



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE TEMPLATE



CONTENT AREA(S): World Languages

Program of Study: AP Chinese Language & Culture

Course Title: Chinese V – AP

Grade Level: Students in grades 9-12 who have successfully completed Chinese 4 Honors

I. Course Overview

The AP Chinese Language & Culture course aims to prepare students to demonstrate their level of Chinese proficiency across three communicative modes (Interpersonal [interactive communication], Interpretive [receptive communication], and Presentational [productive communication]) and the five goal areas outlined in the *Standards for Foreign Language Learning in the 21st Century* (Communications, Cultures, Connections, Comparisons, and Communities).

The syllabus is organized according to six themes in four units, which will be studied in depth throughout the course of the year. These themes are: global challenges, science and technology, contemporary life, personal and public identities, the family and the community and beauty and aesthetics. Within the framework of the four units students will be using three modes of communication as defined by the Standards for Foreign Language Learning: Interpersonal, Interpretive and Presentational. More specifically, students will learn to communicate in the target language, demonstrate an understanding of the culture, incorporate interdisciplinary topics and use the target language in real-life settings.

II. Units of Study

Unit 1: Cultural Celebrations

Unit 2: Teenage Life / Self and Global Community

Unit 3: Interests and Careers

Unit 4: Famous People

Unit 5: Beliefs and Attitudes

Unit 6: Social Issues and Current Events

Unit 7: Art and Music Appreciation

Unit 8: Literature and Poetry

Unit 9: Geography and Climate

III. Learning Objectives

As aligned with the 2014 NJ Curriculum Content Standards, and in keeping with the ACTFL Proficiency Guidelines, for Intermediate-High / Advanced- Low, the objectives are as follows:

Interpretive:

Analyze and critique the validity of culturally authentic materials using



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electronic information sources related to targeted themes.

Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.

Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.

Evaluate, from multiple cultural perspectives, the historical, political, and present-day contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.

Evaluate information from oral and written discourse dealing with a variety of topics.

Analyze and critique readings on less familiar topics using a variety of culturally authentic texts and genres.

Infer the meaning of some unfamiliar words and phrases in academic and formal contexts.

Analyze elements of the target language that do not have a comparable linguistic element in English.

Interpersonal:

Use digital tools to participate in extended conversations on topics of a personal, academic, or social nature using a variety of timeframes to exchange information.

Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.

Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

Ask and respond to questions as part of a group discussion on topics of a personal, academic, or social nature in informal and some formal settings.

Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest, topics studied in other content areas, and some unfamiliar topics.

Use language in a variety of settings to further personal, academic, and career goals.

Presentational:

Create a research-based multimedia-rich presentation to be shared virtually with a target language audience.

Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.

Use language creatively in writing for personal, career, or academic purposes.

Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.



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Analyze how cultural perspectives about a specific cultural product or cultural practice associated with the target culture(s) change over time, and compare with changing perspectives in one's own culture.

Create an electronic portfolio in the target language with artifacts documenting language proficiency, cross-cultural awareness and experiences, and other qualifications that support the goals of the Personalized Student Learning Plan.

IV. Essential Questions

Unit 1: Cultural Celebrations

- How are cultural celebrations manifested in different cultures, including our own?
- Why are they important in our overall understanding of culture and communication?

Unit 2: Teenage Life / Self and Global Community

- What are the challenges of contemporary life?
- How do the roles that families and communities assume differ in societies around the world?
- Do different roles influence our life and community?

Unit 3: Interests and Careers

- How do language and culture affect identity?
- Where do interests lead people?

Unit 4: Famous People

- What influence do people in the news have on others?
- What constitutes a role model?

Unit 5: Beliefs and Attitudes

- How is contemporary life influenced by cultural products, practices and perspectives?
- What is ethical?

Unit 6: Social Issues and Current Events

- What environmental, technological and scientific issues pose challenges to societies throughout the world?
- What are the origins of those issues and what are some possible solutions?
- What factors have driven innovation and discovery in current situations?

Unit 7: Art and Music Appreciation

- How are perceptions of beauty and creativity established?
- How do ideals of beauty and aesthetics influence daily life?

Unit 8: Literature and Poetry

- How do the arts both challenge and reflect cultural perspectives?



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Unit 9: Geography and Climate

- How do developments in science and technology affect our lives?
- What role do ethics play in scientific advancement?

