Glen Ridge Public Schools – AP Chinese Curriculum

Course Title: AP CHINESE
Subject: Chinese Language
Grade Level: 12
Duration: Full Year
Prerequisite: Chinese IV
Elective or Required: Elective

Department Mission Statement:

The mission of the World Language Department is to prepare students linguistically and culturally to communicate successfully in a global community. We believe every student is capable of acquiring a second language. We implement the four components of language learning: Listening, Speaking, Reading and Writing in our endeavor to develop passionate, confident, lifelong learners.

Course Description:

AP Chinese course reinforces and refines the skills learned during previous years of Chinese study and uses the new input in the textbook and supplementary materials to further develop students' speaking, listening, reading, and writing skills. The course is conducted in almost exclusively Mandarin Chinese and the students are required to speak in Chinese as much as possible. The AP course is designed to provide high school students with the opportunity to study Chinese language thoroughly enough to perform successfully on AP Test, enabling them to earn college credit.

Author: Xiaoqin Yin & Shihong Zhang
Date Submitted: Summer 2018
New Jersey Student Learning Standard for World Languages

https://www.state.nj.us/education/cccs/2014/wl/

7.1 World Languages:

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

A. Interpretive Mode

**Interpretive Mode:** The mode of communication in which students demonstrate the understanding of spoken and written communication within the appropriate cultural context. Examples of "one-way" reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen "between the lines" and "beyond the lines."

B. Interpersonal Mode

**Interpersonal Mode:** The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or video conferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).

C. Presentation Mode

**Presentational Mode:** The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication are making a presentation to a group, posting an online video or web page, creating and posting a podcast or videocast, and writing an article for a newspaper.
Five National Standards

Communication

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics
Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

Cultures

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

Connections

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language
Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture

Comparisons

Standard 4.1: Students demonstrate the understanding of the nature of language through comparisons of the language studied and their own
Standard 4.2: Students demonstrate the understanding of the concept of culture through comparisons of the cultures studied and their own

Communities

Standard 5.1: Students use the language both within and beyond the school setting
Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment
Standards for Chinese Language Learning
美國中小學中文學習目標


Communication (溝通=運用中文溝通)
  1.1 Interpersonal communication (語言溝通)
  1.2 Interpretive communication (理解詮釋)
  1.3 Presentational communication (表達演示)

Cultures (文化=體認中國多元文化)
  2.1 Practices of cultures (文化習俗)
  2.2 Products of cultures (文化產物)

Connections (貫連=貫連其他學科)
  3.1 Making connections (觸類旁通)
  3.2 Acquiring new information (博聞廣見)

Comparisons (比較=比較語言文化之特性)
  4.1 Language comparisons (比較語文)
  4.2 Culture comparisons (比較文化)

Communities (社區=應用於國內與國際多元小區)
  5.1 School and community (學以致用)
  5.2 Lifelong learning (學無止境)
<table>
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<tr>
<th>Units of Study</th>
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<tr>
<td>1. Contemporary Life</td>
<td>5 weeks (25 days)</td>
</tr>
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<td>2. Family and Communities</td>
<td>5 weeks (25 days)</td>
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<td>3. Science and Technology</td>
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<td>8. Course Final Project after AP</td>
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Total number of days allocated equals 180 days
AP Chinese

Topic/Unit: Contemporary Life

Approximate 5 Weeks: For Each Unit  (36 Weeks Total)

Essential Questions:

1) How to introduce yourself and get to know others in a global community?
2) What is your expectation about colleges?
3) How is contemporary life influenced by education and other perspectives?
4) What are the challenges of contemporary life?

Upon completion of this unit students will be able to:

1) Introduce yourself and meet new friends with appropriate language and culture customs and values.
2) Clearly and fluently express their understanding of education and careers, discuss the courses that school offered.
3) Compare the similarity and difference between a school in China and your own.
4) Discuss how the school facilities and activities will affect people’s lifestyle.
5) Discuss the campus life.
6) Describe a living quarters in college.
7) Discuss volunteerism in the students’ community and compare that with attitudes of China

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| 7.1.IH.A.4 | Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States. |
| 7.1.IH.A.5 | Synthesize information from oral and written discourse dealing with a variety of topics. |
| 7.1.IH.A.6 | Reserved  
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| 7.1.IH.A.7 | Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. |
| 7.1.IH.A.8 | Analyze structures of the target language and comparable linguistic structures in English. |
| 7.1.IH.B.5 | Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas. |

| 7.1.IH.C.1 | Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one’s own culture, through a multimedia-rich presentation to be shared virtually with a target language audience. |

| 7.1.IH.C.2 | Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s). |

| 7.1.IH.C.3 | Use language creatively in writing for a variety of purposes. |

| 7.1.IH.C.4 | Explain the structural elements and/or cultural perspectives found in culturally authentic materials. |

