



Greenwich Public Schools Curriculum Overview

Course Name: AP Mandarin

Personalized learning is achieved through standards-based, rigorous and relevant curriculum that is aligned to digital tools and resources.

Note: Teachers retain professional discretion in how the learning is presented based on the needs and interests of their students.

Course Description: (from COSG)

This course is designed for students who have chosen to develop their proficiency in Mandarin Chinese at the college level. Emphasis is on developing highly sophisticated communicative skills. The course provides the students an opportunity to totally immerse in the richness of Chinese language and culture by introducing varied aspects of both contemporary Chinese society and Chinese history. Class activities will consist of oral presentations, discussions, reading of unabridged Chinese literature and nonfiction texts, writing assignments, and oral and written examinations. The curriculum is focused on listening, speaking, reading and writing at the pre-advanced ACTFL proficiency level. Students taking this course are expected to take the corresponding national Advanced Placement exam given in May.

Unit Guide: (List of Major Units)

1. Families in Different Societies
- 2 The Influence of Language and Culture on Identity
- 3 Influence of Beauty and Art
- 4 How Science and Technology Affect Our Lives
- 5 Factors That Impact the Quality of Life
- 6 Environmental, Political, and Societal Challenges

Enduring Understandings

- Chinese Families and Communities:
- Family Structure/Roles, Social Customs, Traditions,
- Values, Social Networking
- Chinese Personal and Public Identities
- National and Ethnic Identities, Personal Interests, SelfImage and the Role of the Individual in Society
- Chinese Contemporary Life
- Lifestyles and Pop Culture, Education and Careers,
- Travel, Transportation, and Tourism
- Global Challenges Environmental Issues, Managing and Protecting
- Resources, Economic Trends
- Personal and Public Identities
- Personal Interests, Gender Roles, National Figures, and Pop Culture Icons

- Beauty and Aesthetics Perspectives of Beauty in Chinese Culture, Architecture, Literature
- China Contemporary Life Entertainment, Sports, Nutrition, and Food Culture
- Science and Technology
- Health Care and Medicine in China
- Technology and Access to Technology, Science, and Ethics in China
- Beauty and Aesthetics Arts and Music, Visual and Performing Arts, Fashion and Design in Chinese culture
- Personal and Public Identities
- National and Ethnic Identities, Gender or Gender Roles,
- Heroes and National Figures
- Contemporary Life Lifestyles and Pop Culture, Holidays and Celebrations in China
- Families and Communities Social Customs, Traditions, and Values, Citizenship, Social Welfare in China
- Science and Technology
- Effects of Technology on Self and Society,
- Climate and the Physical World
- Global Challenges
- Population and Demographics,
- Access to Food and Water
- Contemporary Life in China
- Travel, Transportation, and Tourism,
- Entertainment, Sports and Leisure, Lifestyles
- Personal and Public Identities in China
- Nationalism, Patriotism, Global Identity, and Responsibility
- Chinese Contemporary Life: Education and Careers, Lifestyles, Holidays and Celebrations
- Global Challenges: Managing and Protecting Resources, Population and Demographics, International Trade
- Science and Technology: Innovations and Inventions, Health Care and Medicine in China
- Beauty and Aesthetics: Defining Beauty, Literature, Film, Chinese Traditional and Contemporary Arts and Music
- Global Challenges: Economic Trends, Environmental Issues, Population and Demographics in China
- Contemporary Life: Chinese Lifestyles, Travel, Leisure, Food
- Science and Technology: Effects of Technology on Self and Society, Innovations, Climate and the Physical World
- Chinese Families and Communities: Social Customs and Values, Relationships, Friendships, and Social Networking, Urban and Rural Communities and Their Development.

Performance Tasks: (Including Capstone Assured Experiences)

1. Complete a variety of projects and presentations in which they create artifacts based on their personal interests to show their understanding of the themes

above.

