occasional difficulty.  | Unable to function in the spoken language.  |
| <b>Comprehension</b>                  | To respond logically.   | To respond generally logically.   | To respond occasionally logically.  | Off task  |
| <b>Language Use and Vocabulary</b>    | To use a wide range of vocabulary appropriate to the topic most of the time.          | To use a range of vocabulary that accomplishes the task.<br>To occasionally use the wrong word or expression.   | To use basic vocabulary and resort to English.  |   |
| <b>Communication Strategies</b>       | To ask and answer questions to maintain the conversation and to clarify.              | To maintain a simple conversation by asking some questions.   | To respond to basic, direct questions, and asks simple questions.   |   |

|                           |  |   |   |  |
|---------------------------|--|---|---|--|
|                           | To summarize to make oneself understood.                     |   |   |  |
| <b>Cultural Awareness</b> | Generally demonstrate awareness of cultural appropriateness. | Occasionally demonstrate awareness of cultural appropriateness. | Does not demonstrate awareness of cultural appropriateness. |  |

A New Jersey FLAP Grant Project, Consortium for Assessing Performance Standards. Available: <http://www.flenj.org/CAPS/?page=parent>  
 Rubrics. Available: <http://rubistar.4teachers.org/index.php>

### 3. 民俗活動教學

詞彙教學、動詞與動作(如打陀螺、剪紙、踢毽子)、多媒體學習、溝通式學習、體驗式學習

**玩陀螺**：陀螺，是一種能在地上轉動的兒童玩具。陀螺的玩法非常簡單，把它放在地上，大家用一根小鞭子抽打它，使它旋轉，一面轉，一面抽打，它就會旋轉個不停。

[http://edu.ocac.gov.tw/culture/chinese/cul\\_chculture/vod08html/vod08\\_12.htm#](http://edu.ocac.gov.tw/culture/chinese/cul_chculture/vod08html/vod08_12.htm#)

**跳繩**：繩子與我們的生活相當密切，早在古遠的時代，就拿它來記事，用它來捆紮收穫的農作物、搬運東西，或是驅使牛馬等家畜，是人類生活上重要的工具之一。繩子在孩子們眼中更是童年不可缺的童玩之一。他們利用繩子玩出來的遊戲，就叫跳繩。在古代，是孩子們在春節時興的一種遊戲，又叫「跳百索」，因為當繩飛轉時，可以幻成千百條。這遊戲在中國起碼有一千五百年的歷史了。

**踢毽子**：踢毽子是一種遊戲，也是一種大眾化、有益身心健康的運動。相傳是黃帝發明的一種足球運動，用來鍛鍊士兵的體魄。

[http://edu.ocac.gov.tw/culture/chinese/cul\\_chculture/vod07html/vod07\\_13.htm#](http://edu.ocac.gov.tw/culture/chinese/cul_chculture/vod07html/vod07_13.htm#)

**中國結**：遠古時代，中國人用結繩來記事，「結」這個字的本來意思，是把兩根繩子鉤連在一塊兒。結繩最常見的是在服裝和佩飾方面，所以使用的結就逐漸演進成為裝飾性的藝術了。

**剪紙、摺紙與撕紙**：

[http://edu.ocac.gov.tw/culture/chinese/cul\\_chculture/vod11html/vod11\\_07.htm](http://edu.ocac.gov.tw/culture/chinese/cul_chculture/vod11html/vod11_07.htm)

捏麵人：捏麵人是一項非常具有中國民族色彩的傳統技藝，它原名是米雕人，又叫雕工米人，因為材料和語言的關係，在台灣叫它做捏麵人。

[http://edu.ocac.gov.tw/culture/chinese/cul\\_chculture/vod10html/vod10\\_08.htm](http://edu.ocac.gov.tw/culture/chinese/cul_chculture/vod10html/vod10_08.htm)

### 網上資源

PALS: Performance Assessment for Language Students. Available:

[http://www.fcps.edu/DIS/OHSICS/forlang/PALS/rubrics/uwrt\\_an.htm](http://www.fcps.edu/DIS/OHSICS/forlang/PALS/rubrics/uwrt_an.htm)

AP<sup>®</sup> Chinese Language and Culture Teacher's Guide. Miao-Fen Tseng.

Available: [www.collegeboard.com](http://www.collegeboard.com)

AP<sup>®</sup> Chinese Language and Culture: Syllabus.

Available: <http://apcentral.collegeboard.com/apc/public/courses/syllabi/index.html>

Foreign Language Framework for California Public Schools

Kindergarten Through Grade Twelve

<http://www.cde.ca.gov/re/pn/fd/documents/foreign-language.pdf>

锦锈中文/錦繡中文 <http://www.chinapage.com/china.html>