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| 7.1.IH.C.6 | Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce. |

**Common Core ELA Standards:**

- 1.RF.2 Demonstrate the understanding of spoken words, syllables, and sounds (phonemes).
- 1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- 1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
● 1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
● 1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
● 2.RF.4 Read with sufficient accuracy and fluency to support comprehension.
  a. Read on-level text with purpose and understanding.
  b. Read on-level text orally with accuracy, appropriate rate, and the expression on successive readings.
  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
● 2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
● 2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Interdisciplinary Standards (njcccs.org)

● **Standard 9.1 21st-Century Life & Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

● **Standard 8.1 – Computer and Information Literacy**
  All students will use computer applications to gather and organize information and to solve problems.

● **Standard 6.2 World History, Global Studies**
  All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

● **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
Activities – include 21st Century Technologies/Research:

- Quizlet on vocabularies
- Edpuzzle on listening comprehension and writing practice related to contemporary life.
- Kahoot practice on grammar
- Ponddy Chinese on reading comprehension of comparing school life in China and US.
- Create a dialogue between a real estate agent (or homeowner) and a customer (or a college student) in which the real estate agent (or homeowner) tries to sell/rent the property and the customer (or a college student) describes his or her needs.
- Independent project
- Group project (PPT or poster or video) on how to find a part-time job.
- Picture Talk on advertising on “RENT” apartment.

Enrichment Activities:

- video clips/movie segments 致青春

Methods of Assessments/Evaluation:

- Homework
- Classwork
- Quizzes
- Presentation
- Projects
- Unit Test
- Story Writing
- Reading on The Chairman’s Bao Classroom
- Questions Answering on Ponddy Chinese

Resources

- *Integrated Chinese, Level 2 Part 1 Lesson 1, Lesson 2, Lesson 5, Textbooks, by Tao-chung, Yao & Yue-hua Liu; Cheng & Tsui Company, Boston*
- *Integrated Chinese, Level 2 Part 1 and Part 2, Workbook, by Tao-chung, Yao & Yue-hua Liu; Cheng & Tsui Company, Boston*
- *Integrated Chinese, Level 2 Part 1 and part 2, 3rd Ed., Digital-Only Bundle (Simplified & Traditional)*
AP Chinese

Topic/Unit: Family and Communities

Approximate 5 Weeks: For Each Unit (36 Weeks Total)

Essential Questions:

1) What constitutes a family in different societies?
2) How do individuals contribute to the well-being of communities?
3) How do the roles that families and communities affect personal growth and society?

Upon completion of this unit students will be able to:

1) Describe the traditional Chinese Family Values.
2) Describe the changes in Chinese culture as reflected in modern Chinese family life.
3) Describe a typical Chinese family structure.
4) Describe the urban, suburban and rural life in China.

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- **Standard 9.1 21st-Century Life & Career Skills**
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  All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
● **Standard 6.3 Active Citizenship in the 21st Century**
All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Activities – include 21st Century Technologies/Research:**

- Role plays a scenario of parent and children
- Quizlet on vocabularies
- Edpuzzle on listening comprehension and writing practice
- Kahoot practice on grammar
- Ponddy Chinese on reading comprehension
- Preview and review activities
- Independent project of research about Chinese family structure
- Group project presentation about an announcement of a community service.
- Picture Talk on interpretive a banner or poster

**Enrichment Activities:**

- video clips/movie segments 我的父亲母亲

**Methods of Assessments/Evaluation:**

- Homework
- Classwork
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Topic/Unit: Science and Technology

Approximate 4 Weeks: For Each Unit  (36 Weeks Total)

Essential Questions:
1) How do science and technology affect people’s lives?
2) What kinds of social media around you and affect you? What has changed because of the Internet?
3) What impact has the Internet had on society as a whole?

Upon completion of this unit students will be able to:
1) Name and discuss the activities you use the Internet for.
2) Discuss the pros and cons of using the Internet.
3) Discuss how technologies change our lives in shopping and traveling.

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**Activities – include 21st Century Technologies/Research:**

- Quizlet on vocabularies
- Edpuzzle on listening comprehension and writing practice related to internet using habits.
- Kahoot practice on grammar
- Ponddy Chinese on reading comprehension of comparing the pros and the cons of using the Internet.
- Preview and review activities
- Group project (PPT or poster or video) on Our Lives Have Been Changed Due to Science and Technology.
- Picture Talk on the activities you use the Internet for.