2. Engage in classroom discussions and debates in which students take and defend positions relative to:

- a. discussing how families shape values and traditions as well as personal beliefs and personal interests.
- b. examining challenges faced by families, such as access to education and jobs.
- c. expressing their own understanding of the evolving concept and role of families in contemporary societies.
- d. how language and culture influence identity in Chinese-speaking societies.
- e. developing a variety of more nuanced linguistic and cultural concepts as well as vocabulary.
- f. exploring how developments in science and technology impact language and the ways we communicate and, ultimately, how we see ourselves.
- g. examining how social media impacts personal image and identity.
- h. considering the role of advertising in shaping personal and public identity.
- i. exploring how a community's identity is reflected in its art.
- j. exploring how art influences the quality of life and values in a community.
- k. considering the role/importance of art in Chinese-speaking communities.
- l. discovering how the arts capture and reflect the history of a community.
- m. investigating how the concept of beauty is defined within a culture.
- n. exploring how art challenges and reflects cultural perspectives
- o. exploring how developments in science can both create and resolve challenges in contemporary society.
- p. investigating how technology creates new ways for us to connect with others and how it impacts and shapes our personal and public identities.
- q. considering ways access to technology affects society and the quality of life.
- r. examining how science and technology affect the values and ethics of a community.
- s. exploring how one's social status influences their quality of life.
- t. investigating how cultural perspectives and traditions relate to the quality of life.
- u. considering how access to education, health care, justice, food, and water impact the quality of life.
- v. exploring how geography influences the quality of life.
- w. investigating how economic developments and environmental challenges often impact society and politics on a larger scale, which in turn affects individual families and communities.
- x. exploring how individuals can positively or negatively influence the world around them.
- y. developing possible solutions that address contemporary global challenges.

3. Role play situations involving:

- a. Understand audio recordings (for example, a transportation announcement)
 - b. Read posters, public signs, and other texts
 - c. Narrate stories based on a sequence of pictures
 - d. Create a short written and oral presentation
 - e. use provided cultural and/or interdisciplinary information
 - f. initiate, sustain, and close oral conversations and written communications using simple and compound sentences and a varied vocabulary that includes idiomatic and culturally appropriate expressions.
 - g. deliver a short oral cultural presentation to explain ideas and opinions with examples using the sources provided in this unit.
 - h. write and respond to emails and letters using appropriate registers and a selected writing system consistently.
 - i. infer the meaning of a text, idiomatic and culturally authentic expressions, and unfamiliar words using provided cultural and interdisciplinary information.
 - j. comprehend the speaker's and writer's messages and respond in a culturally appropriate manner.
 - k. exchange information, ideas, and opinions on this unit's themes using a variety of vocabulary and sentence structures, standard conventions, and the appropriate register for written language in emails and letters.
 - l. identify, compare, and explain the relationships between products, practices, and perspectives on beauty and aesthetics in the target culture
 - m. text if they are unfamiliar with the event topic.
 - n. use cultural or interdisciplinary information to infer meaning from a text and deduce the meaning of unfamiliar words through context.
 - o. summarize and sequence information in narrative form
 - p. discuss and compare environmental, political, and societal challenges between the target community and their own community.
 - q. describe and explain cultural practices and perspectives related to the unit's theme.
 - r. carry out conversations or interviews on the topics addressed in this unit.
 - s. provide and explain viewpoints with supporting details and elaboration.
 - t. compose replies to emails by providing suggestions with justifications on the specific topic addressed by the other party.
 - u. develop visual literacy by narrating stories (based on visuals) that reflect a clear progression of ideas, including a beginning, a middle, and a conclusion
4. Teacher-generated quizzes and unit assessments to show mastery

Standards

[World Language Readiness Standards:](#)

[Link to WRSFLL: World Readiness Standards for Learning Languages](#)

[WL Readiness Standards Alignment with Common Core Standards](#)

Resources

1. **Discovering Chinese, Better Chinese Ltd.**
2. **Integrated Chinese 4th Edition | Cheng & Tsui** <https://www.cheng-tsui.com>
3. **The Chairman's Bao Learning Institution:**
<https://www.thechairmansbao.com/>
4. **AP Chinese Language and Culture Test Review and Test Practice- Barron's Educational Series, Inc. (2nd Edition) AP Chinese Language and Culture Syllabus (2019-2020)**
5. **Dashan - Environmental Protection ///** 大山 - 环保公益广告
<https://www.youtube.com/watch?v=Btt4g04K-VQ>
6. **CCTV 中文国际** <https://www.youtube.com/watch?v=e74yfZQy4JY>
7. **CCTV News**
8. <http://www.chinese-tools.com>
9. **Websites • 人民网 (People)** - <http://people.com.cn/>
10. **NY Times in Chinese** - <https://cn.nytimes.com/> •
11. **中国日报 (China Daily)** - <http://cn.chinadaily.com.cn/>
12. **Yoyo Chinese** - <https://www.yoyochinese.com/landing>
13. **Wikipedia Pages (All Free)**
14. **Magical Tour of China Textbook, Better Chinese Ltd.**
15. **Multimedia Materials**
16. **Chinese movies, videos, and DVDs/VCDs.**
17. <http://zhongwen.com/>
18. <https://www.chinese-tools.com/>
19. <http://baike.baidu.com/item/百度百科>
20. <http://zh.wikipedia.org/wiki/Wikipedia:%E9%A6%96%E9%A1%B5>
21. **AP classroom (provided by College Board)**