V. Key Performance and Benchmark Tasks

<ul style="list-style-type: none"> ● Paired discussions. ● Class discussions. ● Selected readings of famous people. ● Vocabulary drawn from literary text. ● Exchange e-mail messages about teenagers in China and the U.S. <ul style="list-style-type: none"> ● Create a scrapbook sharing photos, magazine pictures of the teenage life. ● Selected readings on career options ● Design commercial advertisement for a job fair ● Vocabulary drawn from literary materials ● Sentence writing with new vocabulary ● Role play a job interview ● Listen to a guest speaker concerning how she/he uses language as a part of work <ul style="list-style-type: none"> ● Selected readings on Chinese inventions and famous people in China ● Vocabulary drawn from literary materials ● Sentence writing using new vocabulary ● Games on guessing identities of famous people ● Selected readings on Chinese philosophy and/or common beliefs ● Vocabulary drawn from literary materials ● Sentence writing using new vocabulary ● Commentaries of videos ● Student generated questions drawn from newspaper and magazine articles <ul style="list-style-type: none"> ● Interpretive readings of biographies of artists and musicians ● Sentence writing using new vocabulary ● Making of a video in order to illustrate use of red scrolls used in decorating a typical Chinese home <ul style="list-style-type: none"> ● Use of Chinese folk art designs in order to make mobiles ● Selected short stories, novels and poems ● Design of a travel brochure in order to 	<ul style="list-style-type: none"> ● Class participation through group discussions. ● Class discussions on selected readings. ● Teacher prepared questions on teenage life. ● Vocabulary tests. ● Essays ● Oral reports on the teenage lives of famous people. ● Debates ● Class discussions on selected readings ● Teacher prepared questions on career options ● Oral reports on career options, those of interest/disinterest and why <ul style="list-style-type: none"> ● Writing of a letter to apply for an internship, the stating of qualification, career goals, knowledge of Chinese language and cross cultural understanding, etc. ● Teacher prepared questions on famous people ● Oral reports on famous people and reason for their fame ● Class discussions on selected readings ● Teacher prepared questions on TV news and interviews ● Oral reports on reading material ● Projects and oral reports on selected artists and musicians <ul style="list-style-type: none"> ● Paragraph writing ● Written report on historical sites in China
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advertise a study tour <ul style="list-style-type: none"> ● Role play to make an itinerary for the 2008 Olympics in Beijing, China ● Make a poster on highlighting reasons that certain cities are viewed as best places to visit 	
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VI. Instructional Materials - Materials may include but are not limited to:

Liu Yuehua, Tao-Chung Yao, Yaohua Shi, and Nyan-ping Bi. <i>Integrated Chinese</i> . Boston: Cheng & Tsui Company, 2006
Wei-ling Wu, Hai-lan Tsai, Shwu-fen Lin, Lin Young, and Vivian Yu <i>Far East Chinese for Youth</i> The Far East Book Co., Ltd. 2012
Weiman Xu, Han Qu, Sara Gu, So Mui Chang, and Lisha Kang. <i>Strive for a 5 AP Chinese Practice Tests</i> Boston: Cheng & Tsui Company, 2010
Wei-ling Wu, Hai-lan Tsai, Shwu-fen Lin, Lin Young, and Vivian Yu. <i>A study Guide to the AP Chinese Language & Culture Test</i> The Far East Book Co., Ltd. 2012

Through a variety of texts of literature and essays, students will be afforded a mixture of authentic short stories, songs, poems and journalistic texts designed to stimulate their interest and make learning more relevant.

Various other resources will be used such as films, music, literature, Chinese newspapers, etc.

Various Internet sites and Web-based learning portals such as:

http://www.voachinese.com/ 美国之音中文版
http://www.radioaustralia.net.au/chinese/ 澳大利亚广播中文版
http://www.mandarin tools.com/ 网上中文工具
http://www.clavisinica.com/index.html 释文解字
http://www-rohan.sdsu.edu/dept/chinese/tools/ 圣地亚哥州立大学中文部
http://collections.uiowa.edu/chinese/topic_intermediate.html# 中文阅读天地
http://web.calstatela.edu/faculty/khsu2/poetrygallery.html 中国诗歌
http://www.imandarinpod.com/hoola/ 中文播客
https://www.youtube.com/
http://cctv.cntv.cn/lm/kuaihanyu/ 快乐汉语

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