**Enrichment Activities:**

- video clips/movie segments 科技改变生活 杭州无人餐厅

**Methods of Assessments/Evaluation:**

- Homework
- Classwork
- Quizzes
- Presentation
- Projects
- Unit Test
- Story Writing
- Reading on The Chairman’s Bao Classroom
- Questions Answering on Ponddy Chinese

**Resources**

- *Integrated Chinese, Level 2 Part 1 Lesson 7, Textbooks, by Tao-chung, Yao & Yue-hua Liu; Cheng & Tsui Company, Boston*

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AP Chinese

Topic/Unit: Global Challenges

Approximate 4 Weeks: For Each Unit (36 Weeks Total)

Essential Questions:
1) What environmental, political and social issues pose challenges to societies throughout the world?
2) What are the origins of those issues?
3) What are the possible solutions to those challenges?

Upon completion of this unit students will be able to:

1) Locate major Chinese cities, provinces, and geographic features on a map.
2) Compare basic geographic aspects of China and your own country.
3) Describe how to get close and relax in nature.
4) Explain what the people can do to reduce pollution and protect the environment.
5) Describe the One Belt One Road.
6) Compare the Ancient Silk Road and current OBOR

Common Core Standards:

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| 7.1.IH.A.4 | Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States. |
| 7.1.IH.A.5 | Synthesize information from oral and written discourse dealing with a variety of topics. |
| 7.1.IH.A.6 | Reserved  
This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved. |
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**CPI#**

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| 7.1.IH.B.3 | Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies. |
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Common Core ELA Standards:

- 1.RF.2 Demonstrate the understanding of spoken words, syllables, and sounds (phonemes).
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- Standard 9.1 21st-Century Life & Career Skills
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- Standard 8.1 – Computer and Information Literacy
  All students will use computer applications to gather and organize information and to solve problems.

- Standard 6.2 World History, Global Studies
All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

- **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Activities – include 21st Century Technologies/Research:**

- Quizlet on vocabularies
- Edpuzzle on listening comprehension and writing practice related to pollution and environmental degradation.
- Kahoot practice on grammar
- Ponddy Chinese on reading comprehension of comparing the past and present environmental changes
- Preview and review activities
- Independent project of describe your spending habits and clear energy.
- Project on One Belt One Road

**Enrichment Activities:**

- video clips/movie segments 人与自然

**Methods of Assessments/Evaluation:**

- Homework
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- Story Writing
- Reading on The Chairman’s Bao Classroom
- Questions Answering on Ponddy Chinese

**Resources**

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AP Chinese

Topic/Unit: Personal and Public Identities

Approximate 4 Weeks: For Each Unit (36 Weeks Total)

Essential Questions:
1) How are aspects of identity expressed in various situations?
2) How do language and culture influence identity?
3) How does one’s identity develop over time?

Upon completion of this unit students will be able to:

1). Name and identify the culture products and activities associated to the major holidays.
2). Understand and practice the cultural customs of some major holidays
3). Talk about and cook some associated food in different regions with different holidays.
4). Compare and make a connection with your own culture.

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- **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities – include 21st Century Technologies/Research:
- Quizlet on vocabularies
- Edpuzzle on listening comprehension and writing practice related to the Chinese holiday
- Kahoot practice on grammar
- Ponddy Chinese on reading comprehension of comparing holidays
- Preview and review activities
● Independent project of cooking a holiday food.
● Group project (PPT or poster or video) on presenting a major Chinese holiday including date, culture product, activities, and food.
● Picture Talk on search fun of certain holidays.

Enrichment Activities:

● video clips/movie segments 春节回家 春运

Methods of Assessments/Evaluation:

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● Story Writing
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Resources

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AP Chinese

Topic/Unit: Beauty and Aesthetics

Approximate 4 Weeks: For Each Unit  (36 Weeks Total)

Essential Questions:

1) How are the perceptions of beauty and creativity established?
2) How do ideas of beauty and aesthetics influence daily life?
3) How do the arts both challenge and reflect cultural perspectives?

Upon completion of this unit students will be able to:
this chapter is more related to art, differences of east and west, such as Chinese painting and western oil.
1) Compare a place with what it used to be like.
2) Describe China’s four famous classic literature.
3) Describe China’s traditional music, such as Erhu and Pipa.
4) Describe China’s architecture, such as Quadrangles.

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● Edpuzzle on listening comprehension and writing practice related Kahoot practice on grammar
● Ponddy Chinese on reading comprehension.
● Group project (PPT or poster or video) on presenting the Chinese traditional music.
● Picture Talk on describes China’s four famous classic literature (四大名著).

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● video clips/movie segments

Methods of Assessments/Evaluation:

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● Quizzes
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